

PSCI 4800A
Advanced International Relations Theory

Mondays 8:35 – 11:25 a.m.

Please confirm location on Carleton Central

Instructor: Hans-Martin Jaeger
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Office Hours: Mondays 1:00 – 2:30 p.m.
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Course Description and Objectives

While knowledge about international and global politics can be gained from the study of history and geography, from empirical investigations of different events and issues or with a view to the formulation of policy, the dominant approach to knowledge production in the discipline of International Relations (IR) has been theoretical argument and debate. Arguably, theoretical assumptions indeed inform any historical account, empirical description or policy analysis (although the reverse seems to hold, too). Coming to terms with international relations theory, or rather *theories* is therefore critical to reflecting on world politics.

This course provides a synthetic overview and critical exploration of the main theoretical approaches in contemporary IR. It begins with an examination of the two dominant theoretical traditions in the discipline, Realism and Liberalism (as well as the English School). In the second part of the course, we will 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 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. In addition to a summary overview, we will discuss samples of classical texts as well as examples of contemporary scholarship for each theory. Students are also encouraged to draw on their broader knowledge of international history and contemporary international issues as a background for the theoretical discussion. As a seminar, the course has a mixed format putting the main emphasis on class discussion but alternating this with student presentations and short introductory or synthetic presentations by the instructor.

The objective of the course is to sensitize students to differences in the nature of knowledge claims (epistemology), fundamental assumptions about social/international reality (ontology), procedures of investigation (methodology) as well as political and ethical implications of different theoretical approaches in IR. More specifically, the course aims to familiarize students

with differences among explanatory, constitutive and critical approaches in IR, and to give students a solid understanding of the assumptions, substantive claims, and scope of individual IR theories. In class discussions and assignments, students are expected to formulate their own views on the merits and limitations of different IR theories and of a theoretical approach to world politics as such. Doing so should hone students' analytical and critical skills in speech and writing, whether they leave the course as supporters or sceptics of the theoretical enterprise and particular approaches.

Textbook and Readings

There is one required textbook for this course, available for purchase at the Carleton University Bookstore:

Tim Dunne, Milja Kurki and Steve Smith (eds.) (2007) *International Relations Theories: Discipline and Diversity*. Oxford: Oxford University Press. [henceforth: Dunne et al.]

All other required readings have been placed on reserve at MacOdrum Library or are available online via <http://www.library.carleton.ca/eresources/databases.html> , 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	20%	Weekly
Class Presentation	10%	(sign up for a date in the first class)
Three Analytical/Critical Reflections	15%	Sept. 15 (and sign up for two other dates in the first class)
Critical Review	15%	Oct. 27
Research Paper	40%	Dec. 1

As per early feedback guidelines, the first two of the three Analytical/Critical Reflections will be returned by October 31st.

Attendance and Class Participation (20%). 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 class participation. More than three unexcused absences will additionally lower your grade for class participation by one third of a letter grade (e.g. from A- to B+). Six or more absences will additionally lower your grade for 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 actively and regularly in class discussions. Your class participation will be evaluated based on the quality and frequency of your oral contributions, with greater weight given to quality. It is also expected that you engage with other students' and the instructor's ideas constructively or critically but 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 that you can make connections between these ideas and other themes or readings in the course.

Class Presentation (10%). Each student has to give a short presentation (of about 10-12 minutes) introducing and responding to the set of assigned readings for a particular class. The presentation should (a) highlight the central ideas (main points and arguments) of the readings, (b) present analytical and/or critical reflections on these ideas, and/or (c) raise questions about these ideas for class discussion. Make sure that your presentation is not a mere summary of the readings. At least half of your presentation must consist of your own reflections and/or questions concerning the readings. A presentation that merely summarizes the readings cannot receive a grade above C+. The presentation can either discuss individual readings or discuss common themes across the readings. Accordingly, the two (or three) students who will give presentations each week can divide the material by individual texts or thematically. While a thematic division of labour requires more collaboration, each student will receive an individual grade for his or her part of the presentation.

