

PSCI 4800
Advanced International Relations Theory
Thursdays, 18:05-20:55
Please confirm location on Carleton Central

Instructor: Mark Pearcey
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He opened the big box, and Dorothy saw that it was filled with spectacles of every size and shape. All of them had green glasses in them. The Guardian of the gates found a pair that would just fit Dorothy and put them over her eyes. There were two golden bands fastened to them that passed around the back of her head, where they were locked together by a little key that was at the end of a chain the Guardian of the Gates wore around his neck. When they were on, Dorothy could not take them off had she wished, but of course she did not want to be blinded by the glare of the Emerald City, so she said nothing.

- Frank L Baum, *The Wonderful Wizard of OZ* (1900)

Like the green glasses of OZ, theories offer a lens with which to see the world. Also like the green glasses of OZ, theories colour the way we perceive issues and events. Neorealists like Kenneth Waltz and John Mearsheimer, for instance, direct our attention to the structure of the international system in defining the security-seeking behaviour of states. Meanwhile, feminists like Cynthia Enloe, highlight the gendered dimension of international relations and give us an altogether different account of security and power. Though some theorists lament the lack of a unified paradigm for the study of international relations, this course suggests that it is the large number of IR theories that give the field strength.

In this vein, the objective of this course is to promote frank and open discussion about the theories that help shape the way we perceive our world. By completing the course, students will develop their critical thinking and analytical skills, deepen and broaden their knowledge of IR theory; and better understand the relationship between theory and practice. To achieve this, students will be responsible for reading a large and diverse body of literature, as well as participate in group work and weekly discussions. This literature is challenging, as such, it is expected that students: 1) have some familiarity with IR theory before taking this course; and 2) adequately prepare for class by reading all materials comprehensively and in full!

READINGS

All required readings are available through MacOdrum library – all books have been placed on reserve and all articles are available electronically via: <http://www.library.carleton.ca/>.

EVALUATION

ASSIGNMENT	% OF FINAL GRADE	DUE DATE
Participation	20%	Weekly
Presentation (Individual)	10%	TBD
Group Project	Project Proposal: 10% Group Work: 10% Poster Presentation: 10%	28 January Weekly 7 April
Take Home Exam	40%	23 April

Participation (20%): Weekly

This course is designed as a seminar, which relies on the active participation of students. For this reason, participation counts for a significant portion of your grade. If you cannot attend a class for valid reasons (ex. medical reasons), you must provide me with valid documentation that justifies your absence (ex. doctor's note). Participation grades will be based on your participation in 10 classes, total.

Presentation (10%): TBD

Each student must perform a 10-minute presentation (MAXIMUM), on one of the assigned weekly readings (see list below). Please note that presentations cannot simply describe the reading, they must:

1. Summarize core arguments/findings of the reading
2. Provide a critique (critical or sympathetic)
3. Connect the reading with a contemporary issue
4. Offer 3 'thoughtful' questions to help stimulate classroom discussion

Please note that presentations will be selected on the first day of class and that you cannot select a reading already assigned to another student.

Group Project (30%)

The purpose of this assignment is for students to make a tangible connection between IR theory and its practice. To achieve this, students will work in teams to develop a project based on their own theoretical perspectives. This will begin on the first day of class, when students will be placed into groups according to their theoretical disposition (Realist, Liberal, Marxist, etc...). Following this, students/groups will be evaluated in 3 steps:

1. **Step 1 (28 JANUARY): Project Proposals (10%):** Students will individually draft a 2-3 page, single-spaced, concept note for a project that connects IR theory

with practice. Although the project itself can be any thing (web page, publication, art project, etc...), **it must stay on-campus**; that is, the project take place on campus and exclusively make use of on-campus resources.

The concept note must:

- a. Provide a brief description of the project itself;
- b. Substantiate the project based on your theoretical perspective;
- c. Explain how the project contributes something positive to the campus community;
- d. Detail a realistic plan for completing the project by the last class.

Grading: The professor will grade concept notes; students will receive individual scores.

