

PSCI 6600
Theory and Research in International Politics I
Wednesdays 12:30-1:30 (Zoom)

I General information

Instructor: Prof. Mira Sucharov
On-line Office Hours: “drop in” on Zoom Thursdays 11-1
(or by appointment)

Email: mira.sucharov@carleton.ca

All email communication is to be via official Carleton university e-mail accounts and/or cuLearn, not personal emails. (Note: this is university policy; I make exceptions if your university email account is down.)

II Course description

This seminar and its counterpart in the winter term, PSCI 6601, constitute the core of the international relations doctoral program in the department, and are the basis of the Ph.D. IR comprehensive exam. The course is designed to introduce graduate students to the main theories and debates that have structured the field. The fall semester will cover the main “isms” including realism, liberalism and constructivism, plus the democratic peace debate, psychological and emotional approaches, and race and IR. (In the second semester, taught by Prof. Hans-Martin Jaeger, you will cover Marxism, the English School, and a broad range of critical theory approaches to IR, including feminism, postcolonialism, and international political sociology, among others.)

Each week our primary concern is to examine and assess a particular theory (or debate’s) foundational assumptions, ontology, epistemology, methodology, and scope of the problem(s) defined. We are concerned with assessing the strengths and weaknesses of the respective theoretical traditions of international relations. We would also like to determine how successful the field has been in developing a theory of international relations. This, in turn, will help us to assess the current state of the discipline.

Normally we would meet in person over a three-hour period. Because of the pandemic, we will restrict our direct contact to a one-hour weekly zoom class session. To supplement this, we will make use of the cuLearn “discussion” board. More details are provided below.

I expect everyone to arrive at our zoom sessions prepared to discuss the material in an informed and critical manner. I am more interested in the quality of your comments than mere quantity. Questions for your peers can be just as valuable as answers to the questions I pose. I hope to generate a dynamic and constructive guided conversation as we all learn together.

III Course Format

- One hour Zoom (Wednesdays 12:30-1:30).
- Discussion board on CuLearn (details below).

IV Learning outcomes

Coupled with the second semester of this course, students should be able to:

- Understand the major approaches to the field of IR
- Know which authors are identified with which approaches
- Identify strengths and weaknesses of the respective theories and approaches in light of empirical realities
- Trace the politics of the discipline
- Begin to place themselves within the ongoing conversation of the discipline

V Texts

The following books have been ordered for you at the Carleton bookstore (they can ship them to you or you can opt for curbside pickup.)

Kenneth N. Waltz, *Theory of International Politics* (Reading, MA: Addison-Wesley, 1979).

Norrin M. Ripsman, Jeffrey W. Taliaferro and Steven E. Lobell, *Neoclassical Realist Theory of International Politics* (New York: Oxford University Press, 2016).

Alexander Wendt, *Social Theory of International Politics* (New York: Cambridge University Press, 1999)

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

Robert O. Keohane, *After Hegemony: Cooperation and Discord in the World Political Economy* (Princeton: Princeton University Press, 2005).

John J. Mearsheimer, *The Tragedy of Great Power Politics*, updated ed. (New York: W.W. Norton, 2014).

Robert Gilpin, *War & Change in World Politics* (New York: Cambridge University Press, 1981)

G. John Ikenberry, *Liberal Leviathan: The Origins, Crisis, and Transformation of the American World Order* (Princeton: Princeton University Press, 2011).

Robert Vitalis, *White World Order, Black Power Politics: The Birth of American International Relations* (Ithaca: Cornell University Press, 2015)

Recommended (for more background):

Dunne, Kurki, Smith, *International Relations Theories*

VI Evaluation at a glance

Zoom (Class) Participation: 20 %

Discussion Board Participation: 20%

Theory Critique 1: 20%

Theory Critique 2: 20%

Autoethnographic Essay: 20%

VII Evaluation in detail

Zoom Participation: Because of Zoom “fatigue,” we will meet for a tight hour rather than what would typically be a three-hour class. During this hour, I’ll be looking for you to engage critically with the material; help keep the conversation flowing; pose questions to your peers; try to make connections across themes and authors; identify points of tension among approaches; suggest ways these approaches might intersect with your own research interests.

