

## **BGINS 3010 Global and International Theory, Fall 2019 Course Outline**

Course: Wednesdays, 10:35, ME 4499 plus sections  
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The purposes of this course are to survey the theories scholars use to understand international relations, to familiarize the students with the existing approaches, and to train the students to think theoretically. Thinking theoretically refers to critically assessing causal relationships and mechanisms and applying them to both past and present situations to determine the most important dynamics.

Some argue that the current situation resembles the past, others argue that we are facing very distinct dynamics. A key theme of the course will be asking whether the ideas we have used to understand international relations still apply and if they need to be adjusted to deal with the rise of non-state actors, climate change, the internet, globalization, and the like.

### **Objectives:**

1. To better understand existing theories of international relations.
2. To improve the ability to apply theories presented over the course of the term to different policy areas: past, present and future.
3. To improve one's critical thinking skills by understanding and manipulating abstract concepts.
4. To improve one's writing skills via the course assignments.
5. To develop one's ability to articulate one's views via course participation.

## Methodology

This course will have two professors with Prof. Saideman serving as the primary point of contact as he will be responsible for the grading and the supervision of the teaching assistants. The Wednesday meetings will be mostly lecture. The course will also have discussion sections run by the teaching assistants. Attendance in both are mandatory.

## Course Requirements

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

The course requirements consist of reading, participation and writing. It is your responsibility to do the work. If you need some sort of accommodation, such as extension, or face some kind of challenge, please see the professor early, when there are more options available. **Do not wait until the last minute or after the fact.**

**Participation (15%):** This course combines lecture and discussion sections. The **quality of the experience, especially the discussion section, depends on what you put into it.** You should complete all the readings for each week ahead of time so that you come into class armed with questions, informed opinions, and an improved background on the relevant issues. An A grade will be for not just consistent participation but for value added—that you are providing insightful comments and penetrating questions. A C grade is the most you can hope for if you just show up and do not speak up. This is a low risk environment compared to any place you work after here, so do not be afraid to air your ideas.

If you miss class, you will not gain any credit for that course meeting. If you cannot attend the class on a regular (that means every week) basis, drop this class and find one that works with your schedule. *Only professional, medical or family emergencies can be excused.*

### **Two Quizzes (20%. 10% each)**

Students will be required to complete two quizzes that will test a student's knowledge of the reading and their comprehension of lectures. Each quiz will have ten questions and take about 50 minutes to do. Quizzes will be posted and available on cuLearn and will be time limited. Week of October 2<sup>nd</sup> and Week of November 6<sup>th</sup>.

### **International Relations Theory & Practice Blog Project (30%, 10% each)**

Students will be placed into groups of 4 and expected to develop and implement a collective blog project that focuses on issues in International Relations Theory and Practice. The blog needs to be conceptualized and developed by the students in the class and should be primarily focused on how IR theories can be used to explain current events taking place in the world. Groups will use cuPortfolio to build and develop their blog. The blog can be a combination of postings from other social media sources, short news pieces, retweets, but there also needs to be a substantive element. Over the term groups will create a total of 3 blog posts that will be a maximum of **1000 words each**. The blog needs to be both scholarly and relevant. This means that pieces need to be rooted in one or more IR theories, be reflective and oriented to communicating complex issues in a clear and effective manner, and framing

issues to have contemporary import. Groups should come up with a title for their blog and use multimedia to make the blog attractive. Students will be assessed based on the content, appearance, link between theory and practice, and insights provided by the blog.

### **Final Paper (35%):**

Students will write and submit an individual 7-10 page paper responding to a question provided.

<b>Assignment</b>	<b>Due Date</b>
Participation	Ongoing
Quiz 1	Week of October 2 <sup>nd</sup>
Quiz 2	Week of November 6 <sup>th</sup>
Blog Post 1	October 9th
Blog Post 2	October 30th
Blog Post 3	November 20th
Final Paper	December 11 <sup>th</sup>

## **Policies**

### **Communications**

Please use your Carleton email account for all course-related correspondence.

