

Trinity 350
Scarcity, Sustainability, and the Future of International Relations
Syllabus
WINTER 2020

Instructor: Dr. Mark Nieman, mark.nieman@utoronto.ca

Time and Location: R 12–2pm, Online – Synchronous

Student Hours: Schedule through <https://nieman.youcanbook.me> and meet via Zoom.

Teaching Assistant: Aden Dur-e-Aden, aden.dur.e.aden@mail.utoronto.ca

Office Hours: F 11am–12pm, meet via Zoom.

Overview and Objectives

International Relations are changing, and changing quickly. Major challenges in global affairs, including the interrelated problems of climate change, resource scarcity, great power competition, and changes in mass politics will shape our future in uncertain and possibly dangerous ways. This course seeks to evaluate the effect of these interconnected issues on our world today, and their implications for the future. Through a series of case studies, students will be encouraged to identify future international challenges and work to develop sustainable and innovative solutions to the problems that will confront our world in the next decades and beyond.

Learning Outcomes

At the end of this course, students should be able to:

- Describe analytical approaches to studying international relations.
- Critically read and evaluate scholarly work.
- Synthesize arguments and summarize empirical evidence for policy evaluation.

Required Text

There is no required textbooks for this class. All books/chapters are available on Quercus and all articles through Quercus or the library at <https://onesearch.library.utoronto.ca/onesearch>. To find articles, search the article title and verify it is correct with the author's name.

Grading

Grades are based on a three take-home assessments and class contribution. The first two assessments require students to write a policy brief about an assigned issue. Students are expected to pose an evidence-based policy solution to the issue following the format outlined in the Policy Brief handout. The third assessment is an essay exam covering all topics from class, with an emphasis on the topic from the final section of the course. The class contribution component is dependent on a student's attendance and positive, thoughtful contribution to weekly tutorials. Students who wish to earn high marks will have completed the week's assigned readings prior to tutorial, be able to describe the readings' theory and findings, and critically discuss all readings to demonstrate a mastery of the material.

Assessments are assigned during the last class of a section and the following week. Assessments should be uploaded to Quercus by the start of class on their due dates; late assignments are not accepted unless a prior arrangement was made with and agreed to by the instructor. The course follows the standard university grading scale (<https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-1-2020>). Final grade percentages are rounded to the nearest whole number. Students will take more away from lecture if they have completed the required readings prior to class.

Marking Scheme

Assessment	Percentage
Take-home Assessment 1	25
Take-home Assessment 2	25
Take-home Assessment 3	40
Discussion	10
Total	100

Course Policies

Student Responsibilities in the Learning Process: Students are expected to complete all required readings on a topic prior to class. Students are also expected to complete all assessments on time. This means accessing the materials with sufficient time to complete assessments prior to deadlines. In the event that a student has questions concerning the material, they should formulate specific questions to ask the professor via office hours or email with sufficient time for a response prior to assessment deadlines (i.e. emailed questions should be sent at least 24 hours prior to a deadline, excluding weekends or holidays).

Classroom Conduct: Students are expected to participate in class in a thoughtful and respectful manner while in the pursuit of knowledge accumulation. Generally, this means engaging with one another's ideas and treating others as you would like to be treating as well as *not* treating others how you would *not* like to be treated. Please see university policies on freedom of speech (<https://governingcouncil.utoronto.ca/secretariat/>

policies/freedom-speech-statement-may-28-1992) and discrimination and harassment (<https://governingcouncil.utoronto.ca/secretariat/policies/harassment-statement-prohibited-discrimination-and-discriminatory-harassment>).

Accommodations: Please discuss any special needs with the instructor start of the semester, for example to request reasonable accommodations if an academic requirement conflicts with your religious practices and/or observances. Those seeking accommodations based on disabilities should complete the appropriate documentation with Student Life Programs and Services (<https://studentlife.utoronto.ca/departments/accessibility-services/>).

Academic Misconduct: All acts of dishonesty in any work constitute academic misconduct. The Student Disciplinary Regulations (<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>) will be followed in the event of academic misconduct.

A special note on plagiarism: plagiarism is the act of representing directly or indirectly another person's work as your own. It can involve presenting someone's speech, wholly or partially, as your; quoting without acknowledging the true source of the quoted material; copying and handing in another person's work with your name on it; and similar infractions. Even indirect quotations, paraphrasing, etc., can be considered plagiarism unless sources are properly cited.

