

Carleton University  
Winter 2018  
Department of Political Science

**PSCI 2601 (B)**  
**International relations: Global Politics**  
Thursdays, 4:05 pm – 5:55 pm  
Please confirm location on Carleton Central

**Instructor:** Sophie Marcotte-Chenard  
**Office:** Loeb D690  
**Office Hours:** Wednesdays: 1:35pm- 3:25pm  
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**Contact Policy:** The best way to contact me is via email. You can expect a reply within 48 hours (weekends excluded). Do not forget to include the course code in the subject line of the email. If your question cannot be answered by a short email, please stop by during office hours. If you are unable to come during my regular office hours, send me an email to set up an appointment or feel free to speak with me before or after class.

### **Course Description**

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This course provides an introduction to the theoretical study of international relations. Students will be introduced to the diversity of approaches and analytical frameworks that are used to study this sub-field of political science. These approaches are essential tools in understanding what is going on in the world right now, but they often appear to offer conflicting views of the same issues. Our job will be to 1) understand and 2) evaluate the strengths and limits of these frameworks when applied to concrete cases. To do so, this course will provide an overview of some major issues and themes which have drawn the attention of international relations theorists – themes like war and security, humanitarian intervention, globalization and human rights, the international politics of the environment, development, and gender in a globalized world. In examining these specific issues, we will combine historical and contemporary dimensions insofar as they both provide key elements to understand the configuration of global politics today.

In the course of our investigation, we will look at different IR theories such as:

- Liberalism
- Realism
- Marxism
- Social Constructivism
- Feminism & Postcolonialism

We will also examine the historical and political context of emergence of these frameworks. One aim of this course is to offer an overview of the major historical development and political

struggles that shaped international relations in the 20<sup>th</sup> and 21<sup>st</sup> century – from WW1 to the end of the Cold War and the emergence of a multipolar order.

Ultimately, the aim of this course is to understand and assess the key concepts, theories and frameworks commonly used to develop rigorous analyses of current events in contemporary world politics. You might follow international affairs in the media or have a prior knowledge of certain themes and cases; this course will provide you with additional tools to examine key issues, debates, and challenges of international relations in a globalized world.

### Learning Objectives:

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

- Provide an elaborate account of the key theoretical approaches to the study of international relations and to identify their differences, strengths and weaknesses;
- Understand and explain central concepts such as globalization, development, security, international law;
- Demonstrate good knowledge of contemporary international history;
- Assess the impact and effects of globalization;
- Identify and evaluate important issues in world politics;
- Develop analytical tools and interpretive skills, so that you are able to identify the assumptions behind what you read—whether in a textbook or a newspaper article.

### Required Texts (available for purchase at the Carleton University Bookstore)

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- John Baylis, Steve Smith, and Patricia Owens (eds.), *The Globalization of World Politics: An Introduction to International Relations, 7th Edition* (Oxford: Oxford University Press, 2014). ISBN 978-0-19-873985-2
- Additional readings will be available through the Carleton University library website and through ARES

### Course Requirements and Grading Scheme

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Discussion Sessions Participation	15%	
Mid-Term	20%	<b>February 15<sup>th</sup></b>
Paper Assignment	30%	<b>Due March 29<sup>th</sup></b>
Final Examination	35%	<b>TBD: Exam Period</b>

**\*Attendance/Participation:** It goes without saying that attendance to class is required. Active participation in class is strongly encouraged; this includes raising questions related to the readings as well as questions about the issues discussed in class. Students are also expected to attend discussion sessions and to complete the assigned readings.

**Use of cuLearn:** Important course announcements, course materials and resources (syllabus, required readings, guidelines for the assignments, useful tools) will be posted on cuLearn. Please ensure that you have access to cuLearn and consult it regularly.

**Technology Policy:** Computers are allowed during class, but I encourage you to turn off your electronic devices in the classroom. Several studies have demonstrated that taking notes by hand improve attention, memory and understanding. Please turn off your cell phone during class, as it cannot serve any other purpose than to distract you (you can send texts to your friends about global politics after class).