### **Plagiarism and Complementarity**

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 Academic integrity policy can be accessed at <http://www2.carleton.ca/studentaffairs/academic-integrity>.

**Complementarity:** students are encouraged to build up expertise in areas that may cross multiple courses. It is acceptable to write assignments on related topics. However you may not simply cut and paste your work from one assignment to another, or essentially submit the same work for two or more assignments in the same or different courses. If you plan on writing on related topics in different courses, you must inform the instructors and discuss what will be acceptable in terms

of overlap, and what is not. Failure to notify the faculty members will be viewed unfavourably should there be a suspicion of misconduct

### **Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website:  
<http://www2.carleton.ca/equity/>

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website:  
<http://www2.carleton.ca/equity/>

**Academic Accommodations for Students with Disabilities:** 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](mailto: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*) at <http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/>

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www2.carleton.ca/equity/>

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

**cuLearn**

This course uses cuLearn, Carleton's learning management system. To access your course on cuLearn go to <http://carleton.ca/culearn>. For help and support, go to <http://carleton.ca/culearnsupport/students>. Any unresolved questions can be directed to Computing and Communication Services (CCS) by phone at 613-520-3700 or via email at [ccs\\_service\\_desk@carleton.ca](mailto:ccs_service_desk@carleton.ca).

**Electronic Policy:** The internet can be both boon and bane to scholarship and instruction. Please turn off cell phones at the start of class. If you choose to text or answer a call during class, I will kick you out of that day's class and you will lose credit for participation for that day. Laptops can be helpful or harmful to the discussion. If I find that laptops inhibit discussion, I will ask students to put them away. I recommend that **you print out your notes before coming to seminar** so that you can refer to them, rather than flipping through the PDFs of the readings on your laptop.

## Readings:

### Book

Daniel Drezner, *Theory of International Politics and Zombies*, Revived Edition, Princeton University Press, 9780691163703

**Articles:** Available via Ares and/or a decent internet search

**Additional Readings:** As the term goes along, we may link to additional readings—mostly short articles/blog posts that apply IR theory to current events.

**Blogs/Twitter/Podcasts:** You should get in the habit of following key analysts on twitter and via blogs. The professors and teaching assistants will mention some along the way and will post some links on cuLearn. For a start of IR Theory applied to current events, see <https://www.washingtonpost.com/news/monkey-cage/> and <https://duckofminerva.com/>

## Schedule:

### September 4<sup>th</sup> Introduction and Levels of Analysis

Drezner, TIPZ, 1-36

Kori Schake, The Trump Doctrine is Winning and the World is Losing,

<https://www.nytimes.com/2018/06/15/opinion/sunday/trump-china-america-first.html>

Peter Gourevitch, "Second Image Reversed: The International Sources of Domestic Politics," *International Organization* 32, 4, Autumn 1978

<https://www.cambridge.org/core/journals/international-organization/article/second-image-reversed-the-international-sources-of-domestic-politics/F8662518D705AD48D2BCF198102AD931>

### September 11th Realism Part I

Drezner, TIPZ, 37-50

Hans Morgenthau, Excerpt from "Six Principles of Political Realism" in *Politics Among Nations: The Struggle for Power and Peace*.

<https://www.mtholyoke.edu/acad/intrel/morg6.htm>

George Kennan, The Sources of Soviet Conduct, *Foreign Affairs*, 1947

<https://www.foreignaffairs.com/articles/russian-federation/1947-07-01/sources-soviet-conduct>

Robert Jervis, "Cooperation Under the Security Dilemma," *World Politics* 30, 2 January 1978, <https://www.cambridge.org/core/journals/world-politics/article/cooperation-under-the-security-dilemma/C8907431CCEFEFE762BFCA32F091C526>

## September 18th Realism Part II

Robert Gilpin, *War and Change*, chapter 1

Patricia Weitsman, "Wartime Alliances versus Coalition Warfare: How Institutional Structure Matters in the Multilateral Prosecution of Wars," *Strategic Studies Quarterly* 4, 2, 2010, 113-138, [https://www.jstor.org/stable/26269800?seq=21#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/26269800?seq=21#metadata_info_tab_contents)