Discussion Board Participation: Each week, beginning in Week 2, one or two of you will be responsible for leading a cuLearn “discussion board” discussion on the material for the week. (This will run Monday morning through Friday afternoon, with our Wednesday Zoom meeting falling midway.) Your grade on this component will derive from the week you lead along with all the rest of your contributions on other weeks too. We will decide who is leading which week during the first class meeting.

Theory Critiques: Choose **two** weeks (other than the week you are leading the discussion forum) to write a critical essay on the topic of the given week. Your paper must pose a central question and provide an answer (your argument). Cite the readings as needed to build and support your argument. Reflect analytically on the topic for the day and what the readings contribute to our understanding of IR. Show how the articles relate to one another (points of agreement and disagreement) and how they relate to the previous articles/topics we’ve discussed. Draw on the readings I’ve assigned and any others that you unearth on your own. (Start following the “paper trail” in the footnotes, as a start, going both backwards and forwards in time — google other syllabi; search the library; start following IR twitter folks; monitor the major IR journals; etc.) The paper is

meant to serve as a “state of the art” discussion of the topic at hand, and as a way to help prepare you for the comp.

Length: 2,500 words each

Due: Friday evening of the given week (you are encouraged to use our weekly Wednesday zoom meeting to try out your arguments and refine them from the discussion.)

Autoethnographic Essay: The third and final written assignment will be an auto-ethnographic essay. This essay should critically assess your own identity, subjectivity and role in your learning/acting within the discipline of IR. Questions to be discussed might include: where do I fit in the evolution of the discipline? Into which paradigms and approaches do I best fit, and why? Am I comfortable being there? Why or why not? How have I contributed, based on my identity and role, to the study and practice of IR (for example, through my academic or activist work, my conversations with friends and family, my interventions on social media, and so on?). You may write it as a narrative story if you wish; we will examine this kind of writing towards the end of the course.

Length: 2,500 words

Due: Dec. 9

VIII Course schedule

Week 1 (Sept. 9) Introduction

Tim Dunne, Lene Hansen, and Colin Wight, “The End of International Relations Theory?” *European Journal of International Relations* (Vol. 19, No. 3, 2013): 405-425.

John J. Mearsheimer and Stephen Walt, “Leaving Theory Behind: Why Simplistic Hypothesis Testing is Bad for International Relations,” *European Journal of International Relations* (Vol. 19, No. 3, 2013).

Brian C. Schmidt, "On the History and Historiography of International Relations," in Walter Carlsnaes, Thomas Risse and Beth Simmons eds., *Handbook of International Relations*, second edition (London: Sage, 2013), ch. 1

Recommended

Stanley H. Hoffmann, “International Relations: The Long Road to a Theory of International Relations,” *World Politics* (Vol. 2, No. 3, 1959).

Kenneth Waltz, *Man, the State and War* (1959)

Week 2 (Sept. 16) — Classical Realism I

E. H. Carr, *The Twenty Years' Crisis, 1919-1939: An Introduction to the Study of International Relations* (New York: Palgrave, 2001). (Note: despite the Palgrave edition being 2001, this is a WWII-era book; the first edition was published in 1939, and a second edition was released in 1945.) Read as much as you wish/can to get a sense of the argument and how he develops and supports it.

Murielle Cozette, "What Lies Ahead: Classical Realism on the Future of International Relations," *International Studies Review* 10, 4 (December 2008): 667-679.

