POLI 4523/5523

INTERNATIONAL RELATIONS THEORY 1: ORDER, CONFLICT & CHANGE

ONLINE-ONLY VERSION, FALL 2020
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FULL VERSION – DRAFT – UPDATED AUGUST 30

This is the *full* version of the syllabus for Fall 2020, which includes extended discussion of the format for online instruction, detailed info about course policies, and all of the recommended readings. You should read through this version at least once, but after that you may find it easier to work with the *brief* version, and just hold on to this one for reference.

POLI 5523 is the department's graduate-level seminar course on International Relations theory. It was originally designed to prepare PhD students for their comprehensive exams in IR, but has been broadened to provide a basic overview of theoretical debates for both PhD and MA students. The reading list includes some of the "classics" in the field and some of the best of contemporary IR scholarship. (It's a big field of study, of course, and we'll only be seeing the tip of the proverbial iceberg…)

POLI 4523 is the version of the course that has been made available—by invitation only—to fourth-year undergrads who already have a solid grounding in IR. The main differences are: i. two additional small assignments for grad students (see below); and ii. higher expectations for grad students, with respect to contributions to class discussion, written assignments, etc. POLI 4523 and POLI 5523 students work together through the course, in both the synchronous (i.e., chat, video discussion) and asynchronous (i.e., written assignments, etc.) portions of the course.

Core learning objectives

Our main aim is to develop a sound understanding of the basic assumptions and recommendations of the various theoretical perspectives on International Relations, to get started on assessing them logically and empirically, and to think about when and how we might incorporate them into our own research.

The course includes both traditional perspectives on the field and a variety of critical perspectives, which raise questions not only about traditional theories but also the political and moral problems with "IR" as an academic enterprise. Our approach, in all parts of the class, will be to try to understand the various schools of thought on their own terms, but also to step back a bit from each school and each debate, to think about how it is reflective of particular times and places, intellectual fashions, and political agendas. Our goal will be to try to understand what the field has been, what it is now, and what it could become.

Basic format of the course

The course has gone through a kind of double-renovation this year. First, there has been a rethinking of the content. The course is always being tinkered with and updated, from year to year. But this year it is being more thoroughly restructured and rebuilt, to: i. include a wider variety of theoretical traditions; ii. include more readings authored by scholars from historically-underrepresented groups; and iii. generally increase the number of recently-published readings, without cutting too many of the "classics."

Second, obviously, there have had to be a lot of changes to adapt to the transition to online-only delivery. I have some serious reservations about the shift to online teaching and learning, especially for a class like this one, because I think in-person seminar classes are the best way to develop a sense of community within each year's grad student cohort, and that sense of community is important to student success. Of course I do recognize that we really had no choice but to go fully online for the Fall 2020 term, given the risks created by the COVID-19 pandemic. So we've got to make the best of it. I'm thinking about it as an opportunity to try out some new methods of engagement that I hope will help you focus on what's most important and interesting in the course readings, and work collaboratively with one another to apply what you've learned. We'll figure it out together.

The basic format for the course will be a mix of synchronous and asynchronous engagement. Our regularly-scheduled class meeting time was Thursdays, 2:30-5:30pm AST. Obviously we aren't going to try to do 3-hour virtual seminar meetings, or any other kind of 3-hour online engagement; it would be too boring and too hard to follow. We will, however, use part of that Thursday afternoon timeslot for regularly-scheduled meetings, but these will all be pretty brief—probably about 45 minutes each. This doesn't mean that there will be less engagement with me or with classmates. There will also be a variety of other kinds of engagement, including whole-class discussions via synchronous or asynchronous online chats, small-group discussions by chat and/or email, and one-on-one tutoring via by-appointment "office hours." Each of these is explained in greater detail below.

All of this is much more complicated than the traditional version of the course, as you'll see below, so you might (and I definitely will) get a bit confused from time to time about what's next and what you should be working on. I'll email regular updates and reminders, and I encourage you to email me any time you have a question, about any aspect of the course.

Technical stuff

Dalhousie has adopted **Brightspace** (BS) as a learning management system (LMS); BS uses something called **Collaborate Ultra** for synchronous video meetings and **Panopto** for pre-recorded video and audio recordings. If we find we are having technical problems with these platforms/apps, or if I decide that there's something important that they can't do (in a user-friendly way), we may bring in some other software as necessary. (But in general my preference is to try to minimize the number of new software platforms you have to figure out…)

The university has made a substantial investment in **staff and software to support the transition to online instruction** for this year, and I'm counting on that investment to help all of us when we need it. If you have a technical problem with BS, with any of the associated software, or with your computer, please begin by emailing the university IT department's **Help Desk, at helpdesk@dal.ca**. You can get more info about the Help Desk from their website: https://www.dal.ca/dept/its/help.html. If the Help Desk is overwhelmed and slow to reply, or if you're not finding their help very helpful, please send me an email to let me know, and I'll try to help.

Beyond the Help Desk, it's not entirely clear yet what the division of labour is going to be between different support offices, so I've listed as many of them as I can, with links and contact info, below. I've also provided links to the technical support pages for Panopto and Collaborate Ultra. I think it might be a matter of trial-and-error in the early part of the fall semester; if one office/site is slow to reply, or can't answer your questions effectively, try one of the others. Response times may be slow across the board, especially in the first two weeks of September and right before and after the fall break.
- Information Technology Services (ITS): https://www.dal.ca/dept/its/current.html
- Panopto support site: https://support.panopto.com/s/
- BS self-serve help site for Collaborate Ultra: https://help.blackboard.com/Collaborate/Ultra
- Accessibility in Collaborate Ultra: https://help.blackboard.com/Collaborate/Ultra/Participant/Accessibility
- Centre for Learning and Teaching (CLT): https://www.dal.ca/dept/clt.html

- Bissett Student Success Centre: https://www.dal.ca/campus_life/academic-support/student-success-centre.html; note that Student Affairs has set up a BS site for student support in transition to online learning (which I can't link to, directly)

Information about **other relevant offices** (e.g., Accessibility, Writing Centre, etc.) is provided in the "Resources & policies" section of the syllabus, below.

Please keep in mind that **I will be managing the Brightspace site** for the course, uploading all of the readings, video lectures, Powerpoint slides, etc. If you are having no trouble accessing Brightspace, but a particular file seems to be missing or has a format problem, then the most likely explanation is that I've made a mistake in uploading it. Please email me right away, and I'll try to fix it ASAP.

The university has a policy on the **recording, copying, and/or sharing of lectures or other course materials**: you can only record or copy the video or audio lectures with my explicit permission, and—just to be clear—*I do not intend to give that permission except where necessary for students with disabilities to have full access to the course*. There are two main reasons for this: i. the course design, recorded lectures, learning exercises, and other aspects of the course are my intellectual property, and I want to exercise some control over who has access to them; and 2. some of your classmates may have very good reasons for not wanting to have their names, faces, or ideas shared online without their permission. More details on the university policy are available through a link in the "Resources & policies" section, below.

I'll be working on a PC laptop most of the time, and *where files are to be uploaded for your use*, most of those will be **Adobe pdf** files and/or Microsoft **Word** (for documents), and Microsoft **Powerpoint** files (for lecture slides). If you have trouble accessing or working with files in these formats, please let me know, and I'll do what I can to help. *When you submit assignments and other documents to me*, I would strongly prefer that they be in the latest version of **Microsoft Word**; where that's not an option for you, please convert your file to an Adobe pdf, and submit that.

What you need to do

Unlike the traditional version of this course—which was mostly a lot of reading, weekly seminar meetings, and a few big papers—the new, online version asks you to do quite a few **different kinds of activities**. (But there's *still* quite a lot to read.)

Most weeks of the course have two sections, each with its own readings and assignments; usually (but not always) the first is Friday-Monday, and the second is Tuesday-Thursday. **The *usual* pattern for each week of the course** (starting on a Friday, after the previous week's synchronous meeting) will be as follows:

1. on Friday, if we're starting a new module, watch a video recording or listen to an audio recording outlining what's in the module;
2. on Friday, watch or listen to a **"mini-lecture"** on the themes and problems for the next section of the course, taking notes as necessary, and thinking about questions you might want to ask;
3. on Friday, download (and print, if that's helpful to you) the **discussion instructions/questions**, look them over before you start the required readings, and have them with you while you do the readings;
4. before Monday morning, read all of the **REQUIRED readings** for the new section of the course;
5. before Monday morning, *while you're working your way through the required readings*, take notes on the things connected to the discussion and/or assignment for Monday;
6. *if/when you have time*, before Monday morning, read any *recommended* readings that sound interesting;
7. on Monday (or before, if you prefer), login to the BS site and participate in the asynchronous discussion; each asynchronous discussion closes 2:30pm AST on Monday;
8. take a minute to rest, and then switch to the next section…
9. on Monday evening or Tuesday morning, watch or listen to a "mini-lecture" on the themes and problems for the next section of the course, taking notes as necessary, and thinking about questions you might want to ask;
10. on Monday evening or Tuesday morning, download (and print, if that's helpful) the **SWA instructions/questions**, look them over before you start the required readings, and have them with you while you do the readings; some of the assignments are to be worked on individually ("solo") and others are to be done collaboratively with one or two classmates ("buddies"); if it's a "buddies" assignment, get in touch with your assigned partner(s) early in the new weekly cycle, and work closely all the way through;
11. before Thursday morning, read all of the REQUIRED readings for the new section of the course;
12. before Thursday morning, *while you're working your way through the required readings*, take notes on the things connected to the SWA;
13. *if/when you have time*, before Thursday morning, read any *recommended* readings that sound interesting;
14. before 2:30pm on Thursday, write up your SWA (as a MS Word file) and upload it to the BS site;
15. just before 2:30pm on Thursday, login to BS and participate in the **synchronous meeting** for that week, through the Collaborate Ultra feature.

While you are working your way through the usual activities outlined above, you will also need to make time here and there to work on your **term paper**, and also to arrange **"office hours" meetings with me**, as necessary. More detailed info about the term paper, "office hours" appointments, and each of the major components above is provided below.