**Other Regulations:** No audio recording of the lectures is permitted without prior consent of the instructor. Lecture **outlines** will be posted on cuLearn after the lecture.

Being a good political scientist also means knowing about what's going on. Students are responsible for keeping informed of current events. Among good news sources are:

- <http://www.independent.co.uk/>
- <http://foreignpolicy.com/>
- <https://www.theguardian.com/world>
- <https://www.washingtonpost.com/>
- <http://www.aljazeera.com/>
- <http://www.theglobeandmail.com/>
- <http://www.bbc.com/news/world>
- <https://www.nytimes.com/>

## Tests & Examinations

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**Discussion Group Participation (15%):** Participation to discussion sessions is mandatory. Discussion group attendance and participation are essential elements of this course. Through group discussions led by the TAs, students will have the opportunity to exchange with their fellow classmates, to ask questions about the readings, to further deepen their understanding of the texts and to critically engage with the arguments presented by the authors. To get the full 15 points, students will need to attend all discussion sessions, demonstrate that they have done the mandatory readings, prepare questions and contribute actively, positively and respectfully to the discussion with their classmates. **\*In order to ensure that the discussion sessions are a fruitful exercise, it is your duty to prepare at least 1 question about the readings/theme of the week prior to the discussion group\***

**Mid-Term (20%):** There will be an in-class midterm test on February 15. The test will be two hours in length and will cover all lectures and mandatory readings. It will consist of short answers and a choice of long essay questions on the theoretical approaches covered in the first section of the course.

**Final Exam (35%)** (Exam Period: TBD): A comprehensive final exam is scheduled during the exam period and will cover all lectures and mandatory readings. Students will be provided three hours to complete the exam.

**Final Paper (30%) (Due \*March 29\*)**

You will be required to write one paper (**min. 1750 words – max. 2000 words footnotes included**, double-spaced, 12-point Times New Roman, 2,5 cm margins) that will be due at the beginning of the class on **March 29**. The research paper must use the theories covered in the

first section of the course to explain an empirical issue in international relations/global politics. You should use at least one analytical framework (realism, liberalism, Marxism, feminism, social constructionism, etc.) to cover an issue related to the themes covered in the second section of the course. You can use chapters from the course textbook; but you will also have to include at least three **(3) external sources** (scholarly articles, books, reports). The suggested readings listed in the syllabus count as external sources.

Detailed guidelines about the assignment (including format, citation, examples of research question and thesis statement) will be posted on cuLearn during the third week of the term, giving you ample time to reflect on your paper as the course progresses.

### How to Submit Essays

Essays should be submitted **on the due date** as a **hard copy** at the beginning of the lecture. You also have to submit an **electronic copy** on cuLearn before the beginning of the lecture. Only physical and electronic copies submitted through cuLearn will be accepted: no email submission. The essay should include a title page, page numbers and bibliography. All references should be indicated in footnotes. Along with your paper, you should also submit a “checklist” form that will be made available on cuLearn.

### Policy on late assignments:

- Essays submitted on the due date after the beginning of the lecture will be considered as late submissions (immediate penalty of 1 mark).
- Late assignments will be penalized by 1 mark per day, including weekends. For example, a student who would have received a grade of 27/30, but submitted her essay two days after the deadline will have a grade of 25/30.
- Papers that have not been submitted seven days after the deadline will not be accepted.
- Extensions will be granted upon **presentation of medical certificate or other appropriate document only**. Medical certificates cannot be retroactive: if you are ill or have any other legitimate reason for not being able to submit your assignment in time, you need to come see me **before the deadline**. It is important to note that extensions will not be granted for computer-related problems or for any other personal reasons such as participation in social events.
- Assignments and exams in other courses are *not* sufficient grounds for an extension. It is your responsibility as a student to respect the deadlines and plan your schedule accordingly.

\*\*These rules are enforced to ensure fairness across the large number of students registered in the course\*\*.

### Course Schedule

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**Week 1 (Jan 11):**     **Introduction: Understanding World Politics in an Era of Globalization**  
Distribution and presentation of the syllabus

**Required Readings:**

- Chap. 1: Globalization and Global Politics

**Suggested Readings:**

Walt, Stephen M., "The Relationship Between Theory and Policy in International Relations," *Annual Review of Political Science* 8 (2005), pp. 23-48.

