

**PSCI 4800A**  
**Advanced International Relations Theory**

Thursdays 11:35 a.m. – 2:25 p.m.

Please confirm location on Carleton Central

Instructor: Hans-Martin Jaeger  
Office: C678 Loeb  
Office Hours: Thursdays 3:00 – 4:30 p.m.  
Fridays 12 noon – 1:30 p.m. (or by appointment)  
Phone: (613) 520-2600 ext. 2286  
Email: Hans-Martin\_Jaeger@carleton.ca

**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 holds as well). Coming to terms with international relations theory, or rather *theories* is therefore critical to reflecting on world politics. This course provides an overview and critical exploration of some important debates and approaches in contemporary IR theory. Rather than investigating a different theory every week, it approaches international relations theory thematically and comparatively. This means that each seminar will be organized around a key concept, theme or practice which will be examined from a variety of different (and sometimes across) perspectives including both mainstream and critical approaches.

The objective of the course to sensitize students to differences in the nature of knowledge claims (epistemology) and fundamental assumptions about social/international reality (ontology) as well as political and ethical implications of different theoretical approaches in IR. More broadly, the course also seeks to familiarize students with a variety of important concepts and debates in IR theory. In class discussions and assignments, students are expected to formulate their own views on the merits and limitations of different IR theories with respect to different issues, 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. Students are encouraged to draw on their broader knowledge of international history and contemporary international issues as a background for the theoretical discussions. 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.

## Readings

There is no required textbook for this course. All 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.

In case you do not have a basic familiarity with the major approaches in IR theory or you need to refresh your knowledge, a good resource is Tim Dunne, Milja Kurki and Steve Smith (eds.) (2007) *International Relations Theories: Discipline and Diversity*. Oxford: Oxford University Press.

## Requirements and Evaluation

<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. 17 (and sign up for two other dates in the first class)
Critical Review	15%	Oct. 15
Research Paper	40%	Dec. 3

**As per early feedback guidelines, the first of the three Analytical-Critical Reflections will be returned by October 16<sup>th</sup>.**

**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 expected that you engage with other students' and the instructor's ideas constructively, critically, and 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 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. It is essential 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. 17. On that day, you will be asked to sign up for written reflections for two other weeks. 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 of comparison 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. Wendt, p. 404).

**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 15**. 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:

Ashley, Richard (1986) "The Poverty of Neorealism," in Robert O. Keohane (ed.) *Neorealism and its Critics*. New York: Columbia University Press, ch. 9. (on reserve)

Friedrichs, Jörg (2001) "The Meaning of New Medievalism," *European Journal of International Relations* 7 (4): 475-502. (available online)

Latham, Robert (1995) "Liberalism's Order/Liberalism's Other: A Genealogy of Threat," *Alternatives* 20 (1): 111-146. (available online)

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)

Wendt, Alexander E. (1987) "The Agent-Structure Problem in International Relations Theory," *International Organization* 41 (3): 335-370. (available online)

**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 3**. 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 (empirical) issue or phenomenon in international relations. 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 any class readings you may use. 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);
- (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. Failure to submit either the Critical Review or the Research Paper (or both) will automatically result in a failing grade for the course.

## **WebCT**

The course has a WebCT page which contains an electronic copy of the syllabus. I will be using WebCT email 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. 10      **Introduction**

Sept. 17      **Theory and Knowledge**

\*\*\*\*\* *First Analytical-Critical Reflection due in class* \*\*\*\*\*

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

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

Whitworth, Sandra (1989) "Gender in the Inter-Paradigm Debate," *Millennium: Journal of International Studies* 18 (2): 265-272. (on reserve)

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

Sept. 24      **Power**

Morgenthau, Hans J. (1948) "Political Power," in *Politics Among Nations: The Struggle for Power and Peace*. New York: Alfred A. Knopf, ch. 3. (on reserve)

Nye, Joseph (2009) "Get Smart," *Foreign Affairs* 88 (4): 160-163. (available online)

Gill, Stephen R. And David Law (1989) "Global Hegemony and the Structural Power of Capital," *International Studies Quarterly* 33 (4): 475-499. (available online)

Guzzini, Stefano (2005) "The Concept of Power: a Constructivist Analysis," *Millennium: Journal of International Studies* 33 (3): 495-521. (available online)

Enloe, Cynthia (2004) "Margins, Silences, and Bottom Rungs: How to Overcome the Underestimation of Power in the Study of International Relations," in *The Curious Feminist: Searching for Women in a New Age of Empire*. Berkeley: University of California Press, ch. 2. (on reserve)

Oct. 1           **Anarchy**

Waltz, Kenneth (1986) "Anarchic Orders and Balances of Power," in Robert O. Keohane (ed.) *Neorealism and its Critics*. New York: Columbia University Press, ch. 5. (on reserve)

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

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

Oct. 8           **Order**

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)

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

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)

Slaughter, Anne-Marie (1997) "The Real New World Order," *Foreign Affairs* 75 (5): 183-197. (available online)

