He opened the big box, and Dorothy saw that it was filled with spectacles of every size and shape. All of them had green glasses in them. The Guardian of the gates found a pair that would just fit Dorothy and put them over her eyes. There were two golden bands fastened to them that passed around the back of her head, where they were locked together by a little key that was at the end of a chain the Guardian of the Gates wore around his neck. When they were on, Dorothy could not take them off had she wished, but of course she did not want to be blinded by the glare of the Emerald City, so she said nothing.

- Frank L. Baum, *The Wonderful Wizard of Oz* (1900)

Like the green glasses of OZ, theories offer a lens with which to see the world. Also like the green glasses of OZ, theories colour the way we perceive issues and events. Neorealists like Kenneth Waltz and John Mearsheimer, for instance, direct our attention to the structure of the international system in defining the security-seeking behaviour of states. Meanwhile, feminists like Cynthia Enloe, highlight the gendered dimension of international relations and give us an altogether different account of security and power. Though some theorists lament the lack of a unified paradigm for the study of international relations, this course suggests that it is the large number of IR theories that give the field strength.

In this vein, the objective of this course is to promote frank and open discussion about the theories that help shape the way we perceive our world. By completing the course, students will develop their critical thinking and analytical skills, deepen and broaden their knowledge of IR theory; and better understand the relationship between theory and practice. To achieve this, students will be responsible for reading a large and diverse body of literature, as well as participate in group work and weekly discussions. This literature is challenging, as such, it is expected that students: 1) have some familiarity with IR theory before taking this course; and 2) adequately prepare for class by reading all materials comprehensively and in full!

**READINGS**
All required readings are available through MacOdrum library in hard and/or softcopy.

### EVALUATION

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>% OF FINAL GRADE</th>
<th>DUE DATE</th>
</tr>
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<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Critical Review</td>
<td>10%</td>
<td>TBD</td>
</tr>
<tr>
<td>Group Project</td>
<td>Project Proposal: 10%  Group Work: 10%  Poster Presentation: 10%</td>
<td>26 September Weekly 5 December</td>
</tr>
<tr>
<td>Take Home Exam</td>
<td>40%</td>
<td>22 December</td>
</tr>
</tbody>
</table>

**Participation (20%): Weekly**

This course is designed as a seminar, which relies on the active participation of students. For this reason, participation counts for a significant portion of your grade. If you cannot attend a class for valid reasons (ex. medical reasons), you must provide me with valid documentation that justifies your absence (ex. doctor’s note). Participation grades will be based on your participation in 10 classes, total.

**Critical Review (10%): TBD**

Each student must submit a critical review of an assigned reading. The review must be two-pages, single-spaced, written in Times New Roman font and have 1-inch margins (horizontal and vertical). Rather than describe the reading, the critical review must analyze the reading thoughtfully. Although secondary sources are not obligated, they may be used, in which case students must cite them appropriately and submit a bibliography (Note: the bibliography does NOT count towards or against the two-page size limit of the critical review).

Please note that presentations will be selected on the first day of class, and that you cannot select a reading already assigned to another student.

**Group Project (30%)**

The purpose of this assignment is for students to make a tangible connection between IR theory and its practice. To achieve this, students will work in teams to develop a project based on their own theoretical perspectives. This will begin on the first day of class, when students will be placed into groups according to their theoretical disposition (Realist, Liberal, Marxist, etc…). Following this, students/groups will be evaluated in 3 steps:

1. **Step 1 (26 SEPTEMBER): Project Proposals (10%):** Students will individually draft a 2-3 page, single-spaced, concept note for a project that connects IR theory with practice. Although the project itself can effectively be any thing (web page, publication, art project, children’s story, board game, etc.), **it must stay on-campus**. That is, the project takes place on campus and makes exclusive use of on-campus resources.
The concept note must:
   a. Provide a brief description of the project itself;
   b. Substantiate the project based on your theoretical perspective;
   c. Explain what the project contributes to the Carleton community;
   d. Detail a realistic plan for completing the project by the last class.

Grading: The professor will grade concept notes; students will receive individual scores.