"Mini-lectures"

These are **pre-recorded presentations** on course material for the new section, meant to give you some perspective on the context for the required readings, and a better sense of what you're supposed to be looking for, and taking away from, those readings. They vary in length, from 15 to about 45 minutes, depending on how much ground there is to cover, and how complicated it is. (Longer mini-lectures may be broken up into chunks—e.g., Part 1, Part 2, etc.) One or two will be recorded video only (i.e., just my face, talking), some will be recorded audio only, and some will be "narrated" Powerpoint slides (i.e., a series of Powerpoint slides, with me talking in the background). Be sure to do the mini-lecture **before** the readings that go with it, as it will give you some ideas/advice about what to look for in the readings.

Required readings

This is a **reading-intensive course**. The course is meant to be an overview of IR theory in general, and the field has broadened significantly in the last 20 years, so there's a *lot* of ground to cover. On average, you should expect about 60 pages of reading per section, so about 120 pages per week; but the **number of pages varies quite a bit** from one section to the next, as some readings are much "denser" than others.

The mini-lecture for each section will provide some background and context for the required readings, and will point to specific things you are supposed to be looking for. But there are **some things you should *always* be looking for and thinking about, for every reading**, even if these things are not raised explicitly in the mini-lecture (and/or the section assignment): *Who wrote this, what do we know about that person (or those people), and how might that affect our view of what they were trying to accomplish? When was this written, and what do we know about what was going at that time, both in terms of real-world events and in terms of academic trends and debates? Who's the target audience? What's the main argument here? Who are the authors arguing with? What kind of argument is this (e.g., proposal of new theory or approach, clarification of existing theory or concept, critique of existing theory or approach, empirical test of an existing theory, etc.)?*

Recommended readings

The recommended reading list is basically a list of things I'd wanted to include among the required readings, but had to cut, to make the course manageable. Some of them are responses to theories and approaches raised in the required readings, but some are advancing entirely new theories or approaches that I just couldn't make space for in the required readings. I've provided pdf copies or links for some of the recommended readings on the BS site, but not all of them; if there's a particular recommended reading that you'd like to read, but are having trouble acquiring it, send me an email, and I'll try to help. **Note that recommended readings are not included in the "brief" version of the course syllabus.**

Asynchronous discussions

These are opportunities for you to engage with me and with your classmates, in between the scheduled synchronous meetings, in a more flexible way. The asynchronous discussion sessions are all scheduled for **Mondays**, but not every Monday has an asynchronous discussion session. I'll post a set of discussion questions, based on the readings, on or before the preceding Thursday evening. As a general rule, it's best if you can participate in asynchronous discussions on the scheduled day (usually Monday), when most of your classmates are also participating; **if, however, you are not able to participate on the scheduled day— or on any specific scheduled day—you will have the option to contribute to the discussion the day before** (e.g., scheduled day is Monday, but you post your comments on Sunday). I'd appreciate it if you could let me know if Mondays are not good for you, in general, but you don't need to let me know in advance if you plan to make your contributions the day before the scheduled day, in any given week. If you are having trouble accessing the discussion before the scheduled date, send me an email so I can double-check that I haven't failed to open the discussion in advance.

There are 9 of these asynchronous discussion sessions during the term; **each student is expected to get involved in at least 8 of the 9 asynchronous discussions** (i.e., you can skip any one of the scheduled asynchronous sessions, without explanation, without penalty). I'll expect each student to intervene in the discussion *at least* 3 times, for each session. If you're the first one in, you can respond directly to some of the questions I've posed in advance. If you join later, you can respond directly to my questions, or you can reply to other students' answers. Your contributions to the discussion should clearly reflect your having read all of the required readings for the section and all of the other student contributions that have come before yours.

Short written assignments (SWAs)

The traditional version of this course is built around long papers, with only a few short assignments. The new online version flips that, with only one long paper—due at the very end of the semester—and **a whole bunch of short, written assignments (SWAs), all through the semester**. The main aim here was to keep you focused and making progress on the course, all the way through, and to reassure me (and you) that you are understanding things as we move along. **There are 12 SWAs total; POLI 4523 students have to do at least 10 of these, and POLI 5523 students have to do at least 11.** (That is, just to be extra-clear, each undergrad can skip any 2 SWAs, without explanation, without penalty, and each grad student can skip any 1, without explanation, without penalty. You may choose to do more than the minimum required number of SWAs, if you think it will bring your overall grade up a bit.)

Most of the SWAs are very straightforward lists of questions about the required readings. One or two ask for short essays (about 500 words). Some of them ask very specific questions about particular parts of specific readings (e.g., "What does Waltz mean when he says some theories are 'reductionist'?"), and others are asking for you to be a bit more reflective about broader themes from the course (e.g., "What's the main difference between the way Waltz thinks about the nature and purposes of theory, in this week's reading, and the way Morgenthau was thinking about those things, in last week's reading?"). I'll give you some guidance about how long I'm expecting your answers to be for each question: e.g., "In 2 or 3 sentences, explain _____" or "In about a page, describe _____").

About half of the SWAs are to be worked on individually ("solo"), and the rest are to be done collaboratively, with one or two of your classmates ("buddies"). **When you working on a "solo" SWA**, it's OK for you to confer a little bit with classmates about what the assignment is asking for, about what you're finding in the readings, etc., but your work on these assignments is supposed to be your own, so you should not be sharing and comparing answers with one another. (I'm not a suspicious person, in general, but when two student assignments are almost identical, it does ring some alarm bells…) **When you're working on a "buddies" SWA**, you will work together, submit the assignment jointly, and share the grade on the finished product. (You don't have to agree on everything, and you can talk about your disagreements in the joint submission.)

When there's a "buddies" SWA coming up, *I'll assign the person or people you will be working with*, and I'll try to assign you to work with different people each time. Buddy lists will be posted on the BS site, as far in advance as possible. *Don't* skip out on classmates halfway through a buddies SWA; **if you you're planning to opt out of a particular SWA, be**

sure to let me know in advance, so I don't assign you to buddy with anyone. You're adults, and you should be able to work together without too much intervention from me, but if you are having a real problem working with particular classmates (e.g., they're not responding to emails), please let me know, and I'll try to fix it. If you've made a real effort to work on a buddies assignment with someone, and they're just not doing their share, please make your best attempt on your own, and we'll sort it out afterward.

SWAs (solo or buddies) should be submitted as **MS Word documents, through the "Assignments" section of the BS site**. (If you can't do Word, for whatever reason, please convert your file to Adobe pdf, and submit it that way.) For buddies SWAs, it doesn't matter which student uploads the assignment to BS; but make sure you're clear with your buddies about who's going to do it, so it doesn't get finished but not uploaded on-time.

Synchronous discussions

As noted above, we will be using part of our originally-scheduled class time (Thursdays, 2:30-5:30pm AST) for **scheduled synchronous meetings**, as a rough facsimile for the traditional classroom seminar discussion. These meetings will be much shorter than the traditional 3-hour seminar, though; **most will be about 45 minutes, but we may go longer**, from time to time, as necessary. All synchronous meetings will begin at 2:30pm AST, except where special arrangements have been made in advance, in consultation with students.

The plan is to reserve these synchronous discussion sessions for your reflections on the big themes from the course, by:
i.   **Clearing administrative stuff out of the way**: *Talking about course-administration stuff (e.g., clarifications about assignments and deadlines, fixing of technical problems, etc.) during synchronous discussion is strictly forbidden, or at least strongly discouraged*. Those things should be cleared up by email instead. (If your email question about the course is one for which I think everyone ought to have the answer, I'll cc the rest of the class in my reply to your email.)
ii.   **Using SWAs to make sure you've done the reading and have a firm grasp on the basics**: It's not a coincidence that most of the SWAs are due on the same day that we're having a synchronous discussion. The idea here is to make sure that the required readings are fresh in your mind, and that you've already been pressed to sort out some of the basics about all—or at least most—of the readings for that week, *before* we start talking about them.
iii.   **(Sometimes) priming you to think about the big themes through discussion questions, provided in advance**: Some of the synch discussion sessions will be preceded with discussion questions, designed to get you to think about some

of the big themes in that relevant sections' readings. If there is going to be a set of discussion questions for a given synch discussion, I'll post them to the BS site at least a week in advance. You should have these on-hand when you're doing the reading for the relevant section of the course, take a few notes along the way, and have both questions and notes with you when you sit down to do the synchronous meeting.

Your **participation in the synchronous discussion will be graded**. I'll be looking for: i., whether you're "carrying" your share of the discussion, relative to classmates; ii. whether your contributions clearly reflect your having read and reflected on all of the required readings; and iii. whether your interactions with classmates are constructive and respectful. This usually isn't an issue for a 4000-/5000-level course, but it is possible that 1 or 2 of you might have a hard time with the synchronous discussion meetings, just as one might in an in-person seminar (e.g., anxiety, disability); there might also be extra challenges for the online version (e.g., wifi problems, etc.). If you are having difficulty with the synchronous discussions, for whatever reason, please send me an email to let me know, and we'll work together to try to figure out a solution.

Term paper

A special **folder** will be set up in the BS site with instructions and advice for the term paper assignment. Term papers will be fairly long (**about 5000 words**), supported by extensive research and full citations. Presentation is important here, in the sense of having clear and correct prose, careful editing, and proper citations, but also in the sense of being methodical, well-organized, and concise. Ideally, the final product will be something that could be submitted for publication review.

It's up to you to decide what kind of paper you want it to be, and to sell me on your plan with a **one-page proposal**, which will be **due on October 11**. (Note that there is also a SWA due that day, and it's the day before Thanksgiving. You may therefore wish to try to submit your proposal *before* October 11.)

Below are three types of papers that have worked for students in the course, in previous years. You don't have to choose one of these options; they're here as **suggestions**, to get you started on thinking about what might work for you.

