

PSCI 3601A
Theories of International Politics
Monday 11:35 a.m. – 14:25 p.m.
Please confirm location on Carleton Central

Instructor: Hans-Martin Jaeger
Office: C678 Loeb
Office Hours: Monday 15:00 – 17:00 p.m.
Thursday 12:00 noon – 14:00 p.m. (or by appointment)
Phone: (613) 520-2600 ext. 2286
Email: Hans-Martin_Jaeger@carleton.ca

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, 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

The textbook* and a coursepack for this course are available for purchase at the Carleton University Bookstore.

*Tim Dunne, Milja Kurki and Steve Smith (eds.) (2010) *International Relations Theories: Discipline and Diversity*, second edition. Oxford: Oxford University Press. [henceforth: Dunne et al.]

The other required readings 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%	Oct. 4
Take-home Essay	25%	Nov. 1
Research Paper	35%	Nov. 29
Final Exam	20%	Dec. 9-22

As per early feedback guidelines, the Quiz will be returned by October 18.

Attendance and Class Participation (10%). Attendance is mandatory. Please notify me in advance (in person or by 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 attendance and class participation. More than three unexcused absences will additionally lower your grade for attendance and 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 attendance and 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, critically, and 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 lectures; 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 Oct. 4. 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 Oct. 18. **The essay will be due in class as a hard copy** (typed, 12 point font, double-spaced) **on Nov. 1.** It will not be necessary to draw on outside material apart from class readings for this assignment. The essay must include page 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 Nov. 1. **The research paper is due in class as a hard copy** (typed, 12 point font, double-spaced) **on Nov. 29.** In it, you will be asked 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) in addition to at least one class reading. The length of the paper should be 10 to 12 pages double-spaced (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 paper 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 wider implications). It 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. Failure to submit either the Take-home Essay or the Research Paper (or both) will automatically result in a failing grade for the course.

Final Exam (20%). Students will write a final exam on a date during the official exam period, December 9-22. 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, email, and electronic copies of lecture outlines. I will be using WebCT email to communicate with you between classes, should the need arise.

Class Schedule and Reading Assignments (subject to modification)

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

C = coursepack

Sept. 13 **Introduction**

Smith, Steve (2010) "Introduction: Diversity and Disciplinarity in International Relations Theory, in Dunne et al., pp. 1-13.

I. Traditional and Mainstream Theories

Sept. 20 **Classical Realism**

Lebow, Richard Ned (2010) "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. (C)

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

Sept. 27 **Liberalism**

Russett, Bruce (2010) "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. (C)

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

Oct. 4 **Neorealism and Neoliberal Institutionalism**

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

Mearsheimer, John J. (2010) “Structural Realism,” in Dunne et al., ch. 4.

Sterling-Folker, Jennifer (2010) “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. (C)

Oct. 11 Thanksgiving Day – no class

Oct. 18 **The English School: Between/Beyond Realism and Liberalism**

Dunne, Tim (2010) “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. (C)

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

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

II. Alternative and Critical Approaches

Oct. 25 **Marxism and Critical Theory**

Rupert, Mark (2010) “Marxism and Critical Theory,” in Dunne et al., ch. 8.

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. (C)

Overbeek, Henk (2000) “Transnational Historical Materialism: Theories of Transnational Class Formation and World Order,” in Ronen Palan (ed.) *Global Political Economy: Contemporary Theories*. New York: Routledge, ch. 11. (C)

Nov. 1 **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. (online)

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

Optional:

Fierke, K. M. (2010) “Constructivism,” in Dunne et al., ch. 9.

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

Nov. 8 **Feminism**

Tickner, J. Ann and Laura Sjoberg (2010) “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. (online)

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

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

Nov. 15 **Poststructuralism**

Campbell, David (2010) “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. (C)

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. (C)

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. (online)

Nov. 22 **Postcolonialism**

Grovogui, Siba N. (2010) "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. (C)

Kapoor, Ilan (2002) "Capitalism, Culture, Agency: Dependency versus Postcolonial Theory," *Third World Quarterly* 23 (4): 647-664. (online)

Nov. 29 **IR Theory and Globalization**

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

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

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

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

Optional:

Hay, Colin (2010) "International Relations Theory and Globalization," in Dunne et al., ch. 14.

Dec. 6 **Conclusion**

Wæver, Ole (2010) "Still a Discipline After All These Debates?" in Dunne et al., ch. 15.

Academic Support Services at Carleton

Learning Support Services (LSS): LSS offers students a variety of free services, including academic skills workshops and information sessions, bookable study rooms, a Tutor Referral Service, and a supportive staff of Peer Helpers. To learn more about these services, visit LSS on the 4th floor of the MacOdrum library, contact them by phone at 613-520-2600, x.1125, or visit them online at www.carleton.ca/lss.

Writing Tutorial Service (WTS): The WTS offers students free one-on-one assistance with academic writing. To learn more about this free service, visit www.carleton.ca/wts. To make an appointment for a 50-minute session, call 613-520-2600, ext. 1125, or visit in person at the LSS Help Desk on the 4th floor of the MacOdrum Library.

Student Academic Success Centre (SASC): SASC offers students support in the form of free one-on-one academic advising and study skills appointments. To learn more about these services, visit www.carleton.ca/sasc. To make appointments for an advising or study skill session, call 613-520-2600, x. 7850, or visit in person at 302 Tory.

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 request for 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 15 2010 for December examinations and March 11 2011 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.

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: 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: All email communication to students from the Department of Political Science will be via Connect. 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.