

## **BGINS 3010 Global and International Theory, Fall 2020 Course Outline**

Course:

Online with *live* meetings on the **first** and **last** day of the term on Mondays at 3:35  
Discussion sections will have live (synchronous) meetings every week.

Prof. Stephen Saideman

Office: River Building 5104

Office Hours: Mondays 3:35-5:25 (same as when the class is supposed to meet) via  
**BigBlueButton**, by apt

Email: [Stephen.saideman@carleton.ca](mailto:Stephen.saideman@carleton.ca)

Prof. David Hornsby

Office Hours: by appointment via **BigBlueButton**

Email: [david.hornsby@carleton.ca](mailto:david.hornsby@carleton.ca)

Teaching Assistant: Katherine Andrews

Office Hours: Monday: 2:45-3:30 & Wednesday 2:30-3:15 via **BigBlueButton**

Email: [KATIEANDREWS@cmail.carleton.ca](mailto:KATIEANDREWS@cmail.carleton.ca)

Teaching Assistant: Samantha Friedland

Office Hours: Wednesday: 1:30 - 2:15pm & Friday: 11:00 - 11:45am via **BigBlueButton**

Email: [samanthafriedland@cmail.carleton.ca](mailto:samanthafriedland@cmail.carleton.ca)

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, pandemics, 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 collaborative skills via online tools.

## 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 class will mostly be taught this fall **asynchronously**—lectures will be recorded and made available, so that the students can watch them at a time that works for them. We will be holding live lectures rarely (the first day of class, the last day of class). Each week, we will provide students with a short document, a *framework page*, via **CuLearn** that will set out what we expect students to do for the week—what to get out of the readings, what questions to answer, what to watch online (we will provide links to short lectures created by us as well as videos online that help to illustrate the concepts), and so on. Students will then do the work—the readings, the online materials, and the various assessments.

We will be online via the **BigBlueButton** on the CuLearn page every Monday (during the class's scheduled time) from 3:35-5-25 to answer questions. We can also be reached via email to set up one on one conversations. The teaching assistants will run discussion sections via the same technology. These will be live events, giving the students a chance to discuss the readings, the online materials, and current events. Attendance is mandatory although we will work to develop alternatives for those who are constrained by health, distance/time zones, family considerations, or technological challenges. We understand that online courses present their own challenges that add to a time that is very difficult for many. Let us know if you have problems accessing the course materials.

Students **are not obligated** to have video of themselves active during the online sessions—that is up to each student, their preferences, and their technological capabilities.

To be clear, these are unusual times with everyone facing more stress and more challenges doing just the normal coursework. **So, if you need help, please ask.** We want you to succeed and be healthy and not to be overly stressed along the way.

## 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.** With the course being entirely online, let us know if you have problems accessing the internet, sharing your computer, etc.

**Participation (30%):** 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 to the discussion sections 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 discussion groups, you will not gain any credit for that course meeting. If you cannot attend the discussion groups on a regular (that means every week) basis, let us know and we can figure out how to make it work.

**Online Activities (40%):** This will consist of two assignments (both graded pass/fail): **providing reading reflections** responding to the weekly reading questions (30%) and **four memes of the week (10%)**. Regarding the questions, we will post a weekly document—a framework page—that sets the context for the readings and online materials (the latter includes lectures and other resources) and also provides questions that will direct your reading. Read the readings in the order they are listed in the framework page on the CuLearn website. Students will answer questions each week. Regarding the *meme of the week*, over the course of the term, students will have to submit four memes, each one taking one of the course concepts and making a meme out of it. We will provide a link to a website that makes it easy to make memes, and we will provide more instructions at the start the term. Each week, students will vote on the best meme each week, with the top four students getting a 2.5% added to their final grade (no student can win more than two times).

**Final Paper (30%):**

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

Assignment	Due Date
Participation	Ongoing
Reading Reflections	Ongoing
Meme of the Week #1	September 30th
Meme of the Week #2	October 28th
Meme of the Week #3	November 18th
Meme of the Week #4	December 13th
Final Paper	December 14 <sup>th</sup>

## Policies

### Communications

Please use your Carleton email account for all course-related correspondence. **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 see the [Student Guide](#).

**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 see the [Student Guide](#).

**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).

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>

**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 may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

**Intellectual Property:** Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

**Submission and Return of Term Work:** Papers must be submitted directly to the instructor according to the instructions in the course outline. Arrangements for late submission of term work is to be determined by your instructor. Final exams are intended solely for the purpose of evaluation and will not be returned.

**Grading:** Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

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

**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 BGIInS 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.

**Official Course Outline:** The course outline posted to the BGIInS website is the official course outline.

**cuLearn**

This course will be entirely online via 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).