1. **Review essay, linking recent books or articles**: This would be an update for readers on a recent trend or debate in IR theory, linking together a set of 3-5 recent publications, and explaining what they have in common, where they differ,

and how they (taken together) are important to the field. A fairly clear-cut example of this kind of essay is Rose's "Neoclassical Realism and Theories of Foreign Policy" (see below).

2. **"Sharpening" of theory or concept**: This would be an effort to critique and improve the use of a particular theory or concept in IR. You'd be looking for a problem with the way a particular theory or concept is being used (logically problematic? too vague? too hard to apply in empirical tests? supposed to be for one purpose, but usually used for another? used by different people to mean different things?), explaining that problem, and suggesting a better way to think about it. An example of this sort of thing is Price & Reus-Smit's "Dangerous Liaisons" (see below).

3. **Testing of theories through a case study**: This would be an attempt to check whether one or more explanatory/predictive theory's/theories' expectations about what patterns we should see in the real world is/are actually supported what happened in a specific case. You wouldn't be looking at a randomly-chosen case, of course; the point here would be either to find a case where: i. a prominent theory has clear expectations which seem to be wrong; or ii. multiple theories have different expectations, and you want to see which is (most) correct. A pretty good example of this sort of thing is Brooks & Wohlforth's "Realism, Globalization, and the End of the Cold War" (see below).

4. **Testing of theories through multiple cases**: This is similar to the previous option, but instead of looking closely at the process and outcomes in one particular case study, you'd be looking at the pattern of outcomes across multiple cases: e.g., comparison of two similar cases; checking for a correlation across many cases; etc. There are several examples of this in the course readings (esp. recommended readings), including Snyder's *Myths of Empire* and Weeks' "Strongmen and Straw Men" (see below).

You are strongly encouraged (but not strictly required) to **discuss your research paper ideas with me** as soon as they are reasonably solid, and to check in with me every few weeks to make sure you're on the right track. You can of course talk with your classmates about what you plan to do for your term paper, and classmates can help one another out with advice, proofreading, etc. However the **term paper must be a reflection of your own effort and capabilities**; you can't have anyone else write the paper for you, and plagiarism (see below) will be referred to the university's Academic Integrity Officer.

Peer-review notes – *POLI 5523 only…*: To give POLI 5523 students a bit of extra experience with peer review and scholarly collaboration, we'll be doing a kind of miniature workshop exercise with the POLI 5523 students' term paper outlines. **All of the**

POLI 5523 outlines that are submitted on-time (or close enough) will be assigned to another (randomly-chosen) POLI 5523 student for peer review: i.e., the reviewer will read over the outline and offer constructive feedback on the outline as a proposal, pose questions to clarify what the author is planning to do, and share whatever advice they can on how to sharpen the plan for the term paper, going forward. The review feedback can take whatever form the reviewer thinks would be most user-friendly and helpful: e.g., a block of text, bullet points, margin notes, etc. To be useful, the review feedback needs to get back to the authors ASAP, so the deadline for the reviews is **October 18** (i.e., one week after the deadline for outline submission). Reviewers will send their peer review comments to the author directly, by email, copying me on each of the emails.

"Office hours"

Under normal (i.e., non-pandemic) circumstances, office hours are a regularly-scheduled (weekly) date and time when I plan to be at my office to meet with students, individually and in-person, to talk about whatever they might need help with (e.g., clarification of difficult concepts from the course readings, advice on revising term paper drafts, etc.). Obviously I'm not going to be at the office much in the fall term. But I will be available to meet with you one-on-one, to work through questions you may have about the course material, assignments, technical issues, etc. There won't be any scheduled times for these meetings, however. **"Office hours" meetings will be *by-appointment***, and I'll expect you to take the initiative in setting them up, by sending me an email, whenever there's something you want to talk about. Note, however, that **it is a course requirement** (see "Grades," below) **that each student has at least 2 "office hours" meetings with me, over the course of the semester**. If nothing else comes up, you should plan to use those meetings to talk about your term paper.

When you contact me about setting up an "office hours" meeting, you don't have to spell out everything in that initial email, but it would be helpful if you gave me a sense of what you'd like to talk about, and how long you think it might take. If your question is something simple and straightforward (e.g., "when is this assignment due?"), I'll just send back a brief email. If it's something more complicated, I'll write back to suggest some dates/times that would fit my schedule, and you can write back to choose whatever's best for you. Please pick a first choice and a second choice, in case something happens to my schedule between my reply email and your follow-up. (It happens.) I'm pretty flexible about the form that the conversation will take: e.g., emails, Skype, Teams, etc. I won't be giving out my cell phone number, so texting is not an option.

Grades

As mentioned above, there's a (slightly) different grading scheme for POLI 4523 than for POLI 5523. POLI 5523 students will do all of the same assignments as POLI 4523 students, plus a small peer-review exercise (see above) and one extra SWA (see below).

Grades for POLI 4523

Assignment	Due date	Part of overall grade
"Office hours" meetings (2, minimum)	whenever	5%
Synchronous discussions (any 11 out of 12)		20%
COVID-19 & IR	Thu, Sept 10	
whiteboard exercise to map out the field	Thu, Sept 17	
Realism vs challengers	Thu, Sept 24	
what is Constructivism?	Thu, Oct 1	
Realism's failure & theory-making/testing	Thu, Oct 8	
IR &/vs IPE	Thu, Oct 15	
IPE, cont.	Thu, Oct 22	
structures, power, theory/method	Thu, Oct 29	
colonialism & race	Thu, Nov 5	
non-western, no-paradigms IR?	Thu, Nov 19	
hierarchy, hegemony, order	Thu, Nov 26	
(educated) guesses about the future	Thu, Dec 3	
Asynchronous discussions (any 8 out of 9)		20%
"how is IR mapped out for undergrads?"	Mon, Sept 14	
"why did we start with Realism? why does it matter?"	Mon, Sept 21	
"why did everyone get into NR vs NLI? why did everyone hate it?	Mon, Sept 28	

"does IR ignore domestic politics? should it?"	Mon, Oct 5	
"how should we think about international trade & finance?"	Mon, Oct 19	
"what is Critical Theory?"	Mon, Oct 26	
"decolonizing IR theory?"	Mon, Nov 2	
"what's the relationship between theory & practice?"	Mon, Nov 23	
"containment or engagement?"	Mon, Nov 30	

Short, written assignments (SWAs) (any 12 out of 14) 25%

questions about the syllabus & course website (solo)	Thu, Sept 10	
questions about CW challengers to Realism (buddies)	Thu, Sept 24	
questions about Constructivism 1 (buddies)	Thu, Oct 1	
questions about Neoclassical Realism (buddies)	Thu, Oct 8	
questions about Constructivism 2 (solo)	*Sun, Oct 11*	
questions about IPE (solo)	Thu, Oct 15	
questions about development & globalization (buddies)	Thu, Oct 22	
questions about feminist theory (solo)	Thu, Oct 29	
questions about race in IR (solo)	Thu, Nov 5	
questions about Global IR (solo)	*Sun, Nov 8*	
short paper on post-paradigms IR (solo)	Thu, Nov 19	
questions about hierarchy & hegemony (buddies)	Thu, Nov 26	
questions about networks (buddies)	Thu, Dec 3	
short paper on COVID-19 and the global order (solo)	Mon, Dec 7	

Term paper 30%

1-page outline	Oct 11	5%
final, full version of paper	Dec 18	25%

Total   100%

Grades for POLI 5523

Assignment	Due date	Part of overall grade
"Office hours" meetings (2, minimum)	whenever	5%
Synchronous discussions (any 11 out of 12)		20%
COVID-19 & IR	Thu, Sept 10	
whiteboard exercise to map out the field	Thu, Sept 17	
Realism vs challengers	Thu, Sept 24	
what is Constructivism?	Thu, Oct 1	
Realism's failure & theory-making/testing	Thu, Oct 8	
IR &/vs IPE	Thu, Oct 15	
IPE, cont.	Thu, Oct 22	
structures, power, theory/method	Thu, Oct 29	
colonialism & race	Thu, Nov 5	
non-western, no-paradigms IR?	Thu, Nov 19	
hierarchy, hegemony, order	Thu, Nov 26	
(educated) guesses about the future	Thu, Dec 3	
Asynchronous discussions (any 8 out of 9)		15%
"how is IR mapped out for undergrads?"	Mon, Sept 14	
"why did we start with Realism? why does it matter?"	Mon, Sept 21	
"why did everyone get into NR vs NLI? why did everyone hate it?	Mon, Sept 28	
"does IR ignore domestic politics? should it?"	Mon, Oct 5	

"how should we think about international trade & finance?"	Mon, Oct 19		
"what is Critical Theory?"	Mon, Oct 26		
"decolonizing IR theory?"	Mon, Nov 2		
"what's the relationship between theory & practice?"	Mon, Nov 23		
"containment or engagement?"	Mon, Nov 30		
Short, written assignments (SWAs) (any 13 out of 14)			25%
questions about the syllabus & course website (solo)	Thu, Sept 10	2%	
questions about CW challengers to Realism (buddies)	Thu, Sept 24	2%	
questions about Constructivism 1 (buddies)	Thu, Oct 1	2%	
questions about Neoclassical Realism (buddies)	Thu, Oct 8	2%	
questions about Constructivism 2 (solo)	*Sun, Oct 11*	2%	
questions about IPE (solo)	Thu, Oct 15	2%	
questions about development & globalization (buddies)	Thu, Oct 22	2%	
questions about feminist theory (solo)	Thu, Oct 29	2%	
questions about race in IR (solo)	Thu, Nov 5	2%	
questions about Global IR (solo)	*Sun, Nov 8*	2%	
short paper on post-paradigms IR (solo)	Thu, Nov 19	2%	
questions about hierarchy & hegemony (buddies)	Thu, Nov 26	2%	
questions about networks (buddies)	Thu, Dec 3	2%	
short paper on COVID-19 & the global order (solo)	*Mon, Dec 7*	2%	
Term paper (and related)			35%
1-page outline	Oct 11	5%	
5523 only – peer-review comments on another 5523 student's outline	Oct 18	5%	
final, full version of paper	Dec 18	25%	

Total	100%

General policies concerning assignments, deadlines, and grades

The University Calendar makes plain that "[s]tudents are expected to complete class work by the prescribed **deadlines**. Only in special circumstances (e.g. the death of a close relative) may an instructor extend such deadlines." Late essays will be assessed a penalty at the instructor's discretion. Additional information on university and course policies related to illness, late penalties, and other things related to grades, is provided in the "Resources & policies" section, below.

