I. Aims and Objectives

This seminar and its counterpart in the winter term, PSCI 6601, constitute the core of the international relations program in the department. They are the basis of the comprehensive examination in international relations at the doctoral level. The Graduate Calendar describes this course as "An examination of the principal problems in contemporary international relations theory and research, emphasizing the state of the field and current directions in it." In the fall term, this examination will include the history of the field, the philosophical underpinnings of the field, and the development of IR theory. The course is designed to introduce graduate students to the main theories and debates that have structured the field. As a core course in the field, the intention is to provide a general, but not elementary, overview of the state of the discipline. The fall seminar is organized to include what is often considered to be the mainstream approaches including realism, neorealism, liberalism, neo-liberal institutionalism, Marxism, and the English School. The seminar during the winter term focuses on so-called critical, reflectivist, and post-positivist approaches, which have emerged in the field since the late 1980s.

The seminar focuses on the study of international relations from a disciplinary perspective. Throughout the course, we examine the development of international relations theory, which constitutes the essence of the field. We begin with a broad historical and philosophical overview of the discipline. We then examine some of the main theories and approaches in the field, beginning with classical realism and concluding with John Hobson’s critique of Eurocentricism. Each week our primary concern is to examine and assess a particular theory’s foundational assumptions, ontology, epistemology, methodology, and scope of the problem(s) defined. We are concerned with assessing the strengths and weaknesses of the respective theoretical traditions of international relations. We would also like to determine how successful the field has been in developing a theory of international relations. This, in turn, will help us to assess the current state of the field.

The class format will place a premium on discussion; therefore, it is expected that everyone will come prepared to discuss the material in an informed and critical manner. I am more interested in the quality of your comments than mere quantity. Failure to participate in a constructive manner will be taken as a sign of inadequate preparation. My expectation is that everyone will participate in a respectful manner and be willing to listen to what each of us has to say about the assigned reading.
II. Course Evaluation
Your final grade will be calculated on the following basis:

A. Class Participation………20%

Participation grades will be based on the quality and quantity of your class participation. Attendance is obviously a pre-requisite for participation and failure to attend class will result in a grade reduction. In addition to attending class, it is expected that you will participate in an informed and consistent manner in weekly seminar discussions. You will be evaluated on the basis of the quality of your contribution to class discussions. The discussion should be focused on the assigned reading.

B. Two Presentations……(10% each)

Each student is required to provide two 15-20 minute oral presentations in which you discuss the material that has been assigned for a particular week. The presentations should explain the research question the work addresses and evaluate the overall theoretical contribution of the work. You should not simply summarize the book or article, rather you should make an argument to help structure your presentation of the material. So in addition to answering questions about aims of the author, their main argument, their methodology, the type of evidence presented, etc., you should try and evaluate the contribution that is being made. How do the assigned readings relate to each other, and to other weeks’ readings. What is the main critique of the material you are presenting? How do you evaluate the assigned material? You should also try and raise some key questions about the readings that would be appropriate for class discussion.

Again, please do not simply summarize and repeat what is found in the text. The summary outline of the central ideas and arguments of the readings should take up no more than half of your presentation (or less).

On the day of your presentation you are required to write a single-spaced, two-page summary of the book or article(s) that you have selected to discuss. You should photocopy your summary and distribute them to the members of the class. Do not go beyond two-pages; the point of the exercise is to develop your ability to present the essence of an argument. You should keep all summaries on file as these can serve as a study guide for the comprehensive examination in the field of international relations.

C. Two Review Essays……(30% each)

You are required to write two 12 page typed, double-spaced papers that address and critically assess the material assigned for a particular week. You need to select two different weeks (and it cannot be the week that you selected for your presentations) and provide a state of the art on the main theme(s) of the chosen topic. The review essay must provide a critical analysis and assessment of a particular approach to IR theory, as presented in the assigned readings for a given week. It is essential that your review essay develops a clear argument about the chosen topic in response to the readings. You should try to incorporate most of assigned material into your review, although you may give greater weight to a particular book or article. You may, if
you wish, also seek to incorporate some of the recommended reading into your essay. The review essays are due as hard copies at the beginning of class on the day the chosen approaches will be discussed. One essay must be submitted by Week 6 (October 16).

III. Course Topics

1. Course Introduction
2. Historiography of IR
3. Philosophy of Science and IR
4. Realism
5. Behavioralism
6. Complex Interdependence, Liberalism, and Republicanism
7. Marxism and Dependency Theory
8. Neorealism
9. Neoliberalism
10. English School
11. Offensive Realism and Neoclassical Realism
12. Eurocentricism

IV. Books Available or Purchase at the University Bookstore


V. Course Schedule

Week 1 (Sept 11)  Course Introduction

This week takes us from the beginning of the long road to a theory of international relations to the possibility that we have reached the end of the road.

Required Reading


Week 2 (Sept 18)  Historiography of IR

This week surveys some of the new literature on the historiography of IR; that is both the writing about the history of the field and the methodological assumptions underpinning this literature. The aim of the readings this week is to provide an overview of the history of the field by examining some of the new historiographical work that is sharply critical of how the field’s history has been told.