2. Step 2 (Weekly): Group Work (10%): In each group, students will present their concept note, the theory behind it, and the timeline for completion. Based on these presentations, group members will vote on the project that they would like to complete. Once a project has been selected, students will be provided one hour in each class to work towards its completion. These periods will be structured and supervised by the professor (the professor will also be available for consultation during office hours). Please also note that I reserve the right to veto or modify selected projects to ensure that they comply with university policies and codes of conduct.

Grading: Each member of the group will be allowed to grade himself or herself; however, the professor retains the right to veto this grade. Students will submit a one-page, single-spaced note that indicates the grade they think they deserve, as well as substantiate this grade by email on the last class (5 DECEMBER). It is highly recommended that students also submit a portfolio of evidence to justify their self-grading.

3. Step 3 (5 DECEMBER): Final Project and Poster Presentation (10%): On the last day of class, each group will perform a poster presentation, which should:
   a. Describe the project itself
   b. Explain the theory behind the project
   c. Explain the practical implications of the project

Grading: Students will receive a group grade, decided on by the professor. A handout will be provided that explains grading criteria.

Take Home Exam (40%): 22 DECEMBER
On the last day of class (5 DECEMBER), students will be provided a list of four (4) questions, from which they must answer two (2). Answers must take the form of an argumentative essay, and: 1) be approximately 5 pages in length (double-sided); 2) use 1 inch margins (vertical and horizontal); 3) be written in 12 point Times New Roman font; and 4) be fully referenced using a form of in-text citation (e.x. APA, MLA). Take home exams will be due by 4pm on 22 DECEMBER.

Note: More detailed instructions will be provided on the last day of class, along with a grading rubric, which will be used to mark the take home exams.
***LATE POLICY FOR ALL ASSIGNMENTS***
ASSIGNMENTS SUBMITTED AFTER 4PM ON THE DAY THAT THEY ARE DUE WILL BE SUBJECT TO A 10% DEDUCTION (75% BECOMES 65%).

CLASS STRUCTURE & COURSE SCHEDULE

Class Structure:

With the exception of the first and last class, all classes will proceed according to the following format:

**Hour 1: Q & A Period:** During this period students will have the opportunity to ask question about the assigned reading for that week. Please note though, that while I will be happy to answer all questions, it is incumbent upon the student to have read the articles and to be asking informed questions.

**Hour 2: Small group discussion:** During this period students will work in small groups to discuss assigned questions from the instructor. Students should be prepared to present the outcomes of their discussions at the end of the hour.

**Hour 3: Group work:** During this period students will have the opportunity to work on their semester-long projects. I will also meet with each work-group for 5-10 minutes to ensure that projects are running smoothly.

*Note:* There will be a ten-minute break held between hour one and two, as well as between hour two and three.

Course Schedule:

**Sep. 12: Introduction**
No readings

**Sep. 19: Introducing IR theory**

**Sep. 26: IR theory for whom, and for what purpose? (PROJECT PROPOSALS DUE!!!)**
Oct. 3: Historiography and International Relations

Oct. 10: Anarchy and order: A question of human nature?
**NOTE: THIS CLASS MAY BE TAUGHT ONLINE**

Oct. 17: Order and sovereignty

Oct. 24: READING WEEK!!!

Oct. 31: Sovereignty and power

Nov. 7: Power and security

Nov. 14: Security and identity

Nov. 21: Identity, governance and empire
Nov. 28: The Aesthetic Turn

Dec. 5: POSTER PRESENTATIONS!!!
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.

Grading: Assignments and exams will be graded with a percentage grade. To convert this to a letter grade or to the university 12-point system, please refer to the following table.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
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<tr>
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<td>12</td>
<td>67-69</td>
<td>C+</td>
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<td>B-</td>
<td>7</td>
<td>50-52</td>
<td>D-</td>
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Grades: Final grades are derived from the completion of course assignments. Failure to write the final exam will result in the grade ABS. Deferred final exams are available ONLY if the student is in good standing in the course.

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 [http://facebook.com/CarletonPoliticalScienceSociety](http://facebook.com/CarletonPoliticalScienceSociety) 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.