Plagiarism (intentionally or unintentionally representing other people's ideas as your own) is a serious violation of academic ethics, and will be taken seriously in this class. For info on what plagiarism is, how to avoid it, and the penalties for not doing so, see: http://academicintegrity.dal.ca/index.php

Disclaimer

This course syllabus is intended as a general guideline. The instructor reserves the right to reschedule or revise assigned readings, assignments, lecture topics, etc., as necessary.

Course modules, timetable, and reading list

MOD 1	**ORIENTATION** Sept 8 – 17
ASYNCH, before Thu, Sept 10	BS mini-lecture (3 Panopto videos): overview of course; learning objectives; technical overview & advice BS mini-lecture (Panopto slides): overview of module
	BS assignment: student self-introductions – upload before Thu, Sept 10, 2:30pm AST

	BS SWA (solo): questions about the syllabus & course website – upload before Thu, Sept 10, 2:30pm AST

Module 1, section 1: COVID-19 and global politics

ASYNCH, before Thu, Sept 10	BS discussion questions to prepare for synchronous discussion on Sept 10
	BS REQUIRED reading: 1. "How the World Will Look after the Coronavirus Pandemic" (roundtable), *Foreign Policy*, March 20, 2020. 2. Daniel Drezner, "What If Nothing Changes?" *Washington Post*, March 30, 2020.

SYNCH, Thu, Sept 10	BS synchronous discussion (Collaborate), starting 2:30pm AST: "will COVID-19 change the global order? how/why? how could we know?"

ASYNCH, before Mon, Sept 14	BS mini-lecture (Panopto slides): overview of field-mapping exercise, undergrad and grad "levels"

Mod 1, Sec 2: Undergrad map of IR theories

ASYNCH, before Mon, Sept 14	BS discussion questions to prepare for asynchronous discussion, Sept 13-14
	BS REQUIRED reading: 1. A collection of syllabi and tables of contents from undergrad textbooks for undergrad IR surveys.
	BS asynchronous discussion: until Mon, Sept 14, 5:30pm AST: "how is IR mapped out for undergrads?"

Mod 1, Sec 3: Grad map of IR theories

ASYNCH, before Thu, Sept 17	BS mini-lecture (Panopto audio): Should we start over?
	BS REQUIRED reading: 1. A collection of syllabi from grad IR surveys. 2. Kelebogile Zvobgo and Meredith Loken, "Why Race Matters in International Relations," *Foreign Policy*, June 19, 2020. https://foreignpolicy.com/2020/06/19/why-race-matters-international-relations-ir/
	BS recommended reading: • Benjamin de Calvarho, Halvard Leira, & John M. Hobson, "The Big Bangs of IR: The Myths That Your Teachers Still Tell You about 1648 and 1919," *Millennium: Journal of International Studies* 39 (2011): 735-758. • Jeremy Youde & Brent J. Steele, "'Canon' Fodder: The Founding Fathers, Classics, and 'isms' in International Relations," in Andreas Gofas, Inanna Hamati-Ataya, & Nicolas Onuf, eds., *The SAGE Handbook of the History, Philosophy, and Sociology of International Relations* (SAGE, 2018).

SYNCH, Thu, Sept 17	BS synchronous discussion (Collaborate), starting 2:30pm AST "how is IR mapped out for grad students?"

MOD 2	**COLD WAR DEBATES** Sept 18 – Oct 1
ASYNCH, before Mon, Sept 21	BS mini-lecture (Panopto slides): overview of module

Mod 2, Sec 1: Realism vs Idealism in the early Cold War decades

ASYNCH, before Mon, Sept 21	BS mini-lecture (Panopto slides): the original Realism-versus-Idealism debates
	BS discussion questions to prepare for asynchronous discussion, Sept 20-21

BS REQUIRED reading:

1. E.H. Carr, *The Twenty Years Crisis, 1919-1939: An Introduction to International Relations* (any edition), chs. 1-3, 5-6.

2. Hans J. Morgenthau, "Six Principles of Political Realism," from Morgenthau, *Politics Among Nations* (7th ed., 2005).

BS recommended reading:

Conventional realisms

- Reinhold Niebuhr, "Why the Christian Church is Not Pacifist" (orig. 1940), in Robert McAffee Brown, ed., *The Essential Reinhold Niebuhr* (Yale, 1986), 102- 119.

- Hans J. Morgenthau, *Politics Among Nations* (1st ed., Knopf, 1948).

- Kenneth N. Waltz, *Man, the State, and War* (Columbia, 1959), esp. esp. chs. 1-2, 4, 6.

- Arnold Wolfers, *Discord and Collaboration* (Johns Hopkins, 1967), esp. chs. 6, 8.

Unconventional realisms

- Raymond Aron, *Peace and War: A Theory of IR* (Doubleday, 1962).

- Robert Gilpin, *US Power and the Multinational Corporation* (Basic Books, 1975), esp. chs. 1-2, 4-6.

Studies of early realism and the formation of IR, from other perspectives

- Cecelia Lynch, *Beyond Appeasement: Interpreting Interwar Peace Movements in World Politics* (Cornell, 1999).

- Michael C. Williams, ed., *Realism Reconsidered: The Legacy of Hans J. Morgenthau in IR* (Oxford, 2008).

	• Robert Vitalis, *White World Order, Black Power Politics: The Birth of American International Relations* (Cornell, 2015).
	BS asynchronous discussion: until Mon, Sept 21, 5:30pm AST: "why start with Realism? why does it matter?"

Mod 1, Sec 2: Cold War challenges to Realism

ASYNCH, before Thu, Sept 24	BS mini-lecture (Panopto slides): mini-lecture overview of liberalism and related approaches
	BS REQUIRED reading: 1. Mark W. Zacher & Richard A. Matthew, "Liberal International Theory: Common Threads, Divergent Strands," in Charles W. Kegley, ed., *Controversies in International Relations Theory: Realism and the Neoliberal Challenge* (New York: St. Martin's, 1995). 2. Liesbet Hooghe & Gary Marks, "Grand Theories of European Integration in the Twenty-first Century," *Journal of European Public Policy* 26 (2019): 1113-1133.
	BS recommended reading: <u>Various versions of Liberal IR theory</u> • Michael W. Doyle, "Liberalism and World Politics," *American Political Science Review* 80 (1986): 1151-1169. • Robert O. Keohane and Joseph S. Nye, Jr., *Power and Interdependence: World Politics in Transition* (Little, Brown, 1977), esp. chs. 1-3. • Robert O. Keohane & Joseph S. Nye, Jr., "Power and Interdependence Revisited," *International Organization* 41 (1987): 725-753. <u>The English School</u> • Tim Dunne, *Inventing International Society: A History of the English School* (Springer, 1998).

	• Barry Buzan, "The English School: An Underexploited Resource in IR," *Review of International Studies* 27 (2001): 471-488.
	European integration theory
	• Karl W. Deutsch, "Towards Western European Integration: An Interim Assessment," *Journal of international Affairs* 16 (1962): 89-101.
	• Ben Rosamond, "The Uniting of Europe and the Foundation of EU Studies: Revisiting the Neofunctionalism of Ernst B. Haas," *Journal of European Public Policy* 12 (2005): 237-254.
	BS SWA (buddies): content/context questions on readings for Mod 2, Sec 1 & 2 – upload before Thu, Sept 24, 2:30pm AST

SYNCH, Thu, Sept 24	BS synchronous discussion (Collaborate), starting at 2:30pm AST
	"what questions? what answers? what silences?"

Mod 2, Sec 3: Waltz's revolution & 1980s debates

ASYNCH, before Mon, Sept 28	BS mini-lecture (Panopto slides): Waltz, Neorealism vs Neoliberal Institutionalism
	BS discussion questions to prepare for asynchronous discussion, Sept 27-28
	BS REQUIRED reading:
	1. Kenneth N. Waltz, *Theory of International Politics* (Addison-Wesley, 1979), chs. 4-6.
	2. Robert Axelrod and Robert Keohane, "Achieving Cooperation in Anarchy: Strategies and Institutions" *World Politics* 38 (1985): 226-254.
	3. Susan Strange, "*Cave! Hic Dragones*: A Critique of Regime Analysis," in Stephen D. Krasner, ed., *International Regimes* (Cornell, 1983).
	BS recommended reading:

- Kenneth N. Waltz, *Theory of International Politics* (Addison-Wesley, 1979), rest of book.

Neorealism vs Neoliberalism: the "regimes" debate

- John Gerard Ruggie, "International Regimes, Transactions, and Change: Embedded Liberalism in the Postwar Economic Order," *International Organization* 36 (1992): 379-415.

- Stephen Krasner, "Regimes and the Limits of Realism: Regimes as Autonomous Variables," *International Organization* 36 (1992): 497-510.

- Stephen Krasner, "Global Communications and National Power: Life on the Pareto Frontier," *World Politics* 43 (1991).

- Robert Powell, "Absolute and Relative Gains in International Relations" *American Political Science Review* 85 (1991): 1303-1320.

Further development of Neoliberal Institutionalism

- Robert O. Keohane, *After Hegemony: Cooperation and Discord in the World Political Economy* (Princeton, 1984), esp. ch. 3.

- Lisa Martin, "Interests, Power, and Multilateralism," *International Organization* 46 (1992).

Other approaches react to the Neorealism vs Neoliberalism debate

- Barry Buzan, "From International System to International Society: Structural Realism and Regime Theory Meet the English School," *International Organization* 47 (1993): 327-352.

