

POLI 400 – Advanced Seminar in International Relations Theory (3 credits)
Fall 2019

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Office Hours: M 11:45 – 12:45

Class: M 8:45 – 11:30 in H 634 SGW

This course addresses central questions of international relations theory. More than the other political science disciplines, IR research is guided by paradigms. However, this course is not organized around them. Instead, we will embrace analytical eclecticism as we explore important questions and issues in IR. Questions will include: what was the ‘true’ historical development of the field? How is the international system organized? Why do actors do what they do? What role do domestic and international institutions play in international relations? What is the role of individuals in explaining outcomes? How does international bargaining take place? What explains intrastate conflict? Rather than going theory by theory, we will take honest looks at what realism, liberalism, constructivism, rationalism, critical theory, and non-paradigmatic theories have to say about these issues. We will also push beyond Anglo-American and masculine IR, to examine feminist theories and non-western theories of IR. Finally, we will conclude with a discussion of ethics and morality in international relations and in international relations theorizing.

COURSE READINGS

All course readings will be posted on Moodle for download. The reading level is quite high, but I have tried to give you a view of the diversity of the field. I have also tried to select a mixture of classic pieces and cutting edge new research. When relevant, I have tried to place readings in a sensible order, but this order is merely a suggestion.

REQUIREMENTS

Participation: 15%

This class is a seminar. Other than the first day of class, there will be no lectures. Therefore, attendance and participation are extremely important. Each week, students should come to class having read the assigned readings and prepared to discuss the topic of the week.

Weekly Questions: 15%

Each week, students will submit three (3) discussion questions based on the readings. These questions must be submitted on Moodle 24 hours before the class. Ideally, questions won’t focus on a single reading, but will build links between multiple readings (although, questions on single readings may be acceptable). Also, as much as possible, questions should focus on the theory(ies) being developed, rather than the methods employed to test the theory or policy applications. Each student must submit questions for 8 of the 10 weeks.

Discussion Leadership: 10%

In order to help structure the discussion each week, 1-2 students will be responsible for leading the discussion. When leading discussions, students should take extra care in doing the readings. The weekly questions are available in order to help you structure the discussion. You may use none, some, or all of the questions to structure a coherent discussion.

Response Papers: 20%

Twice during the semester, students will submit a 5-7 page (double-spaced) critical response paper to the readings for the chosen week. Papers should *briefly* summarize the readings and then discuss areas of strength, weakness, or opportunity for growth in the literature. Response papers are due the week after the topic is discussed in class. You may not submit a response paper for the weeks you are discussion leader.

Research Paper: 40%

Students will write a 20-page research paper on a topic of their choice. Papers can either be a) empirical papers or b) a critical review of the literature on a particular topic. Empirical papers require the selection of a research puzzle, the identification of a theory that could explain this puzzle (not an entire paradigm), and provide evidence that tests the proposed theory. Critical review papers *do not* simply summarize the literature on the topic. Instead, it critically analyzes the literature and suggests a typology, areas of possible synthesis, critical weaknesses, or avenues for future research. Papers must be double-spaced with normal margins. References lists and appendices do not count towards the page limit. Papers are due on December 3 at the end of class.

LATE POLICY

Papers must be submitted on Moodle by the end of class on December 3. Papers that are not turned in on time will be penalized 5% per day. Late papers will not receive any comments and will not be accepted more than a week late. If you are having any problems in handling the course load, please speak to me ASAP. There are more solutions available if you approach me in advance.

RE-GRADES

If you believe that your grade on an assignment does not reflect the quality of your work, it is your right to request a re-grade. However, you must follow these steps:

1. You must wait 7 days before requesting a re-grade.
2. You must submit a written statement detailing why you believe your grade should be changed. You should point to specific areas of your exam/paper that you believe were graded unfairly AND explain why.
3. I will then re-grade your ENTIRE assignment. I reserve the right to RAISE or LOWER your grade.
4. After the re-grade, if you still believe that your grade is unfair, you must then follow the Department's procedures for re-grades.

DEPARTMENT OF POLITICAL SCIENCE STATEMENT ON PLAGIARISM

The Department of Political Science has zero tolerance for plagiarism.