Copyright: Course materials, including recorded lectures and slides, are the instructor's intellectual property covered by the Copyright Act, RSC 1985, c C-42. Course materials posted on Quercus are for registered students only and may not be posted to other websites or media without the express permission of the instructor. Unauthorized reproduction, copying, or use of online recordings will constitute copyright infringement.

I reserve the right to modify the syllabus to reflect the pace of the course.

Schedule

Section 1: Climate Change

January 14: Introduction

Hardin, Garrett. 1968. The Tragedy of the Commons. *Science* 162(3859): 1243–1248.

Haas, Peter M. 1989. Do Regimes Matter? Epistemic Communities and Mediterranean Pollution Control. *International Organization* 43(3): 377–403.

von Stein, Jana. 2008. The International Law and Politics of Climate Change: Ratification of the United Nations Framework Convention and the Kyoto Protocol. *Journal of Conflict Resolution* 52(2): 243–268.

January 21: Economic Impacts

Burke, Marshall, Solomon M. Hsiang, and Edward Miguel. 2015. Global Non-linear Effect of Temperature on Economic Production. *Nature* 527(7577): 235–239.

Duan, Lei, Juan Moreno-Cruz, and Ken Caldeira. 2020. Balancing Climate and Development Goals. *Environmental Research Letters* 15(12): 124057. <https://doi.org/10.1088/1748-9326/abbe46>. (Available on Quercus).

Blackburn, Christopher J., Mallory E. Flowers, Daniel C. Matisoff, and Juan Moreno-Cruz. 2020. Do Pilot and Demonstration Projects Work? Evidence from a Green Building Program. *Journal of Policy Analysis and Management* 39(4): 1100–1132.

January 28: Climate Change and Resource Wars

Hendrix, Cullen S. and Idean Salehyan. 2012. Climate Change, Rainfall, and Social Conflict in Africa. *Journal of Peace Research* 49(1): 35–50.

Schmidt, Cody J., Bomi K. Lee, and Sara McLaughlin Mitchell. 2021. Climate Bones of Contention: How Climate Variability Influences Territorial, Maritime, and River Interstate Conflicts. *Journal of Peace Research*: DOI: 10.1177/0022343320973738.

Lee, Sojeong and Sara McLaughlin Mitchell. 2019. Energy Resources and the Risk of Conflict in Shared River Basins. *Journal of Peace Research* 56(3): 336–351.

February 4: Attitudes Towards Climate Change

Bergquist, Parrish and Christopher Warshaw. 2019. Does Global Warming Increase Public Concern about Climate Change? *Journal of Politics* 81(2): 686–691.

Brody, Samuel D., Sammy Zahran, and Arnold Vedlitz. 2008. Examining the Relationship Between Physical Vulnerability and Public Perceptions of Global Climate Change in the United States. *Environment and Behavior* 40(1): 72–95.

Baccini, Leonardo and Lucas Leeman. 2020. Do Natural Disasters Help the Environment? How Voters Respond and What That Means. *Political Science Research and Methods*: doi:10.1017/psrm.2020.25.

Stokes, Leah C. 2014. Electoral Backlash against Climate Policy: A Natural Experiment on Retrospective Voting and Local Resistance to Public Policy. *American Journal of Political Science* 60(4): 958–974.

February 11: Optimism, Pessimism, and Prospects for the Future

Assessment 1 assigned.

Brown, Patrick T., Juan Moreno-Cruz, and Ken Caldiera. 2020. Break-even Year: A Concept for Understanding Intergenerational Trade-offs in Climate Change Mitigation Policy. *Environmental Research Communications* 2(9): 095002.

Rickels, Wilfried, Martin F. Quaas, Katharine Rieke, Johannes Quaas, Juan Moreno-Cruz, and Sjak Smulders. 2020. Who Turns the Global Thermostat and by How Much? *Energy Economics* 91: 104852.

Colgan, Jeff D., Jessica F. Green, and Thomas N. Hale. Forthcoming. Asset Revaluation and the Existential Politics of Climate Change. *International Organization*. (Available on Quercus).