- Jennifer Sterling-Folker, "Realist Environment, Liberal Process, and Domestic-Level Variables" *International Studies Quarterly* 41 (1997): 1-25.

- Robert Jervis, "Realism, Neoliberalism, and Cooperation: Understanding the Debate" *International Security* 24 (1999): 42-63.

Other Realisms in the 1980s

- Robert Gilpin, *War and Change in World Politics* (Cambridge, 1981), esp. chs. 4-5.

BS asynchronous discussion: until Mon, Sept 28, 5:30pm AST: "why did everyone get into the NR vs NLI debate? why did everyone hate it?"

Mod 2, Sec 4: End of the Cold War and emergence of Constructivism

ASYNCH, before Thu, Oct 1	BS mini-lecture (Panopto slides): end of Cold War & rise of constructivism
	BS REQUIRED reading: 1. Rey Koslowski & Friedrich V. Kratochwil, "Understanding Change in International Politics: The Soviet Empire's Demise and the International System," *International Organization* 48 (1994). 2. Alexander Wendt, "Anarchy is What States Make of It: The Social Construction of Power Politics" *International Organization* 46 (1992). 3. Stephen G. Brooks & William C. Wohlforth, "Power, Globalization, and the End of the Cold War," *International Security* 25 (2000-01).
	BS recommended reading: • Daniel Deudney & G. John Ikenberry, "The International Sources of Soviet Change," *International Security* 16 (1991-92). • John Lewis Gaddis, "IR Theory and the End of the Cold War," *International Security* 17 (1992-93). • Ted Hopf vs John Lewis Gaddis, "Correspondence: Getting the End of the Cold War Wrong," *International Security* 18 (1993). • Richard Ned Lebow, "The Long Peace, the End of the Cold War, and the Failure of Realism," *International Organization* 48 (1994). • Rafael Reuveny & Aseem Prakash, "The Afghanistan War and the Breakdown of the Soviet Union," *Review of International Studies* 25 (1999). • Matthew Evangelista, "Norms, Heresthetics, and the End of the Cold War," *Journal of Cold War Studies* 3 (2001). • Terrence Hopmann, "Adapting International Relations Theory to the End of the Cold War," *Journal of Cold War Studies* 5 (2003). • Robert S. Snyder, "Bridging the Realist/Constructivist Divide: The Case of the Counterrevolution in Soviet Foreign Policy at the End of the Cold War," *Foreign Policy Analysis* 1 (2005).

	BS SWA (buddies): content/context questions on readings for Mod 2, Sec 3 & 4 – upload before Thu, Oct 1, 2:30pm AST

SYNCH, Thu, Oct 1	BS synchronous discussion (Collaborate), starting at 2:30pm AST: "what is constructivism?"

MOD 3	**POST-COLD WAR DEBATES, PT 1: CONVENTIONAL** Oct 2-12
ASYNCH, before Mon, Oct 5	BS mini-lecture (Panopto audio): overview of module

Mod 3, Sec 1: Domestic politics and IR	
ASYNCH, before Mon, Oct 5	BS mini-lecture (Panopto slides): domestic politics and IR BS discussion questions to prepare for asynchronous discussion, Oct 4-5
	BS REQUIRED reading: 1. Peter A. Hall, "Policy Innovation and the Structure of the State," *Annals of the American Academy of Political and Social Sciences* 466 (1983). 2. Andrew Moravcsik, "Taking Preferences Seriously: A Liberal Theory of International Politics," *International Organization* 54 (1997). 3. Eric Parajon, Richard Jordan & Marcus Holmes, "IR Theory After Trump: A First Image Renaissance? Part I" and "IR Theory After Trump: A First Image Renaissance? Part II," *Duck of Minerva*, January 17 & 22, 2019. https://duckofminerva.com/2019/01/ir-theory-after-trump-a-first-

image-renaissance-part-i.html & https://duckofminerva.com/2019/01/ir-theory-after-trump-a-first-image-renaissance-part-ii.html

BS recommended reading:

Bureaucracy

- Graham Allison, "Conceptual Models and the Cuban Missile Crisis" American Political Science Review 63 (1969): 696-718.

- David A. Welch, "The Organizational Process and Bureaucratic Politics Paradigms: Retrospect and Prospect" International Security 17 (1992).

Domestic political structures

- Peter Katzenstein, "Conclusions: Domestic Structures and Strategies of Foreign Economic Policy" International Organization 31 (1977).

- Stephen D. Krasner, *Defending the National Interest: Raw Materials Investments and US Foreign Policy* (Princeton, 1978), chs. 1, 8.

- James Kurth, "The Political Consequences of the Product Cycle," *International Organization* 33 (1979).

- Mathew Evangelista, "The Paradox of State Strength: Transnational Relations, Domestic Structures, and Security Policy in Russia and the Soviet Union," *International Organization* 48 (1995): 1-38.

Domestic politics of foreign policy

- Robert Putnam, "Diplomacy and Domestic Politics: The Logic of Two-Level Games," *International Organization* 42 (1988).

- Helen V. Milner, *Interests, Institutions, and Information: Domestic Politics and International Relations* (Princeton, 1997).

- Steven Bernstein & Benjamin Cashore, "Complex Global Governance and Domestic Policies: Four Pathways of Influence," *International Affairs* 88 (2012): 585-604.

- David A. Lake, "Legitimating Power: The Domestic Politics of US International Hierarchy," *International Security* 38 (2013): 74-111.

- Stephen Chaudoin, Helen V. Milner, and Xun Pang, "International Systems and Domestic Politics: Linking Complex Interactions with Empirical Models in International Relations," *International Organization* (2015).

Democracy

- Randall Schweller, "Domestic Structure and Preventive War: Are Democracies More Pacific?" *World Politics* 44 (1992): 235-269.

- Jack Snyder, *Myths of Empire: Domestic Politics and International Ambition* (Cornell, 1992), esp. chs. 1, 4.

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

Culture

- Michael Barnett, "Culture, Strategy and Foreign Policy Change: Israel's Road to Oslo," *European Journal of International Relations* 5 (1999): 5-36.

- Thomas U. Berger, *War, Guilt, and World Politics after World War II* (Cambridge University Press, 2012).

Leadership

- Daniel Byman and Kenneth Pollack, "Let Us Now Praise Great Men (and Women): Bringing the Statesman Back in," *International Security* 25 (2001).

Perception, decision-making

- Robert Jervis, *Perception and Misperception* (Princeton, 1976), chs. 1-3.

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

- Jack S. Levy, "Prospect Theory, Rational Choice, and International Relations" *International Studies Quarterly* 41 (1997): 87-112.

- James M. Golgeier and Philip E. Tetlock, "Psychology and International Relations Theory," *Annual Review of Political Science* 4 (2001).

- Jonathan Mercer, "Rationality and Psychology in International Politics," *International Organization* 59 (2005).

	- Michael A. Hogg, "Social Identity Theory," *Contemporary Social Psychological Theories* 13 (2006). - Duncan Bell, "Beware of False Prophets: Biology, Human Nature and the Future of International Relations Theory," *International Affairs* 82 (2006). - Rose McDermott and Peter Hatemi, "Biology, Evolution, and International Security," in The Oxford *Handbook of International Security* (Oxford, 2018). Foreign Policy Analysis (FPA) - Valerie Hudson and Christopher Vore, "Foreign Policy Analysis, Yesterday, Today, and Tomorrow," *Mershon International Studies Review* 39 (1995): 209-238. - Juliet Kaarbo, "Foreign Policy Analysis in the Twenty-First Century: Back to Comparison, Forward to Identity and Ideas." *International Studies Review* 5 (2003): 155-202. - Valerie M. Hudson, "Foreign Policy Analysis: Actor-Specific Theory and the Ground of International Relations," *Foreign Policy Analysis* 1 (2005): 1-30.
	BS asynchronous discussion: until Mon, Oct 5, 5:30pm AST: "does IR (mostly) ignore domestic politics? should it?"

Mod 3, Sec 2: Neoclassical realism	
ASYNCH, before Thu, Oct 8	BS mini-lecture (Panopto slides): Realism after the Cold War
	BS REQUIRED reading: 1. Gideon Rose, "Review Article: Neoclassical Realism and Theories of Foreign Policy," *World Politics* 51 (1998). 2. Jeffrey W. Legro & Andrew Moravcsik, "Is Anybody Still a Realist?" *International Security* 24 (1999): 5–55. 3. William C. Wohlforth, "Gilpinian Realism and International Relations." *International Relations* 25 (2011): 499-511.

	BS recommended reading: • John A. Vasquez, "The Realist Paradigm and Degenerative versus Progressive Research Programs," *American Political Science Review* 91 (1997): 899-912. • Kenneth Waltz, "Evaluating Theories," *The American Political Science Review* 91 (1997): 913-917. • Brian Rathbun, "A Rose by Any Other Name: Neoclassical Realism as the Logical and Necessary Extension of Structural Realism," *Security Studies* 17 (2008): 294-321 • Samuel Barkin, "Realism, Prediction, and Foreign Policy," *Foreign Policy Analysis* 5 (2009): 233-246. • Colin Dueck, "Neoclassical Realism and the National Interest," in *The Realism Reader* (2014). • Juliet Kaarbo, "A Foreign Policy Analysis Perspective on the Domestic Politics Turn in IR Theory," *International Studies Review* 17 (2015): 189-216. • Norrin M. Ripsman, Jeffrey W. Taliaferro, and Steven E. Lobell, *Neoclassical Realist Theory of International Politics* (Cambridge University Press, 2016). • Randall Schweller, "Opposite but Compatible Nationalisms: A Neoclassical Realist Approach to the Future of US–China Relations," *Chinese Journal of International Relations* 11 (2018).
	BS SWA (buddies): content/context questions on readings for Mod 3, Sec 1 & 2 – upload before Thu, Oct 8, 2:30pm AST

SYNCH, Thu, Oct 8	BS synchronous discussion (Collaborate), starting at 2:30pm AST: "parsimony & reductionism, IR vs/& FP, finding the best fit between external and internal variables"