Three Analytical/Critical Reflections (5% each = 15%). Each student has to write three one-page (single-spaced, 12pt font, one-inch margins) analytical/critical reflections on the set of readings for a particular class. All students will write one for the class of Sept. 15. On that day, you will be asked to sign up for written reflections for two other weeks, one on a mainstream approach (variants of Realism and Liberalism) and one on an alternative approach. You cannot write a reflection for the week in which you are giving the class presentation. The written reflections are due in class on the day the readings in question will be discussed. Late submissions of written reflections will not be accepted except in cases of an excusable absence (e.g. medical reason, family emergency, religious observance) for which you provide appropriate documentation. Substantively, your analytical/critical reflection should not summarize the readings but identify two or three central ideas or themes and comment on these analytically and/or critically. The written reflections should be coherent but do not require the organization and format of an essay or any references to outside sources. However, in case you refer to a specific point in one of the class readings or give a quotation you should use parenthetical references (e.g. Fierke, p. 176).

Critical Review (15%). Each student will choose one of the readings listed below and write a short critical review (1400-1600 words, double-spaced) of this reading. The critical review is **due** as a hard copy **at the beginning of class on October 27**. The critical review should assess and evaluate the central theoretical ideas of the reading and develop a clear argument in response to these. The review must include some element of discussion of (or at least refer to) at least two class readings. It is not necessary to refer to any outside sources (but if you choose to do so, you must include a bibliography). See further instructions under Research Paper below.

Choose one of the following readings for the critical review:

Welch, David (2003) "Why International Relations Theorists Should Stop Reading Thucydides," *Review of International Studies* 29 (3): 201-320. (available online)

Milner, Helen (1991) "The Assumption of Anarchy in International Relations Theory," *Review of International Studies* 17 (1): 67-85. (available online)

Barkawi, Tarak and Mark Laffey (1999) "The Imperial Peace: Democracy, Force, and Globalization," *European Journal of International Relations* 5 (4): 403-434. (available online)

Mearsheimer, John (1994-95) "The False Promise of International Institutions," *International Security* 19 (3): 5-49. (You may choose to focus your critical review on Mearsheimer's account of either liberal institutionalism or "critical theory" or both.) (available online)

Jones, Roy E. (1981) "The English School: A Case for Closure," *Review of International Studies* 7 (1): 1-14. (photocopy on reserve)

Research Paper (40%). Each student is required to write a research paper on a topic of her or his choice, in consultation with the instructor. The research paper is **due** as a hard copy **at the beginning of class on December 1**. The paper will allow you to explore a theoretical question, issue, or debate broached in the course in greater depth. Its focus can either be entirely theoretical or it can be related to a substantive issue in international relations (e.g. war, development, human rights, globalization). However, if you choose to write a paper with a heavily theoretical focus, some part of the paper must address the implications of your theoretical analysis for substantive research or provide an empirical illustration. If, on the other hand, you choose to write a paper centered on some substantive issue, it is essential that you frame your paper theoretically and that there be theoretical implications to your analysis. The research paper must present a clear argument and use at least six outside sources (scholarly books or articles) beyond the assigned class readings. The length of the paper should be 12 to 15 pages double-spaced (approximately 3600-4500 words) plus bibliography. In preparation for writing the research paper each student is required to come to the instructor's office hours, if necessary by appointment, (at least) once in the course of the semester to discuss the topic of the paper and how the student will approach the topic. To prepare for this meeting you should write some notes stating the proposed research topic, your tentative argument about this topic, and how you will go about substantiating this argument (including a list of bibliographic references). It is strongly suggested that you hold this consultation with the instructor in September or October to give yourself sufficient time to work on the paper.

The following applies to both the Critical Review 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 implications). It must include a

word count. Evaluation of the paper 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); and (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 may send the paper as an email attachment (as a time stamp), but you must provide the instructor with an identical hard copy the following business day or as soon as possible thereafter. Collaboration is not allowed for this assignment.

WebCT

This course has a WebCT page which contains an electronic copy of this syllabus, a discussion board, mail, and grades. I will be using WebCT to communicate with you between classes should the need arise, and I will make electronic copies of any class handouts available there. You are encouraged to use the discussion board to post any thoughts, comments or questions you may have concerning the course or to continue class discussion (if you wish). I will monitor the site occasionally.

Class Schedule and Reading Assignments (subject to modification)

available online = available via <http://www.library.carleton.ca/eresources/databases.html>
on reserve = on reserve at MacOdrum Library

Sept. 8 **Introduction**

Smith, Steve (2007) "Introduction: Diversity and Disciplinarity in International Relations Theory, in Dunne et al., pp. 1-12.

Sept. 15 **IR Theory: Between (Philosophy of) Social Science and (International) Political Theory**

***** *First Analytical/Critical Reflection due in class* *****

Kurki, Milja and Colin Wight (2007) "International Relations and Social Science," in Dunne et al., ch. 1.

