

**PSCI 3601 A**  
**Theories of International Politics**  
Wednesday 11:35 – 14:25  
Please confirm location on Carleton Central

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Office Hours: Monday 15:00-17:00  
Wednesday 15:00-17:00  
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**Course Description and Objectives**

This course provides a systematic overview of theoretical approaches to the study of international politics. Theoretical assumptions inform empirical and historical accounts of international politics as well as corresponding policy analyses and policymaking. Coming to terms with different theories of international politics is therefore critical to understanding the underpinnings of knowledge and the rationales of conduct in the international sphere. The course begins with an examination of the two mainstream theoretical traditions, Realism and Liberalism, their contemporary (“neo”) variants, and the “middle-ground” approaches of the English School and constructivism. In the second part of the course, we consider a variety of approaches which have challenged the traditional theories and offered alternative accounts of world politics, including Marxism and Critical Theory, Feminism, Poststructuralism, Postcolonialism, and International Political Theory/Sociology. Theories will be discussed in relation to a variety of substantive issues. These include problems of peace and war, international conflict and cooperation, and world order which have long been the focus of the International Relations (IR) discipline; equally long-standing but sometimes neglected issues of empire, race, class, and gender; and current issues related to globalization and deglobalization such as climate change and other global crises. Students are also encouraged to draw on their broader knowledge of international history and contemporary international issues as a background for theoretical discussions. The course is held in person and has a mixed format alternating lectures with group presentations and class discussions.

By the end of this course, students should be able to

- identify and describe central concepts and claims of major IR theories
- explain and illustrate the relevance of these concepts and claims to international issues
- comparatively and critically assess the contributions and limitations of different theories.

Generally, assignments and class activities are intended to hone students' analytical, critical, and communication skills in speech and writing.

### **Textbook and Readings**

The textbook for this course is available for purchase at the Carleton University Bookstore:

Tim Dunne, Milja Kurki and Steve Smith (eds.) (2021) *International Relations Theories: Discipline and Diversity*, fifth edition. Oxford: Oxford University Press. [henceforth: Dunne et al.] You may also use the fourth edition of this book.

The other required readings are available through the Carleton University Library's ARES online reserve system (via Brightspace or the Library website).

### **Evaluation and Requirements**

<u>Requirement</u>	<u>Percentage of final grade</u>	<u>Due date</u>
Attendance and Class Participation	15%	Weekly
Quiz	5%	Feb. 7
Group Presentation and Report	20%	Sign up for a date on Brightspace by Jan. 12
Research Paper	40%	Apr. 5
Final Exam	20%	Apr. 13-25 (see Carleton Exam Schedule)

As per early feedback guidelines, the Quiz will be returned by Feb. 14.

**Attendance and Class Participation (15%).** 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. Three or more 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+). Five 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

discussions. Your class participation will be evaluated based on the quality and frequency of your contributions with greater weight given to quality. It is expected that you engage with other students' and the instructor's ideas constructively 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 (5%).** Students will take a short quiz at the beginning of class on February 7. The quiz will consist of 12-18 short questions including multiple-choice questions, 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.

**Group Presentation and Report (20%)** Each student will participate in a short (approx. 15-20 minute) group presentation with two to four classmates. The task for each group is to provide an illustrative application of the IR theory (or theories) or approach(es) we are discussing in a given week to a topical issue in world politics. "Illustrative application" means that you show how the claims and/or concepts of a particular theory/approach help you to make sense of (explain, interpret, or critique) selected aspects of your chosen topic. Topics could include but are not limited to contemporary war (e.g. Russia-Ukraine, Israel-Hamas), international cooperation (e.g. G-20, NATO), the rise and role of new powers (state or non-state) in international politics, the politics of a particular systemic global crisis (e.g. liberal international order, climate change, Covid-19 pandemic, refugees), or international dimensions of populist politics.

Presentation dates and group memberships will be arranged on Brightspace. You will be asked to sign up for a date (or respectively, a theory/approach) by Jan. 12. The group presentation will be evaluated based on: success in demonstrating the relevance (and/or limitations) of the theory/approach in relation to the chosen topic; quality of research; communication skills; and success in stimulating class discussion.

The grade for this assignment will be based on a combined evaluation of: (a) the individual oral presentation along with a two-page (double-spaced) written summary (plus a list of 3-5 sources) due the same day; (b) the effort and coherence of the group presentation; and (c) mutual evaluations among group members (you will confidentially submit a grade for each of your fellow group members based on their contribution to the group effort). You are encouraged to be creative with the format (e.g. debate, game show?) and supporting materials (e.g. Powerpoint, multimedia) of your class presentation, but make sure your analytical points are clear and well substantiated.