Week 3 (Sept. 23) — Classical Realism II

Hans J. Morgenthau, *Politics Among Nations: The Struggle for Power and Peace* (New York: Knopf, 1948) pages are from the 2nd edition (New York: Alfred A. Knopf, 1955), pp. 3-21 (Six Principles of Realism), chs. 3, 8, 9, 11, 15.

Michael C. Williams, "Why Ideas Matter in International Relations: Hans Morgenthau, Classical Realism, and the Moral Construction of Power Politics," *International Organization* 58, 4 (October 2004): 633- 665.

Alison McQueen, "Political Realism and Moral Corruption," *European Journal of Political Theory* 19, 2 (2020): 141-161.

Week 4 (Sept. 30) — Neorealism

Kenneth N. Waltz, *Theory of International Politics* (Reading, MA: Addison-Wesley, 1979). Read as much as you wish/can to get a sense of the argument and how he develops and supports it.

Robert Gilpin, *War & Change in World Politics* (New York: Cambridge University Press, 1983). Read as much as you wish/can to get a sense of the argument and how he develops and supports it.

Stacie E. Goddard and Daniel H. Nexon, "Paradigm Lost? Reassessing Theory of International Politics," *European Journal of International Relations* 11 (March 2005); vol. 11: pp. 9 - 61.

Robert Jervis, "Cooperation under the Security Dilemma," *World Politics* 30, 2 (January 1978)

Week 5 (Oct. 7) – Offensive Realism

John J. Mearsheimer, *The Tragedy of Great Power Politics*, updated ed. (New York: W.W. Norton, 2014). Read as much as you wish/can to get a sense of the argument and how he develops and supports it.

Christopher Layne, "The 'Poster Child for Offensive Realism': America as a Global Hegemon," *Security Studies* 12 (Winter 2002/03): 120-164

Week 6 (Oct. 14) Neoclassical Realism

Norrin M. Ripsman, Jeffrey W. Taliaferro and Steven E. Lobell, *Neoclassical Realist Theory of International Politics*. Oxford University Press. 2016. Read as much as you wish/can to get a sense of the argument and how they develop and support it.

Randall Schweller, "Neorealism's Status Quo Bias: What Security Dilemma?" *Security Studies* 5 (1996): 90-121.

Recommended:

Brian Rathbun, "A Rose by Any Other Name: Neoclassical Realism as the Logical and Necessary Extension of Structural Realism," *Security Studies* (Vol. 17, No. 2, 2008): 294-321.

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

Week 7 (Oct. 21) Liberalism & Neoliberal Institutionalism

Robert O. Keohane, *After Hegemony: Cooperation and Discord in the World Political Economy* (Princeton, NJ: Princeton University Press, 1984). Read as much as you wish/can to get a sense of the argument and how he develops and supports it.

G. John Ikenberry, *Liberal Leviathan: The Origins, Crisis, and Transformation of the American World Order* (Princeton: Princeton University Press, 2011). Read as much as you wish/can to get a sense of the argument and how he develops and supports it.

Andrew Moravcsik, "Taking Preferences Seriously: Liberalism and International Relations Theory," *International Organization* (Autumn 1997).

Robert D. Putnam, "Diplomacy and Domestic Politics: The Logic of Two- Level Games." *International Organization* 42, no.3 (Summer 1988): 427-460.

NO CLASS Week 8 (Oct. 28) — Fall reading week

Week 9 (Nov. 4) The Democratic Peace

John M. Owen, "How Liberalism Produces Democratic Peace," *International Security* 19:2 (Fall 1994): 87-125.

Jarrod Hayes, "The Democratic Peace and the New Evolution of an Old Idea," *European Journal of International Relations* 18, 4 (2011): 767-791.

Edward D. Mansfield and Jack Snyder, "Pathways to War in Democratic Transitions." *International Organization*, Spring 2009, Vol. 63 Issue 2, p381-390.

Christopher Layne, "Kant or Cant: The Myth of the Democratic Peace," *International Security* 19:2 (Fall 1994), 5-49.