February 18: No Class–Reading Week

Section 2: Major Power Competition

February 25: Power Transition

Assessment 1 due.

Kugler, Jacek and A.F.K. Organski. 1993. The Power Transition: A Retrospective and Prospective Evaluation. In Midlarsky, Manus I, ed. 1993. *Handbook of War Studies*. Ann Arbor: University of Michigan Press. (Available on Quercus)

Gilpin, Robert. 1988. The Theory of Hegemonic War. *Journal of Interdisciplinary History*. 18(4): 591–613.

Levy, Jack S. and William R. Thompson. 2010. Balancing on Land and at Sea. *International Security* 35(1): 7–43.

March 4: Spheres of Influence

Lake, David A. 2007. Escape from the State of Nature: Authority and Hierarchy in World Politics. *International Security* 32(1): 47–79.

Norrlof, Carla and William C. Wohlforth. 2019. *Raison de l'Hégémonie* (The Hegemon's Interest): Theory of the Costs and Benefits of Hegemony. *Security Studies* 28(3): 422–450.

McManus, Roseanne and Mark David Nieman. 2019. Identifying the Level of Major Power Support Signaled for Protégés: A Latent Measure Approach. *Journal of Peace Research* 56(3): 364–378.

March 11: How Major Powers Compete

Nieman, Mark David, Carla Martinez Machain, Olga Chyzh, and Sam Bell. Forthcoming. An International Game of Risk: Troop Placement and Major Power Competition. *Journal of Politics*. (Available on Quercus)

Truckos, Judit. 2020. Comparing Russian, Chinese, and American Soft Power Use: A New Approach. *Global Society* DOI: 10.1080/13600826.2020.1848809.

Levin, Don H. 2016. When the Great Power Gets a Vote: The Effects of Great Power Electoral Interventions on Election Results. *International Studies Quarterly* 60(2): 189–202.

March 18: US Decline and the End of the Liberal Order?

Assessment 2 assigned.

Layne, Christopher. 2018. The US–Chinese Power Shift and the End of the Pax Americana. *International Affairs*: 89–111.

Norrlof, Carla. 2014. Dollar Hegemony: A Power Analysis. *Review of International Political Economy* 21(5): 1042–1070.

Mousseau, Michael. 2019. The End of War: How a Robust Marketplace and Liberal Hegemony are Leading to Perpetual World Peace. *International Security* 44(1): 160–196.

Section 3: Mass Politics and Populism

March 25: What is Populism?

Assessment 2 due.

Canovan, Margaret. 1999. Trust the People! Populism and the Two Faces of Democracy. *Political Studies* 47(1): 2–16.

Peters, B. Guy and Jon Pierre. 2020. A Typology of Populism: Understanding the Different Forms of Populism and Their Implications. *Democratization* 27(6): 928–946.

Hawkins, Kirk A. 2009. Is Chávez Populist? Measuring Populist Discourse in Comparative Perspective. *Comparative Political Studies* 42(8): 1040–1067.

April 1: Roots of Populist Support

Miller, Steven. 2017. Economic Threats or Societal Turmoil? Understanding Preferences for Authoritarian Political Systems. *Political Behavior* 39(2): 457–478.

Inglehart, Ronald F. and Pippa Norris. 2016. Trump, Brexit, and the Rise of Populism: Economic Have-nots and Cultural Backlash. *HKS Working Paper* No. RWP16-026. (Available on Quercus)

Federico, Christopher M., Emily L. Fisher, and Grace Deason. 2017. The Authoritarian Left Withdraws from Politics: Ideological Asymmetry in the Relationship between Authoritarianism and Political Engagement. *Journal of Politics* 79(3): 1010–1023.

April 8: Effects of Populism

Assessment 3 assigned.

Piazza, James A. 2020. Political Hate Speech and Domestic Terrorism. *International Interactions* 46(3): 431–453.

Huber, Robert A. and Christian H. Schimpf. 2016. Friend or Foe? Testing the Influence of Populism on Democratic Quality in Latin America. *Political Studies* 64(4): 872–889.

Huber, Robert A. and Christian H. Schimpf. 2017. On the Distinct Effects of Left-Wing and Right-Wing Populism on Democratic Quality. *Politics and Governance* 5(4): 146–165.

April 13–23: Final Assessment

Assessment 3 due: TBA.