Wendt, Alexander (1998) "On Constitution and Causation in International Relations," *Review of International Studies* 24 (5): 101-117. (available online)

Brown, Chris (2007) "International Relations as Political Theory," in Dunne et al., ch. 2.

Wight, Martin (1960) "Why Is There No International Theory?" *International Relations* 2 (1): 35-48, 62. (available online)

I. Traditional and Mainstream Theories

Sept. 22 **Realism: Classical and Structural**

Lebow, Richard Ned (2007) "Classical Realism," in Dunne et al., ch. 3.

Thucydides (2006 [approx. 400 BCE]), "The Peloponnesian War and the Melian Debate," in Phil Williams et al. (eds.), *Classic Readings and Contemporary Debates in International Relations*, third edition. Belmont, CA: Thomson Wadsworth, ch. 5. (on reserve)

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. (on reserve)

Mearsheimer, John J. (2007) "Structural Realism," in Dunne et al., ch. 4.

Waltz, Kenneth N. (1988) "The Origins of War in Neorealist Theory," *Journal of Interdisciplinary History* 18 (4): 615-628. (available online)

Gilpin, Robert (1988) "The Theory of Hegemonic War," *Journal of Interdisciplinary History* 18 (4): 591-613. (available online)

Sept. 29 **Liberalism and Neoliberal Institutionalism**

Panke, Diana and Thomas Risse (2007) "Liberalism," in Dunne et al., ch. 5.

Doyle, Michael (1986) "Liberalism and World Politics," *American Political Science Review* 80 (4): 1151-1169. (available online)

Martin, Lisa L. (2007) "Neoliberalism," in Dunne et al., ch. 6.

Keohane, Robert O. (1984) "A Functional Theory of International Regimes," in *After Hegemony: Cooperation and Discord in the World Political Economy*. Princeton: Princeton University Press, ch. 6. (on reserve)

Deudney, Daniel and G. John Ikenberry (1999) "The Nature and Sources of Liberal International Order," *Review of International Studies* 25 (2): 179-196. (available online)

Oct. 6 **The English School: Between/Beyond Realism and Liberalism**

Dunne, Tim (2007) “The English School,” in Dunne et al. (eds.), ch. 7.

Bull, Hedley (1966) “Society and Anarchy in International Relations,” in Herbert Butterfield and Martin Wight (eds.) *Diplomatic Investigations: Essays in the Theory of International Relations*. London: Allen and Unwin, ch. 2. (on reserve)

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. (on reserve)

Little, Richard (2000) “The English School’s Contribution to the Study of International Relations,” *European Journal of International Relations* 6 (3): 395-422. (available online)

Oct. 13 Statutory Holiday – University Closed

II. Alternative and Critical Approaches

Oct. 20 **Marxism and Critical Theory**

Rupert, Mark (2007) “Marxism and Critical Theory,” in Dunne et al., ch. 8.

Rosenberg, Justin (1994) “The Empire of Civil Society,” in *The Empire of Civil Society: A Critique of the Realist Theory of International Relations*. London: Verso, ch. 5. (on reserve)

Cox, Robert (1981) “Social Forces, States and World Orders: Beyond International Relations Theory,” *Millennium: Journal of International Studies* 10 (2): 126-155. (available online)

Linklater, Andrew (1992) “The Question of the Next Stage in International Relations Theory: A Critical-Theoretical Point of View,” *Millennium: Journal of International Studies* 21 (1): 77-98. (available online)

Oct. 27 **Constructivism**

***** *Critical Review due in class* *****

Fierke, K. M. (2007) "Constructivism," in Dunne et al., ch. 9.

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

Ruggie, John Gerard (1998) "What Makes the World Hang Together? Neo-utilitarianism and the Social Constructivist Challenge," *International Organization* 52 (4): 855-885. (available online)

Guzzini, Stefano (2000) "A Reconstruction of Constructivism in International Relations," *European Journal of International Relations* 6 (2): 147-182. (available online)

Nov. 3 **Feminism**

Tickner, J. Ann and Laura Sjoberg (2007) "Feminism," in Dunne et al., ch. 10.

Cohn, Carol (1987) "Sex and Death in the Rational World of Defense Intellectuals," *Signs: Journal of Women in Culture and Society* 12 (4): 687-718. (available online)

Enloe, Cynthia (1989) *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*. Berkeley: University of California Press, chs. 1 and 9. (on reserve)

Tickner, J. Ann (1997) "You Just Don't Understand: Troubled Engagements Between Feminists and IR Theorists," *International Studies Quarterly* 41 (4): 611-632. (available online)

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

Nov. 10 **Poststructuralism**

Campbell, David (2007) "Poststructuralism," in Dunne et al., ch. 11.