**Research Paper (40%).** Each student is required to write a research paper on one of the essay topics which will be posted on Brightspace during the Winter Break. **The research paper is due on Brightspace on April 5.** 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 (and cite) at least five outside sources (scholarly books or articles) in addition to at least one class reading. The length of the paper should be 9 to 11 pages double-spaced, 12-point font (2700-3300 words) plus bibliography. All sources (class readings and outside sources including

books, articles, internet sources, etc.) must be properly referenced in the text, with page citations where appropriate. Any recognized citation style (parenthetical or footnotes) is fine, just be consistent. The paper should have an introduction which states your argument, a main part which develops the argument systematically, and a conclusion which summarizes the analysis (and may point to its 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 submission deadline, except in cases 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.

**Final Exam (20%).** Students will write a final exam on a date during the official exam period, April 13-25. 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).

### **Brightspace**

This course has a Brightspace page containing this course outline, lecture outlines, and links to required readings.

### **Class Schedule and Reading Assignments**

Jan. 10            **Introduction**

Smith, Steve (2021) "Introduction: Diversity and Disciplinarity in International Relations Theory," in Dunne et al., pp. 1-12.

Vitalis, Robert (2005) "Birth of a Discipline," in David Long and Brian C. Schmidt (eds.) *Imperialism and Internationalism in the Discipline of International Relations*. Albany: State University of New York Press, pp. 159-179.

I. Traditional and Middle-Ground Theories

Jan. 17            **Classical Realism**

Lebow, Richard Ned (2021) “Classical Realism,” in Dunne et al., Ch. 2.

Thucydides (416 BCE) “The Melian Dialogue,” in *History of the Peloponnesian War*, Bk. V, v. 84-116. Available at [http://www.sophia-project.org/uploads/1/3/9/5/13955288/thucydides\\_melian.pdf](http://www.sophia-project.org/uploads/1/3/9/5/13955288/thucydides_melian.pdf).

Morgenthau, Hans J. (1948) “A Realist Theory of International Politics,” in *Politics Among Nations: The Struggle for Power and Peace*. New York: Alfred A. Knopf, Ch. 1. Available at [http://www.drmlkicikk.atw.hu/wp\\_readings/morgenthau.PDF](http://www.drmlkicikk.atw.hu/wp_readings/morgenthau.PDF) (7th ed.).

Jan. 24            **Liberalism**

Russett, Bruce (2021) “Liberalism,” in Dunne et al., Ch. 4.

Wilson, Woodrow (1918) “The Fourteen Points.” Available at [https://web.ics.purdue.edu/~wggray/Teaching/His300/Handouts/Fourteen\\_Points.pdf](https://web.ics.purdue.edu/~wggray/Teaching/His300/Handouts/Fourteen_Points.pdf).

Ikenberry, G. John (2018) “The End of Liberal International Order?” *International Affairs* 94(1): 7-23.

Jan. 31            **Structural and Neoclassical Realism vs. Neoliberal Institutionalism**

Mearsheimer, John J. (2021) “Structural Realism,” in Dunne et al., Ch. 3.

Sterling-Folker, Jennifer (2021) “Neoliberalism,” in Dunne et al., Ch. 5.

Ripsman, Norrin M. (2017) “Neoclassical Realism,” *Oxford Research Encyclopedia of International Studies*, available at <https://oxfordre.com/internationalstudies/display/10.1093/acrefore/9780190846626.001.001/acrefore-9780190846626-e-36>.

Feb. 7            **The English School**

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

Dunne, Tim (2021) “The English School,” in Dunne et al., Ch. 6.

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.

Feb. 14           **Constructivism**

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

Finnemore, Martha and Kathryn Sikkink (2001) "Taking Stock: The Constructivist Research Program in International Relations and Comparative Politics," *Annual Review of Political Science* 4: 391-416.

Pouliot, Vincent and Jérémie Cornut (2015) "Practice Theory and the Study of Diplomacy: A Research Agenda," *Cooperation and Conflict* 50(3): 297-315.

Optional:

Fierke, K. M. (2021) "Constructivism," in Dunne et al., Ch. 9.

Feb. 21           Winter Break (no class).

\*\*\*\*\* *Topics for Research Paper posted on Brightspace* \*\*\*\*\*

II. Alternative and Critical Approaches

Feb. 28           **Marxism and Critical Theory**

Rupert, Mark (2021) "Marxism," in Dunne et al., Ch. 7.

