

Carleton University  
Winter 2018  
Department of Political Science

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

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Instructor: Hans-Martin Jaeger  
Office: D691 Loeb  
Office Hours: Wednesday 14:45 – 16:45  
Thursday 12:00 – 14:00  
(or by appointment)  
Phone: (613) 520-2600 ext. 2286  
Email: [hansmartin\\_jaeger@carleton.ca](mailto:hansmartin_jaeger@carleton.ca)

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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 policy-making. 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 dominant theoretical traditions, Realism and Liberalism, their contemporary (“neo”) variants, and the English School. 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, Constructivism, Feminism, Poststructuralism, Postcolonialism, and International Political Theory/Sociology. 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 discussions and, occasionally, 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 current theoretical diversity in the discipline of International Relations. In

assignments and class discussions, students are expected to formulate their own views on the merits and limitations of different theoretical approaches. Doing so should hone students' analytical and critical skills and make them more discerning observers of contemporary world politics.

### **Textbook and Readings**

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

Tim Dunne, Milja Kurki and Steve Smith (eds.) (2016) *International Relations Theories: Discipline and Diversity*, fourth edition. Oxford: Oxford University Press. [henceforth: Dunne et al.]

The other required readings are available online or through the CU Library Online Journals at <https://library.carleton.ca/>, 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	15%	Weekly
Quiz	5%	February 7
Short Essay	25%	February 28
Research Paper	35%	March 28
Final Exam	20%	April 14-26 (see Carleton Exam Schedule)

**As per early feedback guidelines, the Quiz will be returned by February 17.**

**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 or group discussions (within the possibilities of a class of this size). 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, 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 (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, 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.

**Short Essay (25%).** Students must write a short take-home essay (1400-1600 words) in response to one of the essay topics posted on CuLearn on February 7. **The essay will be due in class as a hard copy** (typed, 12 point font, double-spaced) **on February 28.** 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, internet material, etc.) must also be cited. For further instructions and lateness policy see under Research Paper below.

**Research Paper (35%).** Each student is required to write a research paper on one of the essay topics posted on CuLearn on February 28. **The research paper is due in class as a hard copy** (typed, 12 point font, double-spaced) **on March 28.** 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 (2700-3300 words) plus bibliography.

The following applies to both the Short 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 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 respective deadlines, 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. 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.

**Final Exam (20%).** Students will write a final exam on a date during the official exam period, April 14-26. 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).

## **CuLearn**

This course has a CuLearn page containing the syllabus and lecture outlines. I will be using CuLearn email to communicate with you between classes, should the need arise.

## **Class Schedule and Reading Assignments** (subject to modification if appropriate)

### Jan. 10      **Introduction**

Smith, Steve (2016) "Introduction: Diversity and Disciplinarity in International Relations Theory," in Dunne et al., pp. 1-12.

#### *I. Traditional and Mainstream Theories*

### Jan. 17      **Classical Realism**

Lebow, Richard Ned (2016) "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 [https://www2.warwick.ac.uk/fac/arts/classics/students/modules/introhist/usefuldocuments/thucydides\\_v.84-116.pdf](https://www2.warwick.ac.uk/fac/arts/classics/students/modules/introhist/usefuldocuments/thucydides_v.84-116.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.drmalikcikk.atw.hu/wp\\_readings/morgenthau.PDF](http://www.drmalikcikk.atw.hu/wp_readings/morgenthau.PDF) (7th ed.).

### Jan. 24      **Liberalism**

Russett, Bruce (2016) "Liberalism," in Dunne et al., Ch. 4.

Kant, Immanuel (1795) "Toward Perpetual Peace: A Philosophical Sketch," Section 2. Available at [http://www.earlymoderntexts.com/assets/pdfs/kant1795\\_1.pdf](http://www.earlymoderntexts.com/assets/pdfs/kant1795_1.pdf).

Wilson, Woodrow (1918) "The Fourteen Points." Available at <http://www.mrclancy.com/wp-content/uploads/2011/09/Woodrow-Wilsons-Fourteen-Points.pdf>.

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

Mearsheimer, John J. (2016) "Structural Realism," in Dunne et al., Ch. 3.

Sterling-Folker, Jennifer (2016) "Neoliberalism," in Dunne et al., Ch. 5.

Haglund, David G. and Tudor Onea (2008) "Sympathy for the Devil: Myths of Neoclassical Realism in Canadian Foreign Policy," *Canadian Foreign Policy Journal* 14 (2): 53-66. (CU Library Online Journals)

Feb. 7            **The English School: Between/Beyond Realism and Liberalism**

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

Dunne, Tim (2016) "The English School," in Dunne et al. (eds.), 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. (Available online)

Hurrell, Andrew (2007) "One World? Many Worlds? The Place of Regions in the Study of International Society," *International Affairs* 83 (1): 127-146. (CU Library Online Journals)

\*\*\*\*\* *Topics for Short Essay posted on CuLearn* \*\*\*\*\*

II. Alternative and Critical Approaches

Feb. 14            **Marxism and Critical Theory**

Rupert, Mark (2016) "Marxism," in Dunne et al., Ch. 7.

Roach, Steven C. (2016) "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. (CU Library Online Journals)

Feb. 21 Winter Break (no class).

Feb. 28 **Constructivism**

\*\*\*\*\* *Short 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. (CU Library Online Journals)

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. (CU Library Online Journals)

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

Optional:

Fierke, K. M. (2016) "Constructivism," in Dunne et al., Ch. 9.

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

Mar. 7 **Feminism**

Tickner, J. Ann and Laura Sjoberg (2016) "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.

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

Jansson, Maria and Maud Eduards (2016) "The Politics of Gender in the UN Security Council Resolutions on Women, Peace and Security," *International Feminist Journal of Politics* 18 (4): 590-604. (CU Library Online Journals)

Mar. 14      **Poststructuralism**

Campbell, David and Roland Bleiker (2016) "Poststructuralism," in Dunne et al., Ch. 11.

Hansen, Lene (2011) "The Politics of Securitization and the Muhammad Cartoon Crisis: A Post-structuralist Persepctive," *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. (CU Library Online Journals)

Mar. 21      **Postcolonial and Decolonial Approaches**

Biswas, Shampa (2016) "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. (CU Library Online Journals)

Rojas, Cristina (2007) "International Political Economy/Development Otherwise," *Globalizations* 4 (4): 573-587. (CU Library Online Journals)

Mar. 28      **The Global Beyond IR Theory: International Political Theory & Sociology**

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

Mouffe, Chantal (2009) "Democracy in a Multipolar World," *Millennium: Journal of International Studies* 37 (3): 549-561. (CU Library Online Journals)

Larner, Wendy and William Walters (2004) "Globalization as Governmentality," *Millennium: Journal of International Studies* 29 (5): 495-514.

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

Apr. 4      **Conclusion**

Waever, Ole (2016) "Still a Discipline After All These Debates?" in Dunne et al., Ch. 16.

## Academic Support Services at Carleton

**Centre for Student Academic Support (CSAS):** CSAS offers students a variety of free services, including skill development workshops, one-on-one support, writing services, and peer assisted study sessions. To learn more about these services, visit CSAS on the 4<sup>th</sup> floor of the MacOdrum library, contact them by phone at 613-520-3822, or visit them online at <https://carleton.ca/csas/>.

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## Academic Accommodations

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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*).

**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](http://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 may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

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 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. 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 the Department of Political Science 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.

**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 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, visit

<https://www.facebook.com/groups/politicalsciencesociety/>

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.