

PSCI 3601A
Theories of International Politics
Thursdays 2:35 – 5:25 p.m.
Please confirm location on Carleton Central

Instructor: Hans-Martin Jaeger
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Office Hours: Tuesdays 1:00 – 3:00 p.m.
Thursdays 10:00 a.m. – 12 noon (or by appointment)
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Course Description and Objectives

This course provides a systematic overview of the main theoretical approaches to the study of international politics. Theoretical assumptions inform historical accounts and empirical descriptions of international politics and often underlie corresponding policy analyses. Coming to terms with theories of international (or world) politics is therefore critical to reflecting on the subject matter. The course begins with an examination of the two dominant theoretical traditions in the discipline, Realism and Liberalism, their contemporary (“neo”) variants, and the English School. In the second part of the course, we will consider a variety of approaches which have challenged the traditional theories and offered alternative accounts of world politics, including Marxism and Critical Theory, Constructivism, Feminism, Poststructuralism, and Postcolonialism. Theories will be discussed in relation to a variety of substantive questions, ranging from traditional problems of international security, international cooperation, and international inequality to current issues of globalization, gender, and identity. Students are also encouraged to draw on their broader knowledge of international history and contemporary international issues as a background for the theoretical discussion. The course has a mixed format alternating lectures with class or group discussions and other exercises or presentations.

The objective of the course is to give students a solid understanding of the assumptions, substantive claims, and scope of the major theories of international politics, and more broadly, to expose them to the increasing theoretical diversity in the discipline of International Relations. In assignments and group or class discussions, students are expected to formulate their own views on the merits and limitations of different theories. Doing so should hone students’ analytical and critical skills and make them more discerning observers of contemporary world politics.

Textbook and Readings

There is one required textbook for this course, available for purchase at the Carleton University Bookstore:

Tim Dunne, Milja Kurki and Steve Smith (eds.) (2007) *International Relations Theories: Discipline and Diversity*. Oxford: Oxford University Press. [henceforth: Dunne et al.]

All other required readings have been placed on reserve at MacOdrum Library or are available online via <http://www.library.carleton.ca/eresources/databases.html> , as indicated in the class schedule below.

Evaluation and Requirements

<u>Requirement</u>	<u>Percentage of final grade</u>	<u>Due date</u>
Attendance and Class Participation	10%	Weekly
Quiz	10%	Feb. 5
Take-home Essay	25%	Feb. 26
Research Paper	35%	Mar. 26
Final Exam	20%	TBA

As per early feedback guidelines, the Quiz will be returned by February 23rd.

Attendance and Class Participation (20%). Attendance is mandatory. Please notify me in advance (in person or by WebCT email), if you have to miss a class for compelling reasons (e.g. medical or family emergency, observance of a religious holiday). Absences incurred for these reasons will be excused. All other absences are unexcused. Unexcused absences will lower your grade for class participation. More than three unexcused absences will additionally lower your grade for class participation by one third of a letter grade (e.g. from A- to B+). Six or more absences will additionally lower your grade for class participation by a full letter grade (e.g. from B to C). To benefit from the course, it is essential that you read the assigned texts prior to class meetings, and that you participate in class and group discussions (within the possibilities of a class of this size). Your class participation will be evaluated based mostly on the quality of your contributions. It is expected that you engage with other students' and the instructor's ideas constructively or critically but respectfully. Quality contributions to class discussions (questions, comments) demonstrate that you have read and comprehended the assigned materials; that you can analytically reflect and critically comment on the central ideas of the readings; and that you can make connections between these ideas and other themes or readings in the course.

Quiz (10%). Students will take a short quiz **in class on February 5**. The quiz will consist of 15-20 short questions including multiple-choice questions, identifications of quotations, true-false questions, one-to-three word answers etc. There will be no make-up quiz except in case of a documented family or medical emergency.

Take-home Essay (25%). Students must write a short take-home essay (1400-1600 words) in response to questions distributed in class. Essay topics and writing guidelines will be handed out on February 12. **The essay will be due in class as a hard copy** (typed, 12 point font, double-

spaced) **on February 26**. It will not be necessary to draw on outside material apart from class readings for this assignment. The essay must include references to class readings. If students wish to refer to outside material, all sources (books, articles, web material etc.) must also be cited. See further instructions under Research Paper below.

Research Paper (35%). Each student is required to write a research paper on a topic to be chosen from a list of topics distributed in class on March 5. **The research paper is due in class as a hard copy** (typed, 12 point font, double-spaced) **on March 26**. In it, you will be asked you to explore a theoretical question, issue, or debate broached in the course in greater depth. The research paper must present a clear argument and use at least four outside sources (scholarly books or articles) beyond the assigned class readings. The length of the paper should be 10 to 12 pages double-spaced (approximately 3000-3600 words) plus bibliography.