\*No Discussion Session\*

## **Section I: International Relations in Theory**

**Week 2 (Jan. 18)      Foundational IR Theories (I): Liberalism**

**\*Discussion groups begin\***

**Required Readings:**

- Chap. 7: Liberalism
- Jack Snyder, "One World, Rival Theories." *Foreign Policy*, 145 (2004), pp. 53-62.

**Suggested Readings:**

G. John Ikenberry, "Crisis of the Old Order" in *Liberal Leviathan* (Princeton University Press, 2011), pp. 1-22.

**Week 3 (Jan. 25):      Foundational IR Theories (II): Realism****Required Readings:**

- Chap. 6: Realism
- Hans Morgenthau, "A Realist Theory of International Politics", in *Politics Among Nations: The Struggle for Power and Peace* (rev. K.W. Thompson). McGraw-Hill Inc. (1993), Chap. 1, pp. 3-16.

**Suggested Readings:**

Jonathan Kirshner, "The Tragedy of Offensive Realism", *European Journal of International Relations* 18, 1 (2012), p. 53-75.

Joseph Nye, "The Future of American Power: Dominance and Decline in Perspective," *Foreign Affairs* 89, 6 (2010), pp. 2-12.

**Week 4 (Feb. 1):      Critical Approaches (I): Marxism and Social Constructivism****Required Readings:**

- Chap. 8: Marxist theories of international relations
- Chap. 9: Social constructivism

**Suggested Readings:**

Robert Cox, "Civil society at the turn of the millennium: prospects for an alternative world order", *Review of International Studies* 25 (1999), pp. 3-28.

Alexander Wendt, "Constructing International Politics", *International Security* 20, 1 (1995), pp. 71-81.

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

**Week 5 (Feb. 8):      Critical Approaches (II): Feminism and Postcolonialism in International Relations**

**Required Readings:**

- Chap. 11: Post-Colonialism
- Chap. 12: Feminism

**Suggested Readings:**

Cynthia Enloe, "Gender Makes the World Go Round," in *Bananas, Beaches, and Bases: Making Feminist Sense of International Politics* (Berkeley: University of California Press, 2001).

Roland Bleiker and Amy Kay, "Representing HIV/AIDS in Africa: Pluralist Photography and Local Empowerment", *International Studies Quarterly* 51, 1 (2007), pp. 139-63.

Tarak Barkawi, "War and Culture in Global Context", in *Globalization and War* (Rowman & Littlefield, 2005), Chap. 4, pp. 91-126.

J. Ann Tickner and Laura Sjoberg, "Feminism", in Tim Dunne et al., *International Relations Theories: Discipline and Diversity* (Oxford University Press, 2006), pp. 185- 202.

Robert Jervis, "Realism, Game Theory, and Cooperation, *World Politics* 40, 3 (1988), pp. 317-349.

Tarak Barkawi and Mark Laffey, "The Postcolonial Moment in Security Studies", *Review of International Studies* 32, 2 (2006), pp. 329-352.

**Week 6 (Feb. 15):      MIDTERM EXAM**

**Week 7 (Feb. 22):                      \*Winter BREAK\* (No Class)**

**Section II: International Relations in Practice**

**Week 8 (March 1):      Transformations of War and International Security: New Threats and Challenges**

**Required Readings:**

- Chap. 14: War and world politics
- Chap. 15: International and global security

**Suggested Readings**

Stephen M. Walt, "The Renaissance of Security Studies", *International Studies Quarterly* 35, 2 (1991), pp. 211-39.

Laura Sjoberg, "Chap. 2: Gender Lenses look at War," in *Gendering Global Conflict. Toward a Feminist Theory of War* (New York: Columbia University Press, 2013).

Dara Kay Cohen, "Explaining Rape during Civil War: Cross-National Evidence", *American Political Science Review*, 107, 3 (2013), pp. 461-477.

Robert L. Jervis, "Theories of War in an Era of Leading-Power Peace", *American Political Science Review* 96, 1 (2002), pp. 1-14.