2. **Step 2 (Weekly): Group Work (10%):** In each group, students will present their concept note, the theory behind it, and the timeline for completion. Based on these presentations, group members will vote on the project that they would like to complete. Once a project has been selected, students will be provided one hour in each class to work towards its completion. These periods will be structured and supervised by the professor (the professor will also be available for consultation during office hours).

Grading: Each member of the group will be allowed to grade himself or herself; however, the professor retains the right of veto this grade. Students will submit a one-page, single-spaced note that indicates the grade they think they deserve, as well as substantiate this grade on the last class (**7 APRIL**). It is highly recommended that students also submit a portfolio of evidence to justify their self-grading.

3. **Step 3 (7 APRIL): Final Project and Poster Presentation (10%):** On the last day of class, each group will perform a poster presentation, which should:
 - a. Describe the project itself
 - b. Explain the theory behind the project
 - c. Explain the practical implications of the project

Grading: Students will receive a group grade, decided on by the professor. A handout will be provided that explains grading criteria.

Take Home Exam (40%): 23 APRIL

On the last day of class (**7 APRIL**), students will be provided a list of four (4) questions, from which they must answer two (2). Answers must take the form of an argumentative essay, and: 1) be approximately 5 pages in length (double-sided); 2) use 1 inch margins (vertical and horizontal); 3) be written in 12 point Times New Roman font; and 4) be fully referenced using a form of in-text citation (e.x. APA, MLA). Take home exams will be due by **4pm on 23 APRIL**. Method of submission: E-mail instructor, Mark.Pearcey@carleton.ca

Note: More detailed instructions will be provided on the last day of class, along with a grading rubric, which will be used to mark the take home exams.

*****LATE POLICY FOR ALL ASSIGNMENTS*****

ASSIGNMENTS SUBMITTED AFTER 4PM ON THE DAY THAT THEY ARE DUE
WILL BE SUBJECT TO A 10% DEDUCTION (75% BECOMES 65%).

CLASS SCHEDULE

Jan 7: Introduction

No readings

Jan 14: Introducing IR theory

Walt S.M. (1998). International Relations: One world, many theories. *Foreign Policy*, 110, 29-46.

Wight, M. (1995). Why is there no international theory? In Der Derian, J. (Eds). *International Theory: Critical Investigations* (ch. 2). New York: New York University Press.

Buzan B. & Little R. (2001). Why International Relations has failed as an intellectual project and what to do about it. *Millennium*, 30, 19-39.

Reus-Smit, C. (2012). International Relations, Irrelevant? Don't Blame Theory. *Millennium: Journal of International Studies*, 40, 525-540.

Jan 21: IR theory for whom, and for what purpose?

Cox R.W. (1981). Social forces, states and world orders: Beyond International Relations Theory, *Millennium*, 10, 126-155.

Waltz, K. (1979). *Theory of international politics* (ch 1). Reading: Addison-Wesley Publishing.

Smith, S. (1996) Positivism and beyond. In Smith, S., Booth, K. & Zalewski, M. (Eds) *International theory: Positivism and beyond* (11-44). Cambridge: Cambridge University Press.

Jan 28: Historiography and International Relations (CONCEPT NOTES DUE!!!)

Waever O. (1996). The Rise and Fall of the Inter-paradigm Debate. In Smith S., Booth K. and Marysia Zalewski (eds). *International Theory: Positivism and Beyond* (ch. 7). Cambridge: Cambridge University Press.

Schmidt B. (1998). *The political discourse of anarchy: A disciplinary history of International Relations* (ch. 1). Albany: State University of New York Press.

Gross L. (1948). The Peace of Westphalia, 1648-1948. *American Journal of International Law*, 42, 20-41.

Kayaoglu T. (2010). Westphalian Eurocentrism in International Relations theory.

International Studies Review, 12, 193-217.

Feb 4: Anarchy and order: A question of human nature?

Milner, H. (1991). The assumption of anarchy in International Relations theory: A critique. *Review of International Studies*, 17, 67-85.

Wendt A. (1992). Anarchy is what states make of it: The social construction of power politics. *International Organization*, 46, 391-425.