The following applies to both the Take-home Essay and the Research Paper:

All sources (class readings or outside sources including books, articles, internet sources etc.) must be properly referenced in the text, with page citations where appropriate. Any recognized citation style is fine (parenthetical or footnotes), just be consistent. The papers should have an introduction which states your argument, a main part which develops the argument, and a conclusion which summarizes the analysis (and may point to its implications). They must include a word count. Evaluation of the papers is based on (in declining order of importance):

- (a) the merits (originality, persuasiveness) of your argument;
- (b) the logic and clarity of your argument;
- (c) the appropriateness and relevance of the cited readings (including a consistent citation style);
- (d) correct English grammar, spelling, and usage.

There will be no extensions of the respective deadlines, except in case of a documented medical or family emergency. Late submissions will be accepted but penalized by one third of a letter grade per day (e.g. from A- to B+) for up to seven calendar days. In case of a late submission you should send the paper to the instructor as an email attachment (as a time stamp), but you must provide an identical hard copy the following business day or as soon as possible thereafter. Collaboration is not allowed for the papers.

Final Exam (20%). Students will write a final exam on a date during the official exam period, April 8-27th excluding April 11th. The final exam will have two parts. Part I will consist of 15-20 short questions similar in style to those on the Quiz and covering the material since the Quiz. In part II, you will be asked to write an essay on a question pertaining to the whole term (to be chosen from a list of several topics).

WebCT

This course has a WebCT page which contains an electronic copy of this syllabus, a discussion board, mail, and grades. I will be using WebCT to communicate with you between classes should the need arise, and I will make electronic copies of lecture outlines available there. You are encouraged to use the discussion board to post any thoughts, comments or questions you may have concerning the course or to continue class discussion (if you wish). Please use WebCT email for all your communications with me concerning the class.

Class Schedule and Reading Assignments (subject to modification)

available online = available at <http://www.library.carleton.ca/eresources/databases.html>

on reserve = on reserve at MacOdrum Library

Jan. 8 **Introduction**

Smith, Steve (2007) "Introduction: Diversity and Disciplinarity in International Relations Theory, in Dunne et al., pp. 1-12.

I. Traditional and Mainstream Theories

Jan. 15 **Classical Realism**

Lebow, Richard Ned (2007) "Classical Realism," in Dunne et al., ch. 3.

Thucydides (2006 [approx. 400 BCE]), "The Peloponnesian War and the Melian Debate," in Phil Williams et al. (eds.), *Classic Readings and Contemporary Debates in International Relations*, third edition. Belmont, CA: Thomson Wadsworth, ch. 5. (on reserve)

Morgenthau, Hans J. (1948) *Politics Among Nations: The Struggle for Power and Peace*. New York: Alfred A. Knopf, chapters 1 and 2. (on reserve)

Jan. 22 **Liberalism**

Panke, Diana and Thomas Risse (2007) "Liberalism," in Dunne et al., ch. 5.

Wilson, Woodrow (1918) "The Fourteen Points," in Phil Williams et al. (eds.), *Classic Readings and Contemporary Debates in International Relations*, third edition. Belmont, CA: Thomson Wadsworth, ch. 3. (on reserve, also available at http://wwi.lib.byu.edu/index.php/President_Wilson%27s_Fourteen_Points)

Doyle, Michael (1986) "Liberalism and World Politics," *American Political Science Review* 80 (4): 1151-1169. (available online)

Jan. 29 **Neorealism and Neoliberal Institutionalism**

Mearsheimer, John J. (2007) "Structural Realism," in Dunne et al., ch. 4.

Martin, Lisa L. (2007) "Neoliberalism," in Dunne et al., ch. 6.

Baldwin, David A. (1993) "Neoliberalism, Neorealism, and World Politics," in David A. Baldwin (ed.), *Neorealism and Neoliberalism: The Contemporary Debate*, New York: Columbia University Press, ch. 1. (on reserve)

Feb. 5 **The English School: Between/Beyond Realism and Liberalism**

***** *Quiz at the beginning of class* *****

Dunne, Tim (2007) "The English School," in Dunne et al. (eds.), ch. 7.

Bull, Hedley (1977) "Does Order Exist in World Politics?" in *The Anarchical Society: A Study of Order in World Politics*. New York: Columbia University Press, ch. 2. (on reserve)

Buzan, Barry (2001) "The English School: An Underexploited Resource in IR," *Review of International Studies* 27 (3): 471-488.

II. Alternative and Critical Approaches

Feb. 12 **Marxism and Critical Theory**

Rupert, Mark (2007) "Marxism and Critical Theory," in Dunne et al., ch. 8.