1. What is plagiarism? The University defines plagiarism as “the presentation of the work of another person, in whatever form, as one’s own or without proper acknowledgement” (Concordia Undergraduate Calendar 2019-2020, section 17.10.3 (<https://www.concordia.ca/academics/undergraduate/calendar/current/17-10.html>)). Plagiarism is an academic offence governed by the Code of Conduct (Academic). To find out more about how to avoid plagiarism, see the Concordia University Student Success Centre at: <https://www.concordia.ca/students/success.html>

2. What are the consequences of being caught? Students caught plagiarizing are subject to the following sanctions:

(a) a written reprimand; (b) a piece of work be re-submitted; (c) a grade of zero for the piece of work in question; (d) a grade reduction for the course; (e) a failing grade for the course; (f) a failing grade and ineligibility for a supplemental examination or any other evaluative exercise for the course; (g) the obligation to take and pass courses of up to twenty-four (24) credits in addition to the total number of credits required for the student’s program as specified by the [Dean or Academic Hearing Panel]. If the student is registered as an Independent student, the sanction will be imposed only if he or she applies and is accepted into a program; (h) suspension for a period not to exceed six (6) academic terms. Suspensions shall entail the withdrawal of all University privileges, including the right to enter and be on University premises; (i) expulsion from the University. Expulsion entails the permanent termination of all University privileges. In the case of a student who has already graduated, the only two available sanctions are (i) a notation on the student’s academic record that he or she has been found guilty of academic misconduct; or (ii) a recommendation to Senate for the revocation of the degree obtained (Undergraduate Calendar, p.71).

Complete regulations can be found in section 17.10.3 of the Undergraduate Calendar.

3. See also The Political Science Department's "Resources on Avoiding Plagiarism" at: <http://politicalscience.concordia.ca/undergraduate/plagiarism/> and the full (and updated) Academic Code of Conduct here: <http://www.concordia.ca/content/dam/common/docs/policies/official-policies/Academic-Code-Conduct-2015.pdf>.

STUDENTS WITH DISABILITIES

Concordia University is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Access Centre for Students with Disabilities (ACSD) as soon as possible so that this office can assist with the necessary accommodations.

SEXUAL HARASSMENT

As a professor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. If you have experienced sexual harassment, sexual violence or discrimination, Concordia's Sexual Assault Resource Centre provides information available resources: <https://www.concordia.ca/students/sexual-assault.html>.

CHANGES TO THE SYLLABUS

I reserve the right to amend the schedule of meetings and assignments listed in this syllabus as might become necessary based on events throughout the semester. Any changes to the syllabus will be announced and students will receive an amended syllabus in writing. Copies of the most up to date syllabus can be found on the course website on Moodle

SCHEDULE

Introduction

September 9

Wight, Colin. 2002. "Philosophy of Science and International Relations." In *Handbook of International Relations*, edited by Walter Carlsnaes, Thomas Risse, and Beth A. Simmons, 23-51. Thousand Oaks, CA: Sage Publications.

Lake, David A. 2011. "Why "Isms" Are Evil: Theory, Epistemology, and Academic Sects as Impediments to Understanding and Progress." *International Security Studies* 55 (2): 465-480.

Acharya, Amitav. 2014. "Global International Relations (IR) and Regional Worlds." *International Studies Quarterly* 58 (4): 647-659.

History of IR

September 16

Schmidt, Brian C. 2012. "On the History and Historiography of International Relations." In *Handbook of International Relations*, 2nd ed., edited by Walter Carlsnaes, Thomas Risse, and Beth A. Simmons, 3-28. Thousand Oaks, CA: Sage Publications.

Tickner, J. Ann. 2011. "Retelling IR's Foundational Stories: Some Feminist and Postcolonial Perspectives." *Global Change, Peace & Security* 23 (1): 5-13.

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

Kang, David C. 2010. "Hierarchy and Legitimacy in International Systems: The Tribute System in Early Modern East Asia." *Security Studies* 19: 591-622.

Alker, Hayward. 1996. *Rediscoveries and Reformulations: Humanistic Methodologies for International Studies*. Cambridge, UK: Cambridge University Press, 147-183.