**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/> Good podcasts on international relations include Bombshell (a War on the Rocks podcast), Thank You For Your Service (a civil-military relations podcast), and ...

**Schedule:****Week 1. September 14<sup>th</sup> Introduction and Levels of Analysis**

Drezner, TIPZ, 1-36

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>

**Week 2. September 21<sup>th</sup> Realism**

Drezner, TIPZ, 37-50

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>

Jeffrey W. Taliaferro, "Security Seeking under Anarchy: Defensive Realism Revisited," *International Security*, Vol. 25, No. 3 (Winter, 2000-2001), pp. 128-161

*Current application:*

Steve Saideman, "COVID-19 Breathes Life into Hegemonic Stability Theory"  
<https://duckofminerva.com/2020/03/covid-19-breathes-life-into-hegemonic-stability-theory.html>

Peter Henne, "No, Realism Does not Explain the International Covid-19 Response,"  
<https://duckofminerva.com/2020/03/no-realism-cannot-explain-the-international-covid-19-response.html>

### **Week 3. September 28<sup>th</sup> Rationalist Approaches to IR**

Thomas Schelling, *Arms and Influence*, chapter 1

James Fearon, "Rationalist Explanations for War," *IntlOrg*, Vol. 49, No. 3 (1995), pp. 379-414

Alex Weisiger and Keren Yarhi-Milo (2015). Revisiting Reputation: How Past Actions Matter in International Politics. *International Organization*, 69(2), 473-495.

**First set of memes must have been completed by now**

### **Week 4. October 5<sup>th</sup> Liberalism**

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>

Koremenos, Barbara, Charles Lipson, and Duncan Snidal. "The Rational Design of International Institutions." *International Organization* 55, no. 04 (2001): 761-99.

### **October 12<sup>th</sup> Thanksgiving**

### **Week 5. October 19<sup>th</sup> 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 IR and Comparative Politics', *Annual Review of Political Science* 4, 2001, pp. 391-416.

Barnett, Michael N., and Martha Finnemore. "The Politics, Power, and Pathologies of International Organizations." *International Organization* 53, no. 04 (1999): 699-732.

### **Fall Break**

### **Week 6. October 26<sup>th</sup> First Level Theories**

Drezner, *TIPZ*, 120-130,

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)

Kertzer and Tingley, *Political Psychology in International Relations: Beyond the Paradigms*, *Annual Review of Political Science*, Vol. 21:319-339, 2018

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>

**Second set of memes must have been completed by now**

## **Week 7. November 2nd Second Level Theories**

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]

Susan Hyde and Elisabeth Saunders, "Recapturing Regime Type in International Relations: Leaders, Institutions, and Agency Space," *International Organization* 74, Spring 2020,

## **Week 8. November 9th Marxism**

Pal, M. 2017. 'Marxism' in S. McGlinchey, R. Walters, and C. Scheinpflug 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>

## **Week 9. November 16<sup>th</sup> Post-Colonialism, Race and Identity in IR**

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

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

Henderson, E.A. 'Hidden in plain sight: racism in international relations theory', *Cambridge Review of International Affairs*, 2013. 26:1, 71-92

Thakur, V., Davis, A.E., Vale, P. Imperial Mission, 'Scientific' Method: an Alternative Account of the Origins of IR, *Millennium*, 46, 1 (2017): 3-23

### Supplemental

Zvobgo, K., and Loken, M. "Why Race Matters in IR," *Foreign Policy*, June 19<sup>th</sup>, 2020.  
<https://foreignpolicy.com/2020/06/19/why-race-matters-international-relations-ir/>

Bhambra et al, "Why is Mainstream IR Blind to Racism," *Foreign Policy* July 3<sup>rd</sup>,  
<https://foreignpolicy.com/2020/07/03/why-is-mainstream-international-relations-ir-blind-to-racism-colonialism/>

**Third set of memes must have been completed by now**



## **Week 10. November 23<sup>rd</sup> Feminism**

- 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.

## **Week 11. December 7<sup>th</sup> Global South and Indigenous**

- Corntassel, J. and Woons, M. 2017. 'Indigenous Perspectives on IRTheory', in S. McGlinchey, R. Walters, and C. Scheinpflug eds., *IR 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, July 2017, <https://www.opencanada.org/features/erasure-indigenous-thought-foreign-policy/>
- Odoom, Isaac, and Nathan Andrews. "What/Who is still Missing in International Relations Scholarship? Situating Africa as an Agent in IR Theorising." *Third World Quarterly* 38, no. 1 (2017): 42–60.

## **Week 12. December 11<sup>th</sup> 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.

**Fourth set of memes must have been completed by now**

**Final Paper Due December 14<sup>th</sup>**