Van Apeldoorn, Bastiaan (2004) "Theorizing the Transnational: A Historical Materialist Approach," *Journal of International Relations and Development* 7 (2): 142-176. (available online)

Cox, Robert (1993 [1983]) "Gramsci, Hegemony, and International Relations: An Essay in Method," in Stephen Gill (ed.) *Gramsci, Historical Materialism and International Relations*, Cambridge: Cambridge University Press, ch. 2. (on reserve)

***** *Topics for Take-home Essay distributed in class* *****

Feb. 19 Winter Break

Feb. 26 **Constructivism**

***** *Take-home Essay due in class* *****

Wendt, Alexander (1992) "Anarchy is What States Make of It: The Social Construction of Power Politics," *International Organization* 46 (2): 391-425. (available online)

Finnemore, Martha and Kathryn Sikkink (1998) "International Norm Dynamics and Political Change," *International Organization* 52 (4): 887-917. (available online)

Optional:

Fierke, K. M. (2007) "Constructivism," in Dunne et al., ch. 9.

Mar. 5 **Feminism**

Tickner, J. Ann and Laura Sjoberg (2007) "Feminism," in Dunne et al., ch. 10.

Tickner, J. Ann (1988) "Hans Morgenthau's Principles of Political Realism: A Feminist Reformulation," *Millennium: Journal of International Studies* 17 (3): 429-440. (available online)

Enloe, Cynthia (1989) *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*. Berkeley: University of California Press, chs. 1 and 9. (on reserve)

Keohane, Robert O. (1998) "Beyond Dichotomy: Conversations Between International Relations and Feminist Theory," *International Studies Quarterly* 42 (1): 193-197. (available online)

***** *Topics for Research paper distributed in class* *****

Mar. 12 **Poststructuralism**

Campbell, David (2007) "Poststructuralism," in Dunne et al., ch. 11.

Der Derian, James (1989) The Boundaries of Knowledge and Power in International Relations," in James Der Derian and Michael Shapiro (eds.), *International/Intertextual Relations: Postmodern Readings of World Politics*. New York: Lexington Books, ch. 1. (on reserve)

Shapiro, Michael (1989) "Textualizing Global Politics," in James Der Derian and Michael Shapiro (eds.), *International/Intertextual Relations: Postmodern Readings of World Politics*. New York: Lexington Books, ch. 2. (on reserve)

Lazar, Annita and Michelle M. Lazar (2007) "The Discourse of the New World Order: 'Out-casting' the Double Face of Threat," *Discourse and Society* 15 (2-3): 223-242. (available online)

Mar. 19 **Postcolonialism**

Grovogui, Siba N. (2007) "Postcolonialism," in Dunne et al., ch. 12.

Chowdhry, Geeta and Sheila Nair (2002) "Introduction: Power in a Postcolonial World: Race, Gender, and Class in International Relations," in Chowdhry and Nair (eds.), *Power, Postcolonialism and International Relations: Reading Race, Gender and Class*. New York: Routledge, ch. 1. (on reserve)

Sylvester, Christine (1999) "Development Studies and Postcolonial Studies: Disparate Tales of the 'Third World'," *Third World Quarterly* 20 (4): 703-721. (available online)

Mar. 26 **IR Theory and Globalization**

***** **Research Paper due in class** *****

Huntington, Samuel (1993) "The Clash of Civilizations?" *Foreign Affairs* 72 (3): 22-49. (available online)

Held, David (1997) "Globalization and Cosmopolitan Democracy," *Peace Review* 9 (3): 309-314. (on reserve)

Hardt, Michael and Antonio Negri interviewed by Nicholas Brown and Imre Szeman (2002) "The Global Coliseum: On *Empire*," *Cultural Studies* 16 (2): 177-192. (available online)

Optional:

Hay, Colin (2007) "International Relations Theory and Globalization," in Dunne et al., ch. 14.

Apr. 2 **Conclusion**

Waeber, Ole (2007) "Still a Discipline After All These Debates?" in Dunne et al., ch. 15.

Academic Accommodations

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your letter of accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations**. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by **November 7, 2008 for December examinations**, and **March 6, 2009 for April examinations**.

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. The Department’s Style Guide is available at: <http://www.carleton.ca/polisci/undergrad/Essay%20Style%20Guide.html>

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.

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.

Course Requirements: Students must fulfill all course requirements in order to achieve a passing grade. Failure to hand in any assignment will result in a grade of F. Failure to write the final exam will result in a grade of ABS. FND (Failure No Deferred) is assigned when a student’s performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course

due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.

Connect Email Accounts: The Department of Political Science only communicates with students via Connect accounts. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

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 in the after-hours academic life 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, please email carletonpss@gmail.com, visit our website at poliscisociety.com, 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.