System Ordering: Anarchy and Hierarchy

September 23

Waltz, Kenneth N. 1979. *Theory of International Politics*. Long Grove, IL: Waveland Press, 79-101.

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

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

Lake, David A. 2007. "Escape from the State of Nature: Authority and Hierarchy in World Politics." *International Security* 32 (1): 47-79.

Sjoberg, Laura. 2012. "Gender, Structure, and War: What Waltz Couldn't See." *International Theory* 4 (1):1-38.

Logics of Action

September 30

Fearon, James D. and Alexander Wendt. 2002. "Rationalism v. Constructivism: A Skeptical View." In *Handbook of International Relations*, edited by Walter Carlsnaes, Thomas Risse, and Beth A. Simmons, 52-72. Thousand Oaks, CA: Sage Publications.

McDermott, Rose. 2004. "Prospect Theory in Political Science: Gains and Losses from the First Decade." *Political Psychology* 25 (2): 289-312.

Rathbun, Brian C., Joshua D. Kertzer, and Mark Paradis. 2017. "Homo Diplomaticus: Mixed-Method Evidence of Variation in Strategic Rationality." *International Organization* 71 (S1): S33-S60.

Sending, Ole Jacob. 2002. "Constitution, Choice, and Change: Problems with the 'Logic of Appropriateness' and its Use in Constructivist Theory." *European Journal of International Relations* 8 (4): 443-470.

Pouliot, Vincent. 2008. "The Logic of Practicality: A Theory of Practice of Security Communities." *International Organization* 62 (2): 257-288.

Domestic Politics and International Behaviour

October 7

Allison, Graham T. 1969. "Conceptual Models and the Cuban Missile Crisis." *American Political Science Review* 63 (3): 689-718.

Buena de Mesquita, Bruce, James D. Morrow, Randolph M. Siverson, and Alastair Smith. 1999. "An Institutional Explanation of the Democratic Peace." *American Political Science Review* 93 (4): 791-807.

Weeks, Jessica L. 2012. "Strongmen and Straw Men: Authoritarian Regimes and the Initiation of International Conflict." *American Political Science Review* 106 (2): 326-347.

Levendusky, Matthew S. and Michael Horowitz. 2012. "When Backing Down is the Right Decision: Partisanship, New Information, and Audience Costs." *Journal of Politics* 74 (2): 323-338.

Mansfield, Edward D., Helen V. Milner, and B. Peter Ronsendorff. 2000. "Free to Trade: Democracies, Autocracies, and International Trade." *American Political Science Review* 94 (2): 305-321.

Thanksgiving – NO CLASS

October 14

Individual Turn in International Relations

October 21

Kertzer, Joshua D. and Dustin H. Tingley. 2018. "Political Psychology in International Relations: Beyond the Paradigms." *Annual Review of Political Science* 21: 319-339.

Saunders, Elizabeth N. 2017. "No Substitute for Experience: Presidents, Advisers, and Information in Group Decision Making." *International Organization* 71 (S1): S219-S247.

Yarhi-Milo, Keren. 2013. "In the Eye of the Beholder: How Leaders and Intelligence Communities Assess the Intentions of Adversaries." *International Security* 38 (1): 7-51.

Tingley, Dustin H. and Barbara F. Walter. 2011. "The Effect of Repeated Play on Reputation Building: A Experimental Approach." *International Organization* 65 (2): 343-365.

Rathbun, Brian C., Joshua D. Kertzer, Jason Reifler, Paul Goren, and Thomas J. Scotto. 2016. "Taking Foreign Policy Personally: Personal Values and Foreign Policy Attitudes." *International Studies Quarterly* 60 (1): 124-137.

Strategic Interactions**October 28**

Fearon, James. D. 1995. "Rationalist Explanations for War." *International Organization* 49 (3): 379-414.

Powell, Robert. "War as a Commitment Problem." *International Organization* 60 (1): 169-203.

Hassner, Ron E. 2003. "'To Halve and to Hold': Conflicts over Sacred Space and the Problem of Indivisibility." *Security Studies* 12 (4): 1-33.

Schoppa, Leonard J. 1999. "The Social Context in Coercive International Bargaining." *International Organization* 53 (2): 307-342.