Oct. 15           **Sovereignty**

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

Krasner, Stephen (2001) "Sovereignty," *Foreign Policy* 122 (Jan.-Feb.): 20-29. (available online)

Onuf, Nicholas Greenwood (1991) "Sovereignty: Outline of a Conceptual History," *Alternatives* 16 (4): 425-446. (available online)

Sidaway, J.D. (2003) "Sovereign Excesses? Portraying Postcolonial Sovereignscapes," *Political Geography* 22 (2): 157-178. (available online)

Eckersley, Robyn (2005) "Greening the Nation-State: From Exclusive to Inclusive Sovereignty," in John Barry and Robyn Eckersley (eds.) *The State and the Global Ecological Crisis*. Cambridge, MA: MIT Press, ch. 8. (on reserve)

Oct. 22        **Security**

Buzan, Barry, Ole Waever, and Jaap de Wilde (1998) "Security Analysis: Conceptual Apparatus," in *Security: A New Framework for Analysis*. Boulder: Lynne Rienner, ch. 2. (on reserve)

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)

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

Oct. 29        **Institutions**

Mearsheimer, John (1994-95) "The False Promise of International Institutions," *International Security* 19 (3): 5-49 (skip pp. 27-36). (available online)

Keohane, Robert O. and Lisa L. Martin (1995) "The Promise of Institutional Theory," *International Security* 20 (1): 39-51. (available online)

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

Wendt, Alexander and Raymond Duvall (1989) "Institutions and International Order," in James N. Rosenau and Ernst-Otto Czempiel (eds.) *Global Changes and Theoretical Challenges: Approaches to World Politics for the 1990s*. New York: Lexington Books, ch. 4. (on reserve)

Nov. 5           **Governance**

Franceschet, Antonio (2002) "Justice and International Organization: Two Models of Global Governance," *Global Governance* 8 (1): 19-34. (available online)

Börzel, Tanja A. and Thomas Risse (2005) "Public-Private Partnerships: Effective and Legitimate Tools of Transnational Governance?" in Edgar Grande and Louis W. Pauly (eds.) *Complex Sovereignty: Reconstituting Political Authority in the Twenty-first Century*. Toronto: University of Toronto Press, ch. 9. (on reserve)

Rai, Shirin M. (2004) "Gendering Global Governance," *International Feminist Journal of Politics* 6 (4): 579-601. (available online)

Sending, Ole Jacob and Iver B. Neumann (2006) "Governance to Governmentality: Analyzing NGOs, States, and Power," *International Studies Quarterly* 50 (3): 651-672. (available online)

Nov. 12           **Identity**

Neumann, Iver B. and Jennifer M. Welsh (1991) "The Other in European Self-Definition: An Addendum to the Literature on International Society," *Review of International Studies* 17 (4): 327-348. (available online)

Campbell, David (1990) Global Inscription: How Foreign Policy Constitutes the United States," *Alternatives* 15 (3): 263-286. (available online)

Wendt, Alexander (1994) "Collective Identity Formation and the International State," *American Political Science Review* 88 (2): 384-396. (available online)

McSweeney, Bill (1996) "Identity and Security: Buzan and the Copenhagen School," *Review of International Studies* 22 (1): 81-93. (available online)

Nov. 19           **Empire**

Cox, Michael (2004) "Empire by Denial? Debating U.S. Power," *Security Dialogue* 35 (2): 228-236. (available online)

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

Barkawi, Tarak and Mark Laffey (2002) "Retrieving the Imperial: *Empire* and International Relations," *Millennium: Journal of International Studies* 31 (1): 109-127. (available online)

Lipschutz, Ronnie D. (2002) "The Clash of Governmentalities: The Fall of the UN Republic and America's Reach for Empire," *Contemporary Security Policy* 23 (3): 214-231. (available online)

Nov. 26      **Society**

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)

Brown, Chris (2004) "The 'English School' and World Society," in Mathias Albert and Lena Hilkermeier (eds.) *Observing International Relations: Niklas Luhmann and World Politics*. London: Routledge, pp. 59-71. (on reserve)

Thomas, George M. (2004) "Sociological Institutionalism and the Empirical Study of World Society," in Mathias Albert and Lena Hilkermeier (eds.) *Observing International Relations: Niklas Luhmann and World Politics*. London: Routledge, pp. 72-85. (on reserve)

Beck, Ulrich (2006) "Living in the World Risk Society," *Economy and Society* 35 (3): 329-345. (available online)

Dec. 3      **Conclusion**

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

---

**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 (500 University Centre) 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 the instructor receives your request for accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least 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 16, 2009 for December examinations** and **March 12, 2010 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](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 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.

**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:** 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:** All email communication to students from the Department of Political Science will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student’s responsibility to monitor their Connect 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](mailto:carletonpss@gmail.com), visit our website at [poliscisociety.com](http://poliscisociety.com), 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.