Gregory, Donna U. (1989) "Foreword," in James Der Derian and Michael Shapiro (eds.), *International/Intertextual Relations: Postmodern Readings of World Politics*. New York: Lexington Books, pp. xiii-xxi. (on reserve)

Der Derian, James (1989) "The Boundaries of Knowledge and Power in International Relations," in James Der Derian and Michael Shapiro (eds.), *International/Intertextual Relations: Postmodern Readings of World Politics*. New York: Lexington Books, ch. 1. (on reserve)

Shapiro, Michael (1989) "Textualizing Global Politics," in James Der Derian and Michael Shapiro (eds.), *International/Intertextual Relations: Postmodern Readings of World Politics*. New York: Lexington Books, ch. 2. (on reserve)

Bleiker, Roland and Amy Kay (2007) "Representing HIV/AIDS in Africa: Pluralist Photography and Local Empowerment," *International Studies Quarterly* 51 (1): 139-163. (available online)

Nov. 17 **Postcolonialism**

Grovogui, Siba N. (2007) "Postcolonialism," in Dunne et al., ch. 12.

Said, Edward W. (1978), "Introduction," in *Orientalism*. New York: Vintage Books, pp. 1-28.

Chowdhry, Geeta and Sheila Nair (2002) "Introduction: Power in a Postcolonial World: Race, Gender, and Class in International Relations," in Chowdhry and Nair (eds.), *Power, Postcolonialism and International Relations: Reading Race, Gender and Class*. New York: Routledge, ch. 1. (on reserve)

Helliwell, Christine and Barry Hindess (2002) "The 'Empire of Uniformity' and the Government of Subject Peoples," *Cultural Values* (or: *Journal for Cultural Research*) 6 (1&2): 139-152. (available online)

Nov. 24 **International Political Sociology**

Bigo, Didier and R. B. J. Walker (2007) "International, Political, Sociology," *International Political Sociology* 1 (1): 1-5. (available online)

Hardt, Michael and Antonio Negri (2000) *Empire*. Cambridge, MA: Harvard University Press, pp. xi-41.

Larner, Wendy and William Walters (2004) "Globalization as Governmentality," *Alternatives* 29 (5): 495-514. (photocopy on reserve)

Albert, Mathias (1998) "Observing World Politics: Luhmann's Systems Theory of Society and International Relations," *Millennium: Journal of International Studies* 28 (2): 239-265. (available online)

Dec. 1 **Conclusion**

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

Waever, Ole (2007) "Still a Discipline After All These Debates?" in Dunne et al., ch. 15.

Smith, Steve (2004) "Singing Our World Into Existence: International Relations Theory and September 11," *International Studies Quarterly* 48 (3): 499-515. (available online)

Academic Accommodations

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (9500 University Drive) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre, 613-520-6608, every term to ensure that I receive your letter of accommodation, **no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations**. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by **November 7, 2008**, for December examinations, and **March 6, 2009**, for April examinations."

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 Undergraduate Calendar defines plagiarism as: "to use and pass off as one's own idea or product, work of another without expressly giving credit to another." The Graduate Calendar states that plagiarism has occurred when a student either: (a) directly copies another's work without acknowledgment; or (b) closely paraphrases the equivalent of a short paragraph or more without acknowledgment; or (c) borrows, without acknowledgment, any ideas in a clear and recognizable form in such a way as to present them as the student's own thought, where such ideas, if they were the student's own would contribute to the merit of his or her own work. Instructors who suspect plagiarism are required to submit the paper and supporting documentation to the Departmental Chair who will refer the case to the Dean. It is not permitted to hand in the same assignment to two or more courses. The Department's Style Guide is available at: <http://www.carleton.ca/polisci/undergrad/Essay%20Style%20Guide.html>

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.

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.

Course Requirements: Students must fulfill all course requirements in order to achieve a passing grade. Failure to hand in any assignment will result in a grade of F. Failure to write the final exam will result in a grade of ABS. FND (Failure No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.

Connect Email Accounts: The Department of Political Science strongly encourages students to sign up for a campus email account. Important course and University information will be distributed via the Connect email system. See <http://connect.carleton.ca> for instructions on how to set up your account.

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 in the after-hours academic life 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, please email carletonpss@gmail.com, visit our website at poliscisociety.com, or come to our office in Loeb D688.