Mod 3, Sec 3: Constructivism's progress

	BS mini-lecture (Panopto slides): Constructivist theory & research

ASYNCH, before Mon, Oct 12	BS REQUIRED reading:
	1. Andrew Moravcsik, "Is Something Rotten in the State of Denmark? Constructivism and European Integration," *Journal of European Public Policy* 6 (1999).
	2. Martha Finnemore & Kathryn Sikkink, "Taking Stock: The Constructivist Research Program in IR and Comparative Politics," *Annual Review of Political Science* 4 (2001): 391-416.
	3. James Fearon & Alexander Wendt, "Rationalism vs Constructivism: A Skeptical View," in Walter Carlsnaes, et al., eds., *Handbook of International Relations* (Sage, 2001).
	BS recommended reading:
	• Timothy Dunne, "The Social Construction of International Society" *European Journal of International Relations* 3 (1995): 367-390.
	• John Gerard Ruggie, "What Makes the World Hang Together?" *International Organization* 52 (1998): 855-885.
	• Michael Barnett & Martha Finnemore, "The Politics, Power, and Pathologies of International Organizations," *International Organization* 53 (1999).
	• Lene Hansen, "The Little Mermaid's Silent Security Dilemma and the Absence of Gender in the Copenhagen School," *Millennium* 29 (2000): 285-306.
	• Jennifer Sterling-Folker, "Competing Paradigms or Birds of a Feather?" *International Studies Quarterly* 44 (2000): 97-120.
	• Mark Blyth, "Structures Do Not Come with an Instruction Sheet: Interests, Ideas, and Progress in Political Science," *Perspectives on Politics* 1 (2003).
	• Patrick Thaddeus Jackson & Daniel H. Nexon, "Constructivist Realism or Realist-Constructivism?" *International Studies Review* 6 (2004): 337-341.
	• Martha Finnemore and Kathryn Sikkink, "International Norm Dynamics and Political Change," *International Organization* 52 (2005): 887-917.
	• Jennifer Mitzen, "Ontological Security in World Politics: State Identity and the Security Dilemma," *European Journal of International Relations* 12 (2006): 341-370.

	- Vincent Pouliot, "Sobjectivism: Towards a Constructivist Methodology," *International Studies Quarterly* 51 (2007): 359-384.
	- Karin M. Fierke and Knud Erik Jorgensen, eds., *Constructing International Relations: The Next Generation* (Routledge, 2015).
	- Vendulka Kubálková, ed., *International Relations in a Constructed World* (Routledge, 2015).
	- Samuel Barkin, "Constructivism, Realism, and the Variety of Human Natures," in Daniel Jacobi & Annette Freyburg-Inan, eds., *Human Beings in International Relations* (Cambridge, 2015).
	- Benno Teschke & Christian Heine, "A Critique of Social Constructivism," in Mark Rupert & Hazel Smith, eds., *Historical Materialism and Globalisation: Essays on Continuity and Change* (Routledge, 2016).
	BS SWA (solo): content/context questions on readings for Mod 3, Sec 3 – upload before **Sun, Oct 11, 5:30pm AST**

Mon, Oct 12 – Thanksgiving (university closed)

MOD 4	**INTERNATIONAL POLITICAL ECONOMY** Oct 13-29
ASYNCH, before Thu, Oct 15	BS mini-lecture (Panopto audio): overview of module

Mod 4, Sec 1: General intro to international Political Economy
	BS mini-lecture (Panopto slides): IPE, trade

ASYNCH, before Thu, Oct 15	**BS REQUIRED reading:** 1. Robert Gilpin, "Three Ideologies of Political Economy" (ch. 2), in Gilpin, *The Political Economy of International Relations* (Princeton, 1987). 2. Carla Norrlof, "Hegemony and Inequality: Trump and the Liberal Playbook," *International Affairs* 94 (2018): 63-88.
	BS recommended reading: • Stephen G. Brooks, "The Globalization of Production and the Changing Benefits of Conquest," *Journal of Conflict Resolution* 43 (1999). • Penny Griffin, "Refashioning IPE: What and How Gender Analysis Teaches International (Global) Political Economy," *Review of International Political Economy* 14 (2007): 719–36. • Kathleen J. Hancock, *Regional Integration: Choosing Plutocracy* (Palgrave, 2009). • Jonathan Kirshner, *Globalization and National Security* (Routledge, 2014).
	BS SWA (solo): content/context questions on readings for Mod 4, Sec 1 – upload before Thu, Oct 15, 2:30pm AST

SYNCH, Thu, Oct 15	BS synchronous discussion (Collaborate), starting at 2:30pm AST: "how do IR & IPE fit together?"

Mod 4, Sec 2: Trade & finance	
	BS mini-lecture (Panopto slides): trade negotiations & institutions; trade policy; finance BS discussion questions to prepare for asynchronous discussion, Oct 18-19

ASYNCH, before Mon, Oct 19	BS REQUIRED reading: 1. Stephen Krasner, "State Power and the Structure of International Trade," *World Politics* 28 (1976). 2. Eric Helleiner, "Still an Extraordinary Power after All These Years: The US and the Global Financial Crisis of 2008," in Randall Germain, ed., *Susan Strange and the Future of the Global Political Economy: Power, Control, and Transformation* (Routledge, 2016).
	BS recommended reading: Trade negotiations and institutions • Jock A. Finlayson and Mark W. Zacher, "The GATT and the Regulation of Trade Barriers: Regime Dynamics and Functions," *International Organization* 35 (1981). • Sylvia Ostry, *The Post-Cold War Trading System: Who's on First?* (Chicago, 1997). • Gilbert R. Winham, "Explanations of Developing Country Behavior in the GATT Uruguay Round Negotiation," *World Competition* 21 (1998). • Lloyd Gruber, *Ruling the World: Power Politics and the Rise of Supranational Institutions* (Princeton, 2000), esp. chs. 4-5. • Charlene Barshevsky, "With or Without Doha," *Foreign Affairs* 84 (2005). • Helen V. Milner and Keiko Kubota, "Why the Move to Free Trade?: Democracy and Trade Policy in the Developing Countries," *International Organization* 59 (2005). • Judith Goldstein, Douglas Rivers, and Michael Tomz, "Institutions in International Relations: Understanding the Effects of the GATT and the WTO on World Trade," *International Organization* 61 (2007). Trade policy-making • Helen V. Milner & David B. Yoffie, "Between Free Trade and Protectionism: Strategic Trade Policy and a Theory of Corporate Trade Demands," *International Organization* 43 (1989): 239-272. • Michael J. Hiscox, "Class versus Industry Cleavages: Inter-Industry Factor Mobility and the Politics of Trade," *International Organization* 55 (2001).

- Michael J. Hiscox, "International Capital Mobility and Trade Politics: Capital Flows, Political Coalitions, and Lobbying," *Economics and Politics* 16 (2004).

- Edward D. Mansfield & Helen V. Milner, "The Domestic Politics of Preferential Trade Agreements in Hard Times," Princeton Working Paper, 2014.

Finance

- Susan Strange, *Casino Capitalism* (Manchester, 1986).

- Barry Eichengreen, *Golden Fetters: The Gold Standard and the Great Depression, 1919-1939* (Oxford, 1996).

- Jonathan Kirshner, *Currency and Coercion* (Princeton, 1996), chs. 1-2.

- Benjamin J. Cohen, "Phoenix Risen: The Resurrection of Global Finance," *World Politics* 48 (1996).

- Eric Helleiner, *States and the Re-Emergence of Global Finance: From Bretton Woods to the 1990s* (Cornell, 1997), ch. 1, 7-9.

- Kathleen McNamara, *The Currency of Ideas: Monetary Politics in the European Union* (Cornell, 1998), chs. 1-2.

- Jonathan Kirshner, ed., *Monetary Orders: Ambiguous Economics, Ubiquitous Politics* (Cornell, 2003), ch. 1.

- Benjamin J. Cohen, "Monetary Governance in a World of Regional Currencies," in Miles Kahler and David A. Lake, eds., *Governance in a Global Economy: Political Authority in Transition* (Princeton, 2003).

- Zachary Elkins, Andrew T. Guzman, and Beth A. Simmons, "Competing for Capital: The Diffusion of Bilateral Investment Treaties, 1960-2000," *International Organization* 60 (2006): 811-846.

- Jacqueline Best, "How to Make a Bubble: Towards a Cultural Political Economy of the Financial Crisis," *International Political Sociology* 3 (2009): 461-465.

BS asynchronous discussion: until Mon, Oct 19, 5:30pm AST: "what's required for trade/finance cooperation? what drives trade/finance policy?"

Mod 4, Sec 3: Development & globalization

ASYNCH, before Thu, Oct 22	BS mini-lecture (Panopto slides): development
	BS REQUIRED reading: 1. Susan Strange, *The Retreat of the State: The Diffusion of Power in the World Economy* (Cambridge, 1996), chs. 1-2. 2. Henry Wai-chung Yeung, "Governing the Market in a Globalizing Era: Developmental States, Global Production Networks, and Inter-Firm Dynamics in East Asia," *Review of International Political Economy* 21 (2014): 70-101.
	BS recommended reading: The state and development • Alexander Gershenkron, *Economic Backwardness in Historical Perspective* (Belknap/Harvard, 1962), ch. 1. • Michael J. Piore and Charles Sabel, *The Second Industrial Divide* (HarperCollins, 1990), pp. 1-18, 165-193. • Stephan Haggard, *Pathways from the Periphery: The Politics of Growth in the Newly Industrializing Countries* (Cornell, 1990), ch. 1. • Robert Wade, "East Asia's Economic Success: Conflicting Perspectives, Partial Insights, Shaky Evidence," *World Politics* 44 (1992). Development aid • Stephen D. Krasner, *Structural Conflict: The Third World against Global Liberalism* (University of California Press, 1985), ch. 1. • Graham Bird, "The International Monetary Fund and Developing Countries: A Review of the Evidence and Policy Options," *International Organization* 50 (1996). • Nancy Birdsall, Dani Rodrik, and Arvind Subramanian, "How to Help Poor Countries," *Foreign Affairs* 84 (2005).