Krebs, Ronald R. and Patrick Thaddeus Jackson. 2007. "Twisting Tongues and Twisting Arms: The Power of Political Rhetoric." *European Journal of International Relations* 13 (1): 35-66.

International Organizations**November 4**

Keohane, Robert. 1984. *After Hegemony: Cooperation and Discord in the World Political Economy*. Princeton: Princeton University Press, 85-109.

Martin, Lisa L. and Beth A. Simmons. 2002. "International Organizations and Institutions." In *Handbook of International Relations*, 2nd ed., edited by Walter Carlsnaes, Thomas Risse, and Beth A. Simmons, 326-351. Thousand Oaks, CA: Sage Publications.

Abbott, Kenneth W., Jessica F. Green, and Robert O. Keohane. 2016. "Organizational Ecology and Institutional Change in Global Governance." *International Organization* 70 (2): 247-277.

Koremenos, Barbara, Charles Lipson, and Duncan Snidal. 2001. "The Rational Design of International Institutions." *International Organization* 55 (4): 761-799.

Barnett, Michael N. and Martha Finnemore. 1999. "The Politics, Power, and Pathologies of International Organizations." *International Organization* 53 (4): 699-732.

Intrastate Conflict**November 11**

Sambanis, Nicholas. 2001. "Do Ethnic and Nonethnic Civil Wars Have the Same Causes? A Theoretical and Empirical Inquiry (Part I)." *Journal of Conflict Resolution* 45 (3): 259-282.

Fearon, James D. and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97 (1): 75-90.

Salehyan, Idean, Kristian Skrede Gleditsch, and David E. Cunningham. 2011. "Explaining External Support for Insurgent Groups." *International Organization* 65 (4): 709-744.

Kaufmann, Chaim. 1996. "Possible and Impossible Solutions to Ethnic Civil Wars." *International Security* 20 (4): 136-175.

Gender in International Relations

November 18

Tickner, J. Ann. 2002. "Feminist Perspectives on International Relations." In *Handbook of International Relations*, edited by Walter Carlsnaes, Thomas Risse, and Beth A. Simmons, 275-291. Thousand Oaks, CA: Sage Publications.

Peterson, V. Spike. 2005. "Feminist Theories Within, Invisible To, and Beyond IR." *The Brown Journal of World Affairs* 10 (2): 35-46.

Lobasz, Jennifer. 2009. "Beyond Border Security: Feminist Approaches to Human Trafficking." *Security Studies* 18 (2): 319-344.

Wilcox, Lauren. 2009. "Gendering the Cult of the Offensive." *Security Studies* 18 (2): 214-240.

IR Theory around the World

November 25

Acharya, Amitav. 2011. "Dialogue and Discovery. In Search of International Relations Theories Beyond the West." *Millennium: Journal of International Studies* 39 (3): 619-637.

Shani, Giorgio. 2008. "Toward a Post-Western IR: The Umma, Khalsa Panth, and Critical International Relations Theory." *International Studies Review* 10 (4): 722-734.

Alagappa, Muthiah. 2011. "International Relations Studies in Asia: Distinctive Trajectories." *International Relations of the Asia-Pacific* 11 (2): 193-230.

Tickner, Arlene. 2003. "Seeing IR Differently: Notes from the Third World." *Millennium: Journal of International Studies* 32 (2): 295-324.

Ethics and Morality in International Relations

December 2 (Tuesday)

Jervis, Robert. 2011. "Morality, Policy, and Theory: Reflections on the 1954 Conference." In *The Invention of International Relations Theory: Realism, The Rockefeller Foundation, and the 1954 Conference on Theory*, edited by Nicolas Guilhot, 33-54. New York: Columbia University Press.

Price, Richard. 2008. "Moral Limit and Possibility in World Politics." *International Organization* 62 (2): 191-220.

Robinson, Fiona. 2013. "Global Care Ethics: Beyond Distribution, Beyond Justice." *Journal of Global Ethics* 9 (2): 131-143.

Paper Submission

December 3 (Tuesday)

Papers must be submitted by the end of class time (11:30). If I walk out of the classroom without your paper, it is considered late.