Thomas Schelling, *Arms and Influence*, chapter 1

## September 25th Liberalism, **First Blog Post Due**

Drezner, TIPZ, 51-64

Andrew Moravcsik, "Taking Preferences Seriously: A Liberal Theory of International Politics," *International Organization* 51, 4, Autumn 1997

<https://www.princeton.edu/~amoravcs/library/preferences.pdf>

Helen Milner, "The Assumption of Anarchy in IR: a Critique," *Review of International Studies*, 17, 1, January 1991, <https://www.cambridge.org/core/journals/review-of-international-studies/article/assumption-of-anarchy-in-international-relations-theory-a-critique/769F071DB361CC2513C5A4ED644CD124>

Michael Doyle, "Three Pillars of the Liberal Peace." *The American Political Science Review* 99, 3, 2005: 463-466.

## Quiz 1: Week of October 2<sup>nd</sup>

### October 2nd Constructivism

Drezner, TIPZ, 65-74

Wendt, A. 1992. 'Anarchy is What States Make of it: The Social Construction of Power Politics', *International Organization*, 46, 2, 1992, pp. 391-425.

Adler, E. 1997. 'Seizing the Middle Ground: Constructivism in World Politics', *European Journal of International Relations*, 3, 3, 1997, pp. 319-63.

Finnemore, M. and Sikkink, K. 2001. 'Taking Stock: the Constructivist Research Program in International Relations and Comparative Politics', *Annual Review of Political Science* 4, 2001, pp. 391-416.

### October 9th Marxism

Pal, M. 2017. 'Marxism' in S. McGlinchey, R. Walters, and C. Scheinflug eds., *International Relations Theory*, E-IR. 2017. <https://www.e-ir.info/2018/02/25/introducing-marxism-in-international-relations-theory/>

Tickner, A. B. (2013). Core, periphery and (neo)imperialist International Relations. *European Journal of International Relations*, 19(3), 627–646  
<https://doi.org/10.1177/1354066113494323>.

Barkawi, T., & Laffey, M. (2002). Retrieving the Imperial: Empire and International Relations. *Millennium*, 31(1), 109–127. <https://doi.org/10.1177/03058298020310010601>

## **October 16th Theories of Domestic Politics and Foreign Policy, Second Blog Post Due**

Drezner, TIPZ, 95-120

Jack S. Levy, “Domestic Politics and War,” *The Journal of Interdisciplinary History* 18, 4, Spring 1988

Saideman, Szekely, and Jones, “The Interagency as a Policy Market and Two Plans for the Post-Invasion Iraq Military” *Annual Meeting of the International Studies Association*, April 4<sup>th</sup>-7<sup>th</sup>, 2018, San Francisco, CA. [on CuLearn]

## **Fall Break**

### **October 30th Individual Level Theories**

Drezner, TIPZ, 121-130

Robert Jervis, “Hypotheses on Misperception” *World Politics*, 20, 3, April 1968  
[https://www.jstor.org/stable/2009777?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/2009777?seq=1#page_scan_tab_contents)

Elizabeth Saunders, “Transformative Choices: Leaders and the Origins of Intervention Strategy,” *International Security* 34, 2, 2009-10,  
<https://www.mitpressjournals.org/doi/abs/10.1162/isec.2009.34.2.119>

Buster Benson, “Cognitive Bias Cheat Sheet,” <https://medium.com/better-humans/cognitive-bias-cheat-sheet-55a472476b18>

## **Quiz 2: Week of November 6th**

### **Nov 6th Post-Colonialism**

Nair, S. 2017. ‘Postcolonialism’ in S. McGlinchey, R. Walters, and C. Scheinflug eds., *International Relations Theory*, E-IR. Pp. 69-75. <http://www.e-ir.info/wp-content/uploads/2017/11/International-Relations-Theory-E-IR.pdf>

Chowdhury, G., and Nair, S. 2002. ‘Introduction: Power in a postcolonial world: race, gender, and class in international relations. *Power, Postcolonialism and International Relations: Reading Race, Gender and Class*. Routledge. Pp.1-32. Ebook via the library.