	- Desha Girod & Jennifer Tobin, "Take the Money and Run: The determinants of compliance with aid agreements," *International Organization* 70 (2016): 209-239. Globalization & the state - Herman Schwartz, "Small States in Big Trouble," *World Politics* 46 (1996). - Louis Pauly and Simon Reich, "National Structures and Multinational Corporate Behavior: Enduring Differences in the Age of Globalization" *International Organization* 51 (1997). - Daniel Drezner, "Globalization and Policy Convergence," *International Studies Review* 3 (2001). - Mark Blyth, *Great Transformations: Economic Ideas and Political Change in the Twentieth Century* (Cambridge, 2002). - Nita Rudra, "Globalization and the Strengthening of Democracy in the Developing World," *American Journal of Political Science* 49 (2005). - Brian Burgoon, "Globalization and Backlash: Polayni's Revenge?" *Review of International Political Economy* 16 (2009). - Saskia Sassen, *Losing Control?: Sovereignty in the Age of Globalization* (Columbia University Press, 2015).
	BS SWA (buddies): content/context questions on readings for Mod 4, Sec 2 & 3 – upload before Thu, Oct 22, 2:30pm AST

SYNCH, Thu, Oct 22	BS synchronous discussion (Collaborate), starting at 2:30pm AST "why are some states more prosperous than others? what's required for richer states to help poorer ones?"

MOD 5	**POST-COLD WAR DEBATES, PT 2: CRITICAL** Oct 23 – Nov 9

ASYNCH, before Mon, Oct 26	BS Panopto AUD: overview of module

Mod 5, Sec 1: Critical theory

ASYNCH, before Mon, Oct 26	BS mini-lecture (Panopto slides): globalization BS discussion questions to prepare for asynchronous discussion, Oct 25-26
	BS REQUIRED reading: 1. Robert W. Cox, "Social Forces, States and World Order: Beyond International Relations Theory," *Millennium: Journal of International Studies* 10 (1981). 2. Richard Price & Thomas Reus-Smit, "Dangerous Liaisons?: Constructivism and Critical Theory," *European Journal of International Relations* 1 (1996).
	BS recommended reading: Marxism, etc. • Anthony Brewer, *Marxist Theories of Imperialism* (Routledge, 1980). • Stephen Gill and David Law, "Global Hegemony and the Structural Power of Capital" in Gill, ed., *Gramsci, Historical Materialism, and International Relations* (Cambridge, 1993). • Justin Rosenberg, *The Empire of Civil Society: A Critique of Realist Theory of International Relations* (Verso, 1994), chs. 1, 5-6. • Stephen Gill, "Globalisation, Market Civilisation and Disciplinary Neoliberalism," *Millennium: Journal of International Studies* 24 (1995). • Benno Teschke, "IR Theory, Historical Materialism, and the False Promise of International Historical Sociology," *Spectrum: Journal of Global Studies* 6 (2014): 1-66. • Maia Pal, "Introducing Marxism in IR Theory," *E-IR*, February 25, 2018.

	Post-positivism/post-modernism/post-structuralism • Yosef Lapid, "The Third Debate" *International Studies Quarterly* 33 (1989): 235-254. • Mark Neufeld, "Interpretation and the 'Science' of International Relations" *Review of International Studies* 19 (1993): 39-61. • Chris Brown, "Turtles All the Way Down" *Millennium: Journal of International Studies* 23 (1994): 213-236. • Patrick Thaddeus Jackson, *The Conduct of Inquiry in International Relations: Philosophy of Science and its Implications for the Study of World Politics* (Routledge, 2010). • Srdjan Vucetic, "Genealogy as a Research Tool in International Relations," *Review of International Studies* 37 (2011): 1295-1312. • Jef Huysmans & Claudia Aradau, "Critical Methods in International Relations: The Politics of Techniques, Devices and Acts," *European Journal of International Relations* (2013).
	BS asynchronous discussion: until Mon, Oct 26, 5:30pm AST: "what is critical theory? what's it for?"

Mod 5, Sec 2: Feminist theory	
ASYNCH, before Thu, Oct 29	BS mini-lecture (Panopto slides): feminist theory &/in IR
	BS REQUIRED reading: 1. Annick T.R. Wibben, "Feminist International Relations: Old Debates and New Directions," *Brown Journal of World Affairs* 10 (2003). 2. Brooke Ackerly and Jacqui True, "Reflexivity in Practice: Power and Ethics in Feminist Research on International Relations," *International Studies Review* 10 (2008).
	BS recommended reading: • Carol Cohn, "Sex and Death in the Rational World of Defense Intellectuals," *Signs* 12 (1987): 687-718.

- Cynthia Enloe, *Bananas, Beaches, and Bases: Making Feminist Sense of International Politics* (University of California Press, 1990).

- J. Ann Tickner, "You Just Don't Understand: Troubled Engagements between Feminists and I.R. Theorists" *International Studies Quarterly* 41 (1997).

- Fiona Robinson, "Feminist IR/IPE Theory: Fulfilling Its Radical Potential?" *Review of International Political Economy* 4 (1997): 773–81.

- Paul Kirby, "How is Rape a Weapon of War?: Feminist International Relations, Modes of Critical Explanation and the Study of Wartime Sexual Violence," *European Journal of International Relations* 19 (2013).

- Rose McDermott, "A Feminist Scientific Approach to the Analysis of Politics and Gender. Politics & Gender 9 (2015): 110-115.

- Lillian MacNell, Adam Driscoll, & Andrea N. Hunt, "What's in a Name: Exposing Gender Bias in Student Ratings of Teaching." *Innovative Higher Education* 40 (2015): 291–303.

- David A. Lake, "White Man's IR: An Intellectual Confession," *International Studies Perspectives* 14 (2016): 1112-1122, *and* Laura Sjoberg, "Caging Confessions: My Womanhood in David Lake's White Man's IR," *RelationsInternational*, January 6, 2017. http://relationsinternational.com/caging-confessions-womanhood-david-lakes-white-mans-ir/

- Srdjan Vucetic, "A Nation of Feminist Arms Dealers? Canada and Military Exports," *International Journal* 72 (2017): 503–519.

- J. Ann Tickner & Jacqui True, "A Century of International Relations Feminism: From World War I Women's Peace Pragmatism to the Women, Peace and Security Agenda," *International Studies Quarterly* 62 (2018): 221-233.

- Hilary Matfess, Robert U. Nagel, & Meredith Loken, "Gendered Violence and Political Agendas," *Political Violence at a Glance*, February 11, 2019. http://politicalviolenceataglance.org/2019/02/11/gendered-violence-and-political-agendas/

BS SWA (solo): content/context questions on readings for Mod 5, Sec 1 & 2 – upload before Thu, Oct 29, 2:30pm AST

SYNCH, Thu, Oct 29	BS synchronous discussion (Collaborate), starting at 2:30pm AST: "other ways of thinking about structures, power, theory/method"

Mod 5, Sec 3: Post-colonial theory

ASYNCH, before Mon, Nov 2	BS mini-lecture (Panopto slides): post-colonial theory BS discussion questions to prepare for asynchronous discussion, Nov 1-2
	BS REQUIRED reading: 1. Sankaran Krishna, "Postcolonialism and its Relevance for International Relations in a Globalizing World," in Randolph Persaud & Alina Sajed, eds., *Race, Gender, and Culture in International Relations: Postcolonial Perspectives* (Routledge, 2018). 2. Hayden King, "The Erasure of Indigenous Thought in Foreign Policy," *OpenCanada.org*, July 31, 2017. https://www.opencanada.org/features/erasure-indigenous-thought-foreign-policy/
	BS recommended reading: • Tzvetan Todorov, *The Conquest of America: The Question of the Other*, translated from the French by Richard Howard (Harper & Row, 1982). • Stuart Hall, 'The West and the Rest: Discourse and Power," in Stuart Hall & Brian Gieben, eds., *Formations of Modernity* (Polity/OU, 1992). • Mohammed Ayoob, "Inequality and Theorizing in International Relations: The Case for Subaltern Realism," *International Studies Review* 4 (2002): 27–48. • Geeta Chowdhry & Sheila Nair, "Power, Postcolonialism, and International Relations," in *Reading Race, Gender and Class* (Routledge, 2002). • L.H.M. Ling, *Postcolonial International Relations: Conquest and Desire between Asia and the West* (Palgrave, 2002). • Joanne Barker, *Sovereignty Matters: Locations of Contestation and Possibility in Indigenous Struggles for Self-Determination* (University of Nebraska, 2005).

	• Mark Pearcey, "Sovereignty, Identity, and Indigenous-State Relations at the Beginning of the Twentieth Century: A Case of Exclusion by Inclusion," *International Studies Review* 17 (2015): 441-454. • Jeff Corntassel & Marc Woons, "Indigenous Perspectives on IR Theory," E-IR, January 23, 2018. • Anna Stavrianakis, "Controlling Weapons Circulation in a Postcolonial Militarised World," *Review of International Studies* 45 (2019): 57-76. • Liam Midzain-Gobin, "'Come Out and Live on Your Land Again': Sovereignty, Borders, and the Unist'ot'en Camp," *International Journal of Border and Migration Studies* 5 (2019): 12-28.
	BS asynchronous discussion: until Mon, Nov 2, 5:30pm AST: "what difference does colonialism make? what can be done about it?"