Beier M. (2002). Beyond hegemonic state(ments) of nature: Indigenous knowledge and non-state possibilities in International Relations (ch.4). In Chowdhry G. And Nari S. (eds). *Power, postcolonialism and international relations: Reading race, gender and class*. London: Routledge.

Feb 11: Order and sovereignty

Bull H. (1977). *The anarchical society: A study of order in world politics* (ch1). New York: Columbia University Press.

Krasner S. (2001). Sovereignty. *Foreign Policy*, 122, 20-29.

Reus-Smit C. (2001). Human rights and the social construction of sovereignty. *Review of International Studies*, 27, 519-538

Sørensen G. (1999). Sovereignty: Change and continuity in a fundamental institution. *Political Studies*, 47, 590-604.

Feb 18: READING WEEK!!!

Feb 25: Sovereignty and power

Gong, G. (1984). *The Standard of Civilization in international society* (ch. 1). Oxford: Oxford Clarendon Press.

Osiander, O. (2001). Sovereignty, International relations and the Westphalian myth. *International Organization*, 55, 251-287.

Krasner, S.D. (2009). *Power, the state, and sovereignty: Essays on International Relations* (ch. 8). Oxon: Routledge.

Mar 3: Power and security

Russett B & Oneal J. (1997) The classical liberal were right. *International Studies Quarterly*, 41, 267-293.

Mearsheimer, J.J. (2001). *The tragedy of great power politics* (Introduction). New York: W.W. Norton.

Cohn C. 1985. Sex and death in the rational world of defense intellectuals. *Signs*, 12, 687-718.

Mar 10: Security and identity

Huntington S. (1993). The clash of civilizations? *Foreign Affairs*, summer, 22-49.

- Varadarajan L. (2004). Constructivism, identity and neoliberal (in)security. *Review of International Studies*, 30, 263-286.
- Bialasiewicz, L., et al. (2007). Performing security: The imaginative geographies of current US strategy. *Political Geography*, 26, 405-422.
- Hansen L. (2000). The little mermaid's silent security dilemma and the absence of gender in the Copenhagen school. *Millennium*, 29, 285-306.

Mar 17: Identity and governance

- Laffey M. (2000). Locating identity: Performativity, foreign policy and state action. *Review of International Studies*, 26, 429-444.
- Rosenau J.N. (2005). Global governance as disaggregated complexity. In Ba A.D. and Hoffman M. (eds). *Contending perspectives on global governance coherence, contestation and world order*. New York: Routledge, ch. 8.
- Sending O.J. and Neumann I.B. (2006). Governance to governmentality: Analyzing NGOs, states, and power. *International Studies Quarterly*, 50, 651-672.
- Mupidi H. (2005). Colonial and postcolonial global governance. In Barnett M., and Duvall R. (eds). *Power in global governance*. Cambridge: Cambridge University Press.

Mar 24: Governance and empire

- Cox M. (2004). Empire by denial? Debating U.S. power. *Security Dialogue*, 35, 228-236.
- Hardt M. and Negri A. (2000). *Empire*. Cambridge, MA: Harvard University Press, pp. Xi-41.

Mar 31: The Aesthetic Turn

- Bleiker, R. (2001). The aesthetic turn in international political theory. *Millennium*, 30: 509-533
- Neumann, Iver B. (2001). Grab a phaser, Ambassador: Diplomacy in Star Trek. *Millennium*, 30: 603-624.
- Philpott, S. & Mutimer, D. (2005). Inscribing the American body politic: Martin Sheen and two American decades. *Geopolitics*, 10: 335-355.

Apr 7: POSTER PRESENTATIONS!!!

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Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a

disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has

been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Oral Examination: At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

Submission and Return of Term Work: Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Assignments and exams will be graded with a percentage grade. To convert this to a letter grade or to the university 12-point system, please refer to the following table.

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Grades: Final grades are derived from the completion of course assignments. Failure to write the final exam will result in the grade ABS. Deferred final exams are available **ONLY** if the student is in good standing in the course.

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the

larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <http://facebook.com/CarletonPoliticalScienceSociety> or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.