Lawrence Freedman, "Terrorism as a Strategy", *Government and Opposition* 42, 3 (2007), pp. 314-39.

Niall Ferguson, "The Next War of the World," *Foreign Affairs*, 85, 5 (September/October 2006), pp. 61-74

John J. Mearsheimer and Stephen M. Walt, "An Unnecessary War," *Foreign Policy*, No. 134 (January-February, 2003), pp. 50-59.

### **Week 9 (March 8): International Law and Organizations in World Politics**

#### **Required Readings:**

- Chap. 19: International law
- Chap. 20: International organizations in world politics

#### **Suggested Readings:**

Baylis et al., *The Globalization of World Politics*, Chap. 21: The United Nations and Chap. 22: NGOs in World Politics

Emilie Hafner-Burton and Kiyoteru Tsutsui, "Justice Lost! The Failure of International Human Rights Law to Matter Where Needed Most", *Journal of Peace Research* 44,4 (2007), pp. 407-425.

Christine Chinkin, "International Law and Human rights" in Tony Evans (eds.), *Human Rights Fifty Years On: A Reappraisal* (New York: St. Martin's Press, 1998).

Jason Ralph, "International Society, the International Criminal Court and American foreign policy", *Review of International Studies*. 31(1), 2005, pp. 27-44.

### **Week 10 (Mar. 15): Human Rights and Humanitarian Intervention**

#### **Required Readings:**

- Chap. 31: Human rights

#### **Suggested Readings:**

James Kurth, "Humanitarian Intervention after Iraq: Ideals vs. Military Realities," *Orbis*, 50, 1 (2006), pp. 88-101.

Ian Hurd, "Is Humanitarian Intervention Legal? The Rule of Law in an Incoherent World," *Ethics and International Affairs* 25, 2 (2011), pp. 293-313.

**Case Study:** The Rwandan Genocide

**Documentary:** The E-Team

### **Week 11 (Mar. 22): Globalization, Global Governance and Environmental Issues**

#### **Required Readings:**

Chap. 24: Environmental issues

**Case Study:** Climate Change, International Agreements and Global Climate Justice

**Suggested Readings:**

Simon Dalby, "Climate Change: New Dimensions of Environmental Security," *RUSI Journal* 158, 3 (2013), pp. 33-43

Jerry Z. Muller, "Capitalism and Inequality: What the Right and Left Get Wrong," *Foreign Affairs* Vol. 92, No. 2 (2013), pp. 30-51.

Joshua Busby, "Who Cares About the Weather? Climate Change and US National Security," *Security Studies* 17, 3 (2008), pp. 468-504.

Philip, Kavita, "Reflections on the Intersections of Environment, Development and Human Rights in the Context of Globalization" in Mahmood Monshipouri et. Al. (eds), *Constructing Human Rights in the Age of Globalization* (Armonk; M.E. Sharpe, 2003) pp. 35-55.

**Week 12 (Mar. 29): Nationalism, Self-Determination and Political Violence**

**\*\*Final Paper due as a hard copy (and as electronic copy) at the beginning of the class\*\***

**Required Readings:**

- Chap. 27: Nationalism, national self-determination, and international relations

**Suggested Readings:**

G. Delanty and K Kumar, "Part 2: Nations and Nationalism in a Global Age", in *The Sage Handbook of Nations and Nationalism* (London: Sage, 2006).

J. Haidt, "When and Why Nationalism Beats Globalism," *The American Interest* 12, no. 1 (2016).

**Week 13 (April 5): Gender and Race in World Politics (+ Final Review)****Required Readings:**

- Chap. 17: Gender
- Chap. 18: Race in world politics

**Suggested Readings:**

Ann Tickner, "The Gendered Frontiers of Globalization," *Globalization* 1, 1 (2004), pp. 15-23.

Niall Ferguson, "A World Without Power," *Foreign Policy*, 143 (July/August 2004), pp. 32-39.

Conclusion of the course: <https://www.theguardian.com/books/2015/mar/13/john-gray-steven-pinker-wrong-violence-war-declining>

**Exam Period: Final Examination**

**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.