Required Reading


Recommended Reading


Week Three (Sept 25)   Philosophy of Science and IR

For a variety of reasons, IR theorists have often turned to the philosophy of science for guidance and support. Nowhere is this more evident than in the field’s search for paradigms (Kuhn) or research programs (Lakatos). For those who have never read Thomas Kuhn’s *The Structure of
Scientific Revolutions, I highly recommend that you read this very important and influential book. One of the attractions of the philosophy of science literature is the notion that it supplies both the criteria of science as well as the grounds for measuring scientific progress.

**Required Reading**


**Recommended**


Patrick James, *International Relations and Scientific Progress: Structural Realism Reconsidered* (Columbus: Ohio State University Press, 2002).


**Week Four (October 2)  Realist Theory**

This week we will read two classic realist texts that both proved to have a significant impact on the development of the field. As you read each of these books, think about the similarities and differences in the arguments that Carr and Morgenthau put forth. What are their respective views on the possibility of a science of international politics? How do they conceptualize international politics? What is their critique of other schools of thought?

**Required Reading**

E. H. Carr, *The Twenty Years’ Crisis, 1919-1939: An Introduction to the Study of International
Relations (Houndmills: Palgrave, 2001). (R)


**Recommended**


Michael C. Williams, *The Realist Tradition and the Limits of International Relations*
Week Five (October 9)  Behavioralism

This week we go back in time and revisit one of the early controversies about constructing a “scientific” theory of international politics. The dust-up between Bull and Kaplan is legendary, but try and determine what each is really arguing. What is systems theory? What was the realist gambit?

Required Reading

J. David Singer, “The Level-of-Analysis Problem in International Relations,” *World Politics* (Special Issue, No. 1, October 1961): 77-92. (R)


Recommended

Week Six (October 16)  Complex Interdependence, Liberalism, and Republicanism

This week samples a variety of liberal IR theory including the over-looked republican legacy. We explore the early theoretical foundations of liberalism and some of the work on complex interdependence. As you read the material think about the meaning of liberal IR theory.

Required Reading
Michael W. Doyle, *Ways of War and Peace* (New York: W.W. Norton, 1997), Part Two. (R)


**Recommended**


**Week Seven (October 23) No Class—Fall Break**

**Week Eight (October 30) Marxism and Dependency Theory**

Marxist-inspired work during the 1970s and 1980s was another major area of international relations theory. Depictions of an inter-paradigm debate pitted realism against pluralism (liberalism) against globalism (Marxism). This week we read the world systems theory of Wallerstein, dependency theory, and the critical theory of Cox.

**Required Reading**


**Recommended**


**Week Nine (November 6) Neorealism**

It is difficult to over-emphasize the importance of Waltz’s *Theory of International Politics*. Despite the influence of neorealism, significant differences of opinion exist about the text itself. You need to read carefully to determine what Waltz actually says about theory in general and neorealism or structural realism in particular.

**Required Reading**


**Recommended**


**Week Ten (November 13)   Neo-Liberal Institutionalism**

Neoliberalism or neo-liberal institutionalism emerged as the main rival to Waltz’s structural realism and the neo-neo debate took center stage in the 1980s. In many ways, Keohane’s *After Hegemony* set the agenda for subsequent neo-liberal institutionalist work.

**Required Reading**


**Recommended**


Week Eleven (November 20)  The English School

Although often over-looked, the English School offers a unique perspective on understanding international relations. At the same time, there are a number of debates and internal divisions within the English School.

Required Reading

Richard Little, “The English School's Contribution to the Study of International Relations,” European Journal of International Relations 6 (September 2001):395-422. (R)

Recommended


Edward Keene, *Beyond the Anarchical Society: Grotius, Colonialism and Order in World Politics* (Cambridge: Cambridge University Press, 2002). (R)


Week Twelve (November 27) Offensive and Neoclassical Realism

While there were those who suggested or hoped that the end of the cold war spelled the death of realism, this has not proved to be the case. There has been a resurgence of interest in realism; a
recognition that there are a variety of different realisms, and attempts to develop new versions of realism such as neoclassical and offensive realism. This week examines some of the new developments in realist theory.

**Required Reading**

Gideon Rose, “Neoclassical Realism and Theories of Foreign Policy,” *World Politics* 51 (1998): 144-172. (R)

**Recommended**

Jeff Legro and Andrew Moravcsik, “Is Anybody Still a Realist?” *International Security* 24 (Fall 1999): 5-55. Also see responses in 25, 1, Summer.
John A. Vasquez, *The Power of Power Politics: From Classical Realism to
Steven E. Lobell, Norrin M. Ripsman, and Jeffrey W. Taliaferro, Neoclassical Realism, the State, and Foreign Policy (Cambridge: Cambridge University Press, 2009).

Week Thirteen (December 4)        Eurocentricism

Hobson provides a profound critique of IR theory. Try and discern his core arguments and determine the relevance for the literature we have read this semester.

Required Reading


Recommended


Academic Accommodations

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 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).

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:

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<th>Percentage</th>
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<th>Percentage</th>
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<tr>
<td>90-100</td>
<td>A+</td>
<td>12</td>
<td>67-69</td>
<td>C+</td>
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<td>85-89</td>
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**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.