- Hall, S. 1992. 'The West and the Rest: Discourse and Power', in S. Hall and B. Gieben, eds., *Formations of Modernity*, Polity Press.
- Sabaratnam, M. 'IR in Dialogue ... but Can We Change the Subjects? A Typology of Decolonising Strategies for the Study of World Politics', *Millennium: Journal of International Studies*, 39, 3, pp. 781–803.
- Bhambra, GK. 2014. 'Postcolonial and Decolonial Dialogues,' *Postcolonial Studies* 17(2), pp. 115-21.

## Nov 13th Feminism

- Drezner, TIPZ, 75-86
- Smith, S. 2017. 'Feminism' in S. McGlinchey, R. Walters, and C. Scheinpflug eds., *International Relations Theory*, E-IR. pp. 62-68. <http://www.e-ir.info/wp-content/uploads/2017/11/International-Relations-Theory-E-IR.pdf>
- Zalewski, M. 2018. 'Feminist Approaches to International Relations Theory in the Post-Cold War Period.' <https://www.bbvaopenmind.com/en/articles/feminist-approaches-to-international-relations-theory-in-the-post-cold-war-period/>
- Cockburn, C. 2010. 'Gender Relations as Causal in Militarization and War: A Feminist Standpoint', *International Feminist Journal of Politics*, 12(2).
- Moghadam, V. 2002. 'Islamic Feminism and Its Discontents: Toward a Resolution of the Debate,' *Signs* 27(4), pp. 1135-71.

## Nov 20th Neo-Conservatism, Race and Identity, **Third Blog Due**

- Drezner, TIPZ, 89-94
- Samuel Huntington, "The Clash of Civilizations?" *Foreign Affairs* 72, 3, Summer 1993. [https://www.jstor.org/stable/20045621?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/20045621?seq=1#page_scan_tab_contents)
- CATO discussion of Clash of Civilizations <https://www.cato-unbound.org/print-issue/2185>
- Paul Musgrave, "John Bolton is warning of a Clash of Civilizations with China. Here are the five things you need to know," *Washington Post*, July 18<sup>th</sup>, 2019, <https://www.washingtonpost.com/politics/2019/07/18/john-bolton-is-warning-clash-civilizations-with-china-here-are-five-things-you-need-know/>

## Nov 27th Global South and Indigenous

- Comtassel, J. and Woons, M. 2017. 'Indigenous Perspectives on International Relations Theory', in S. McGlinchey, R. Walters, and C. Scheinpflug eds., *International Relations Theory*, E-IR. 2017. pp.131-137. <https://www.e-ir.info/2018/01/23/indigenous-perspectives-on-international-relations-theory/>
- Benabdallah, L., Murillo-Zamora, C., and Adetula, V. 2017. 'Global South Perspectives', in S. McGlinchey, R. Walters, and C. Scheinpflug eds., *International Relations Theory*, E-IR. 2017. pp 125-130. <http://www.e-ir.info/wp-content/uploads/2017/11/International-Relations-Theory-E-IR.pdf>

Hayden King, 'The Erasure of Indigenous Thought in Foreign Policy', Open Canada (online), July 2017, <https://www.opencanada.org/features/erasure-indigenous-thought-foreign-policy/>

E.Tuck and K.W. Yang, 'Decolonization Is Not a Metaphor', *Decolonization: Indigeneity, Education & Society* 1, 1, 2012, pp. 1-40.

## **Dec 4th Conclusion**

Drezner, TIPZ, 131-146

Joshua Busby, "Warming World: Why Climate Change Matters More Than Anything Else," Foreign Affairs, July/August 2018 <https://www.foreignaffairs.com/articles/2018-06-14/warming-world>

Stephen M. Saideman, "The Apparent Decline of the Paradigms: Examining Patterns of Publications, Perceptions, and Citations," *International Studies Review*, Vol. 20, No. 4 (2018): 685–703.

# **December 11<sup>th</sup> Take home essay/paper**