Michael Mousseau, "The Social Market Roots of Democratic Peace" *International Security* spring 2009

Recommended:

Michael R. Tomz and Jessica L. Weeks, "Public Opinion and the Democratic Peace," *American Political Science Review* 107, 4 (2013): 849-865.

Sebastian Rosato, "The Flawed Logic of Democratic Peace Theory," *American Political Science Review* Vol. 97, No. 4 (Nov., 2003), pp. 585-602.

Week 10 (Nov. 11) Constructivism

Alexander Wendt, *Social Theory of International Politics* (New York: Cambridge University Press, 1999). Read as much as you wish/can to get a sense of the argument and how he develops and supports it.

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

Jutta Weldes, "Constructing National Interests." *European Journal of International Relations* 2, no.3 (September 1996): 275-318.

Martha Finnemore, "Paradoxes in Humanitarian Intervention" in Richard Price (ed.), *Moral Limit and Possibility in World Politics* (New York: Cambridge University Press 2008), 197-224. (Library Reserves)

Recommended:

Audie Klotz, "Norms Reconstituting Interests: Global Racial Equality and U.S. Sanctions Against South Africa." *International Organization* 49, no.03 (Summer 1995): 451-478

Ward Thomas, "Norms and Security: The Case of International Assassination," *International Security* 25, 1 (Summer 2000).

Jennifer L. Bailey, "Arrested Development: The Fight to End Commercial Whaling as a Case of Failed Norm Change," *European Journal of International Relations* 10, 2 (2004): 235-262.

Michelle Jurkovich, "What Isn't a Norm? Redefining the Conceptual Boundaries of "Norms" in the Human Rights Literature," *International Studies Review*, 2019-08-16

Week 11 (Nov. 18) Psychology, Emotions, Taboos

Jack S. Levy, "Prospect Theory, Rational Choice, and International Relations," *International Studies Quarterly* 41, 1 (March 1997).

Jonathan Mercer, "Anarchy and Identity," *International Organization* 49 (Spring 1995): 229-252.

Jonathan Mercer. "Rationality and Psychology in International Politics." *International Organization* 59, no.1 (Winter 2005): 39-75.

Jennifer Mitzen, "Ontological Security in World Politics: State Identity and the Security Dilemma," *European Journal of International Relations* 12, 3 (September 2006): 341-370

Roland Bleiker and Emma Hutchison, "Fear No More: Emotions and World Politics," *Review of International Studies* 34, (2008): 115-135.

Tannenwald, Nina, "Stigmatizing the Bomb: Origins of the Nuclear Taboo," *International Security* 29, 4 (Spring 2005).

Recommended:

Kertzer, Joshua D., and Dustin Tingley. "Political Psychology in International Relations: Beyond the Paradigms." *Annual Review of Political Science* (2018): 319-339.

Brent J. Steele, "Making Words Matter: The Asian Tsunami, Darfur, and "Reflexive Discourse" in International Politics," *International Studies Quarterly* 51,4 (2007): 901-925.

Robert Jervis, "Hypotheses on Misperception," *World Politics* 20, 3 (April 1968).

Jelena Subotić, "Narrative, Ontological Security, and Foreign Policy Change." *Foreign Policy Analysis* (2015)

Bahar Rumelili, "Integrating Anxiety into International Relations Theory: Hobbes, Existentialism, and Ontological Security," *International Theory* 12, 2 (2020): 257-272.

Daniel L. Byman and Kenneth M. Pollack, "Let Us Now Praise Great Men: Bringing the Statesman Back In," *International Security* 25, 4 (Spring 2001), pp. 107-146.

Alexander Wendt. "The State as Person in International Theory," *Review of International Studies* 30, 2 (2004): 289-316.

Adler-Nissen, Rebecca ; Tsinovoi, Alexei, "International misrecognition: The politics of humour and national identity in Israel's public diplomacy," *European journal of international relations*, 2018, Vol.25 (1), p.3-29

Andrew A. G. Ross, "Coming in from the Cold: Constructivism and Emotions," *European Journal of International Relations* 12, 2 (2006): 197-222.