Roach, Steven C. (2021) "Critical Theory," in Dunne et al., Ch. 8

Gill, Stephen (2015) "The Geopolitics of Global Organic Crisis." Available at <http://www.analyzegreece.gr/topics/greece-europe/item/231-stephen-gill-the-geopolitics-of-global-organic-crisis>.

Habermas, Jürgen and Jacques Derrida (2003) "February 15, or What Binds Europeans Together: A Plea for a Common Foreign Policy Beginning in the Core of Europe," *Constellations* 10(3): 291-297.

Mar. 6           **Feminism**

Tickner, J. Ann and Laura Sjoberg (2021) “Feminism,” in Dunne et al., Ch. 10.

Tickner, J. Ann (1988) “Hans Morgenthau’s Principles of Political Realism: A Feminist Reformulation,” *Millennium* 12(3): 429-440.

Sjoberg, Laura (2015) “Seeing Sex, Gender, and Sexuality in International Security,” *International Journal* 70(3): 434-453.

Mar. 13           **Poststructuralism**

Campbell, David and Roland Bleiker (2021) “Poststructuralism,” in Dunne et al., Ch. 11.

Hansen, Lene (2011) “The Politics of Securitization and the Muhammad Cartoon Crisis: A Post-structuralist Perspective,” *Security Dialogue* 42(4-5): 357-369.

De Goede, Marieke (2003) “Hawala Discourses and the War on Terrorist Finance,” *Environment and Planning D: Society and Space* 21(5): 513-532.

Mar. 20           **Postcolonial and Decolonial Approaches**

Biswas, Shampa (2021) “Postcolonialism,” in Dunne et al., Ch. 12.

Anghie, Antony (2006) “The Evolution of International Law: Colonial and Postcolonial Realities,” *Third World Quarterly* 27(5): 739-753.

Querejazu, Amaya (2016) “Encountering the Pluriverse: Looking for Alternatives in Other Worlds,” *Revista Brasileira de Política Internacional* 59(2): 1-16.

Optional:

Acharya, Amitav (2021) “Global International Relations,” in Dunne et al., Ch. 16

Mar. 27           **International Political Theory and Sociology**

Mouffe, Chantal (2009) “Democracy in a Multipolar World,” *Millennium: Journal of International Studies* 37(3): 549-561.

Abrahamsen et al. (2020) “Confronting the International Political Sociology of the New Right,” *International Political Sociology* 14(1): 94-107.

Elbe, Stefan (2022) “Who Owns a Deadly Virus? Viral Sovereignty, Global Health Emergencies, and the Matrix of the International,” *International Political Sociology* 16(2): 1-18.

Apr. 3           Instructor absent (ISA Annual Convention)

\*\*\*\*\* *No class – finish work on Research Paper* \*\*\*\*\*

Apr. 5   \*\*\*\*\* **Research Paper due on Brightspace** \*\*\*\*\*

Apr. 10       **Conclusion**

Waever, Ole (2021) “Still a Discipline After All These Debates?” in Dunne et al., Ch. 17.

## **Appendix**

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### **Student Mental Health**

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

- **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

- **Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>



- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

## **Requests for Academic Accommodation**

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

***Academic consideration for medical or other extenuating circumstances:*** Please contact your instructor if you are experiencing circumstances that (a) are beyond your control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented. Decisions on academic consideration are in your instructor's discretion; they will be guided by the course learning outcomes and the principle of good faith. Please see [here](#) for more details. For considerations relating to course work, your instructor may request that you complete the [Self-Declaration form](#). To apply for a deferral of your final exam, you must submit the Self-Declaration form to the Registrar's Office no later than three days after the scheduled examination or take-home due date.

***Pregnancy accommodation:*** Please contact your instructor 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

***Religious accommodation:*** Please contact your instructor 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 [click here](#).

***Accommodations for students with disabilities:*** If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

***Accommodation for student activities:*** Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international level. Please contact your instructor 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 information, please [click here](#).

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](https://students.carleton.ca/course-outline).

### **Sexual Violence Policy**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. 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: [carleton.ca/sexual-violence-support](https://carleton.ca/sexual-violence-support).

### **Academic Integrity**

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

### ***Plagiarism***

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another’s data or research findings without appropriate acknowledgement;

- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

### ***Use of Artificial Intelligence***

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

### ***Procedures in Cases of Suspected Violations***

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

### **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. The departmental office will not accept assignments submitted in hard copy.

### **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:

<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>	<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>
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

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 Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

### **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. By hosting social events, including Model Parliament, debates, professional development sessions and more, 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 our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

### **Official Course Outline**

The course outline posted to the Political Science website is the official course outline.

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