

Carleton University Fall 2018  
Department of Political Science

**PSCI 4800B**  
**Advanced International Relations Theory**  
**Wednesdays, 18:05-20:55**  
**Southam Hall 313**

Please confirm location on Carleton Central

Instructor: Mark Pearcey  
Office: B641 Loeb Building  
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*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 Carol Cohn, highlight the gendered dimension of international relations and give us an altogether different account of security. Though some theorists lament the lack of a unified paradigm for the study of international relations, this course explores the diverse array of theories that compose the fabric of the discipline.

The objective of this course is to promote frank and open discussion about the theories that help shape the way we perceive our world. Through the course, students will develop their critical thinking skills, flex their creativity and both deepen and broaden their knowledge of international relations. To achieve this, students will be responsible for engaging with a rewarding body of literature, as well as participate in group work and weekly discussions. This literature is challenging however, and 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, either in hardcopy or in softcopy (I know this because I checked!)

## EVALUATION

**Participation (20%):** This is a seminar course and relies on the active participation of students. For this reason, participation counts for a large portion of your grade. If you cannot attend class for valid reasons you must obtain valid documentation explaining your absence.

**Mastery of Selected Reading (15%):** Students must select one reading from the syllabus and demonstrate their 'mastery' of it ... but there's a catch. Students will demonstrate their mastery of the reading by teaching it to the class. This can take many forms (e.g., games, simulations, dramatic performances, art, etc.), but must be interactive in nature, take no more than **10-15 minutes**, and clearly demonstrate a sophisticated understanding of the reading.

Please note that readings will be selected on the first class, and that no more than two people can choose the same reading.

*TIP:* To be successful, it is highly recommended that students read their article at least one week in advance.

### **Mini-Paper 1, due 27 March (15%)**

Students will submit a mini-paper of approximately 4-5 pages (excluding title page), double-spaced, with 1-inch margins, and in Times New Roman font. This paper must **only** use readings from weeks 1 to 7 of this class to engage with a topic the student finds interesting—the paper must be argumentative in nature and make a clearly defined case.

### **Mini Paper 2, due 27 March (20%)**

Students will submit a mini-paper of approximately 4-5 pages (excluding title page), double-spaced, with 1-inch margins, and in Times New Roman font. This paper must **only** use readings from weeks 9 to 13 of this class to engage with a topic the student finds interesting—the paper must be argumentative in nature and make a clearly defined case.

### **Group Project (30%, read details below)**

The purpose of this assignment is for students to make a tangible connection between theory and 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 the theory of their choosing. Following this, students/groups will be evaluated in 3 steps:

- Step 1 (30 January): Concept Note (10%): Students will individually draft a 2-page, single-spaced, concept note for a project that connects IR theory with practice. Although the project itself can effectively be any thing (drama, 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 according to the theory of your group;
  - d. Details a realistic plan for completing the project by the last class.

*Grading*: The professor will mark concept notes as individual assignments.

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. **Please note that I reserve the right to veto or modify selected projects to ensure that they comply with university policies, ethics and codes of conduct.**

*Grading*: This component is self-graded; however, the professor retains the right to veto this grade if it is substantially out of line. Students must also submit an email within a week of the final class with the grade they think they deserve and 1-2 paragraphs substantiating it. It is highly recommended that students also submit a portfolio of evidence to justify their self-grading.

3. Step 3 (3 April): 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 implications/significance of the project

*Grading*: Students will receive a group grade, decided by the professor.

**\*\*\*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: Student 'presentations' and Q&A: During this period students will teach their colleagues about their selected reading.
- 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. The professor will also be available for questions and provide summaries of readings at the end of this 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:

### Jan. 9: N/A

CANACELLED DUE TO BROKEN WATERMAIN

### Jan. 16: Introduction

### Jan. 23: Introducing IR theory

Buzan B. & Little R. (2001). Why International Relations has failed as an intellectual project and what to do about it. *Millennium*, 30, 19-39.

Reus-Smit, C. (2012). International Relations, Irrelevant? Don't Blame Theory. *Millennium: Journal of International Studies*, 40, 525-540.

### Jan. 30: IR theory for whom, and for what purpose? (PROJECT PROPOSALS DUE)

Cox R.W. (1981). Social forces, states and world orders: Beyond International Relations Theory, *Millennium*, 10, 126-155.

Waltz, K. (1979). *Theory of international politics* (ch 1). Reading: Addison-Wesley Publishing.

### Feb. 6: Historiography and International Relations

De Carvalho B., Leira H. & Hobson J.M. (2011). The Big Bangs of IR: The Myths that your Teachers Still Tell You. *Millennium*, 39, 735-758

Gross L. (1948). The Peace of Westphalia, 1648-1948. *American Journal of International Law*, 42, 20-41.

### Feb. 13: Anarchy and order: A question of human nature?

Beier M. (2002). Beyond hegemonic state(ments) of nature: Indigenous knowledge and non-state possibilities in International Relations (ch.4). In Chowdhry G. And Nari S. (eds).

*Power, postcolonialism and international relations: Reading race, gender and class.*  
London: Routledge.

Wendt A. (1992). Anarchy is what states make of it: The social construction of power politics. *International Organization*, 46, 391-425.

**Feb. 20: READING WEEK!!!**

**Feb. 27: Order and sovereignty (MINI-PAPER 1 DUE)**

Bull H. (1977). *The anarchical society: A study of order in world politics* (ch1). New York: Columbia University Press.

Reus-Smit C. (2001). Human rights and the social construction of sovereignty. *Review of International Studies*, 27, 519-538

**Mar. 6. 1: Power and security**

Cohn C. 1985. Sex and death in the rational world of defense intellectuals. *Signs*, 12, 687-718.

Mearsheimer, J.J. (2001). *The tragedy of great power politics* (Introduction). New York: W.W. Norton.

**Mar. 13: Security and identity**

Gong, G. (1984). *The Standard of Civilization in international society* (ch. 1). Oxford: Oxford Clarendon Press.

Huntington S. (1993). The clash of civilizations? *Foreign Affairs*, summer, 22-49.

Mishra S. (2007). 'Liberation' v. 'Purity': Representations of Saudi Women in the American Press and American Women in the Saudi Press. *The Howard Journal of Communications*, 18: 259-276

**Mar. 20: Identity, governance and empire**

Hardt M. and Negri A. (2000). *Empire*. Cambridge, MA: Harvard University Press, pp. Xi-41.

**Mar. 27: The Aesthetic Turn (MINI-PAPER 2 DUE)**

Philpott, S. & Mutimer, D. (2005). Inscribing the American bod politic: Martin Sheen and two American decades. *Geopolitics*, 1: 335-355

Stoeber, J.L. (2006). 'Haute Culture' for Mail Order Missionaries: Representing the Third World in the American Fashion Magazine. *Social Identities*, 12: 595-613

**Apr. 3: POSTER PRESENTATIONS!!!**

## **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.