Naomi Head. "A Politics of Empathy" Encounters with Empathy in Israel and Palestine," *Review of International Studies* 42, 1 (2016): 95-113.

Khaled Fattah and K.M. Fierke, "A Clash of Emotions: The Politics of Humiliation and Political Violence in the Middle East." *European Journal of International Relations* 15, no.1 (March 2009): 67-93.

Emilie M. Hafner-Burton, "Sticks and Stones: Naming and Shaming the Human Rights Enforcement Problem." *International Organization*, Fall 2008, Vol. 62 Issue 4, p689-716.

Eric Van Rythoven, "Fear in the Crowd or Fear of the Crowd? The Dystopian Politics of Fear in International Relations," *Critical Studies on Security* 6, 1 (2017): 33-49.

Week 12 (Nov. 25) Race & IR Theory

Robert Vitalis, *White World Order, Black Power Politics: The Birth of American International Relations* (Ithaca: Cornell University Press, 2015). Read as much as you wish/can to get a sense of the argument and how he develops and supports it.

Kelebogile Zvobgo and Meredith Loken, "Why Race Matters in International Relations," *Foreign Policy* (19 June 2020). <https://foreignpolicy.com/2020/06/19/why-race-matters-international-relations-ir/>

Errol A. Henderson, "Hidden in plain sight: racism in international relations theory," *Cambridge Review of International Affairs*, 2013-03-01, Vol.26 (1), p.71-92

David A. Lake, "White Man's IR: An Intellectual Confession," *Perspectives on Politics* 14, 4 (2016): 1112-1122.

Robbie Shilliam, "Race and Revolution at Bwa Kayiman." *Millennium* 45, no.3 (June 2017): 269-292.

Recommended:

Gurminder K. Bhambra et al., "Why Is Mainstream International Relations Blind to Racism? Ignoring the central role of race and colonialism in world affairs precludes an accurate understanding of the modern state system," *Foreign Policy* (3 July 2020) <https://foreignpolicy.com/2020/07/03/why-is-mainstream-international-relations-ir-blind-to-racism-colonialism/>

Daniel J. Levine and David McCourt, "Why Does Pluralism Matter When We Study Politics? A View from Contemporary International Relations," *Perspectives on Politics* 16, 1 (2018): 92-109

Cecelia Lynch. "The Moral Aporia of Race in International Relations," *International Relations*, 33, 2 (2019): 267-285.

Week 13 (Dec. 2) — Autoethnography & Everyday IR

Roland Bleiker and Morgan Brigg, "Introduction to the RIS Forum on Autoethnography and International Relations," *Review of International Studies* 36, 3 (2010): 777-778.

Michele Acuto, "Everyday International Relations: Garbage, Grand Designs, and Mundane Matters." *International Political Sociology* 8, no.4 (December 2014): 345-362.

Roxanne Lynn Doty, "Maladies of Our Souls: Identities and Voice in the Writing of Academic International Relations." *Cambridge Review of International Affairs* 17, no. (July 2004): 377-392.

Elizabeth Dauphinee, "Writing as Hope: Reflections on *The Politics of Exile*." *Security Dialogue* 44, no.4 (August 2013): 347-361.

Oded Löwenheim, "The 'I' in IR: An Autoethnographic Account." *Review of International Studies* 36, no.4 (October 2010): 1023-1045.

Mira Sucharov, "Feeling My Way Along the Seam Line of Jerusalem." *Journal of Narrative Politics* 3, no.2 (2017): 120-130.

IX Accommodations during COVID

Due to COVID, instructors will not request or require a doctor's note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available here: https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf

X Academic Accommodations

Pregnancy

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made.

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

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.

More information on the University’s Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>

Intellectual property

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).