Mod 5, Sec 4: Race &/in IR

ASYNCH, before Thu, Nov 5	BS mini-lecture (Panopto slides): race &/in IR
	BS REQUIRED reading: 1. Robert Vitalis, "The Graceful and Generous Liberal Gesture: Making Racism Invisible in American International Relations," *Millennium: Journal of International Studies* 29 (2000): 331-356. 2. Kelebogile Zvobgo and Meredith Loken, "Why Race Matters in International Relations," *Foreign Policy*, June 19, 2020. https://foreignpolicy.com/2020/06/19/why-race-matters-international-relations-ir/
	BS recommended reading: • W.E.B. Dubois, "Worlds of Color," *Foreign Affairs* 3 (1925): 423-444. • Martin Luther King, "Beyond Vietnam: A Time to Break Silence" (1967), *YouTube*. https://www.youtube.com/watch?v=AJhgXKGldUk • Audie Klotz, "Transnational Activism and Global Transformations: The Anti-Apartheid and Abolitionist Experiences," *European Journal of International Relations* 8 (2002): 49-76. • Alex Anievas, Nivi Manchanda, Robbie Shilliam, eds., *Race and Racism in International Relations: Confronting the Global Color Line* (Routledge, 2014).

	- Robert Vitalis, *White World Order, Black Power Politics: The Birth of American International Relations* (Cornell University Press, 2015). - Dick Lehr, "The Racist Legacy of Woodrow Wilson," *The Atlantic*, November 27, 2015. https://www.theatlantic.com/politics/archive/2015/11/wilson-legacy-racism/417549/ - David A. Lake, "White Man's IR: An Intellectual Confession," *International Studies Perspectives* 14 (2016): 1112-1122. - Randolph B. Persaud & Alina Sajed, eds., *Race, Gender, and Culture in International Relations: Postcolonial Perspectives* (Routledge, 2018). - Audie Klotz, "Racial Inequality," in Timothy Dunne and Christian Reus-Smit, eds., *The Globalization of International Society* (Oxford University Press, 2018).
	BS SWA (solo): content/context questions on readings for Mod 5, Sec 3 & 4 – upload before Thu, Nov 5, 2:30pm AST

SYNCH, Thu, Nov 5	BS synchronous discussion (Collaborate), starting at 2:30pm AST: "colonialism, race, and empire"

Mod 5, Sec 5: Global IR

ASYNCH, before Mon, Nov 9	BS mini-lecture (Panopto slides): Global IR
	BS REQUIRED reading: 1. Amitav Acharya, "Global IR and Regional Worlds: A New Agenda for International Studies," *International Studies Review* 58 (2014): 647-659. 2. Daniel Maliniak, et al., "Is International Relations a Global Discipline?: Hegemony, Insularity, and Diversity in the Field," *Security Studies* 27 (2018): 448-484.
	BS recommended reading:

	• Stanley Hoffmann, "An American Social Science: International Relations," *Daedelus* 61 (1977): 41-60.
	• Ole Waever, "The Sociology of a Not So International Discipline: American and European Developments in International Relations," *International Organization* 52 (1998): 687-727.
	• Steve Smith, "The United States and the Discipline of International Relations: "Hegemonic Country, Hegemonic Discipline," *International Studies Review* 4 (2002): 67-85.
	• Amitav Acharya & Barry Buzan, "Why is There No Non-Western International Relations Theory?: An Introduction," *International Relations of the Asia Pacific* 7 (2007): 287-312.
	• Pinar Bilgin, "Thinking Beyond 'Western' IR," *Third World Quarterly* 29 (2008): 5-23.
	• Amitav Acharya & Barry Buzan, *The Making of Global IR: Origins and Evolution of IR at its Centenary* (Cambridge, 2019).
	• James Palmer, "Oh God, Not the Peloponnesian War Again" *Foreign Policy*, July 28, 2020. https://foreignpolicy.com/2020/07/28/oh-god-not-the-peloponnesian-war-again/
	BS SWA (solo): content/context questions on readings for Mod 5, Sec 5 – upload before **Sun, Nov 8, 5:30pm AST**

Nov 9-13 – fall break (university closed, no class meetings, no assigned reading)

MOD 6	**Endings? Beginnings?**
	November 16 – December 7
ASYNCH, before Thu, Nov 19	BS Panopto AUD: overview of module

Mod 6, Sec 1: Post-paradigms IR

ASYNCH, before Thu, Nov 19	BS mini-lecture (Panopto slides):
	BS REQUIRED reading: 1. John J. Mearsheimer & Stephen M. Walt, "Leaving Theory Behind: Why Simplistic Hypothesis Testing is Bad for International Relations," *European Journal of International Relations* 19 (2013): 427-457. 2. Christine Sylvester, "Experiencing the End and Afterlives of International Relations Theory," *European Journal of International Relations* 19 (2013): 609-626. 3. Stephen M. Saideman, "The Apparent Decline of the IR Paradigms: Examining Patterns of Publications, Perceptions, and Citations," *International Studies Review* 20 (2018): 685-703.
	BS recommended reading: • Peter J. Katzenstein, Robert O. Keohane, and Stephen D. Krasner, "International Organization and the Study of World Politics" *International Organization* 52 (1998): 645-686. • David A. Lake, "Why 'isms' Are Evil: Theory, Epistemology, and Academic Sects as Impediments to Understanding and Progress," *International Studies Quarterly* 55:2 (June 2011), 465-480. • Rudra Sil & Peter J. Katzenstein, "De-Centering, Not Discarding, the 'Isms': Some Friendly Amendments," *International Studies Quarterly* 55 (2011): 481-485. • Brian Rathbun, "Politics and Paradigm Preferences: The Implicit Ideology of International Relations Scholars," *International Studies Quarterly* 56 (2012): 607–622. • Jeffrey T. Checkel, "Theoretical Pluralism in IR: Possibilities and Limits," *Handbook of International Relations* (2012): 220-242. • Patrick Thaddeus Jackson & Daniel Nexon, "I Can Has IR Theory? Duck of Minerva Working Paper, January 8, 2012. • David A. Lake, "Theory is Dead, Long Live Theory: The End of the Great Debates and the Rise of Eclecticism in International Relations," European Journal of International Relations 19 (2013): 567-587. • Dan Reiter, "Should We Leave Behind the Subfield of International Relations?" *Annual Review of Political Science* 18 (2015): 481-499.

	• Jeff D. Colgan, "Where Is International Relations Going? Evidence from Graduate Training." *International Studies Quarterly* 60 (2016): 486-498. • Stephen Saideman, "Canadian Scholarship on International Relations: Diverse?" *International Journal* 71 (2017): 193-213. • Daniel J. Levine & Alexander D. Barder, "The Closing of the American Mind: 'American School" IR and the State of Grand Theory," *European Journal of International Relations* 20 (2014): 863-888.
	BS SWA (solo): content/context questions on readings for Mod 6, Sec 1 – upload before Thu, Nov 19, 2:30pm AST

SYNCH, Thu, Nov 19	BS synchronous discussion (Collaborate), starting at 2:30pm AST: "what would non-western IR look like? what would IR without paradigms look like?"

Mod 6, Sec 2: Theory and practice

ASYNCH, before Mon, Nov 23	BS mini-lecture (Panopto slides): BS discussion questions to prepare for asynchronous discussion, Nov 22-23
	BS REQUIRED reading: 1. Joseph Lepgold, "Is Anyone Listening? International Relations Theory and the Problem of Policy Relevance," *Political Science Quarterly* 113 (1998): 43-63. 2. Stephen M. Walt, "The Relationship between Theory and Policy in International Relations," *Annual Review of Political Science* 8 (2005): 23-48. 3. Paul Musgrave, "What 'The Cult of the Irrelevant' Neglects (And Gets Right): A Review Essay," *Political Science Quarterly* 135 (2020): 131-139.
	BS recommended reading:

	- John Mearsheimer & Stephen Walt, "The Israeli Lobby: Does it Have Too Much Influence on U.S. Foreign Policy?" *London Review of Books* 28 (2006). - Bruce W. Jentleson & Ely Ratner, "Bridging the Beltway–Ivory Tower Gap." *International Studies Review* 13 (2011): 6–11. - Bradley C. Parks & Alena Stern, "In-and-Outers and Moonlighters: An Evaluation of the Impact of Policy-making Exposure on IR Scholarship," *International Studies Perspectives* 15 (2014): 73-93. - Paul C. Avey & Michael C. Desch, "What Do Policymakers Want from Us? Results of a Survey of Current and Former Senior National Security Decision Makers," *International Studies Quarterly* 58 (2014): 227-246. - Mir Alikhan, "Trump, North Korea, and the Death of IR Theory," *Counterpunch*, June 22, 2018. https://www.counterpunch.org/2018/06/22/trump-north-korea-and-the-death-of-ir-theory/ - Brett Ashley Leeds, et al, "Forum: Power and Rules in the Profession of International Relations," *International Studies Review* 21 (2019): 188-209.
	BS asynchronous discussion: until Mon, Nov 23, 5:30pm AST: "what is the relationship between theory & practice? what should it be?"

Mod 6, Sec 3: Hierarchy, hegemony, empire	
ASYNCH, before Thu, Nov 26	BS mini-lecture (Panopto slides):
	BS REQUIRED reading: 1. G. John Ikenberry, "Institutions, Strategic Restraint, and the Persistence of American Postwar Order," *International Security* 23 (1998/99). 2. Janice Bially Mattern and Ayşe Zarakol, "Review Essay: Hierarchies in World Politics," *International Organization* 70 (2016): 623-654.
	BS recommended reading:

	- Robert W. Cox, "Gramsci, Hegemony, and International Relations," *Millennium: Journal of International Affairs* 12 (1983): 162-175. - Helen V. Milner, "The Assumption of Anarchy in International Relations Theory: A Critique," *Review of International Studies* 17 (1991): 67-85. - David Lake, "Leadership, Hegemony, and the International Economy" *International Studies Quarterly* 37 (1993). - David C. Kang, "Hierarchy, Balancing, and Empirical Puzzles in Asian International Relations," *International Security* 28 (2004): 165-180. - John M. Hobson & J.C. Sharman, "The Enduring Place of Hierarchy in World Politics: Tracing the Social Logics of Hierarchy and Political Change," *European Journal of International Relations* 11 (2005): 63-96. - Brett Ashley Leeds and Michaela Mattes, "Alliance Politics during the Cold War: Aberration, New World Order, or Continuation of History?" *Conflict Management and Peace Science* 24 (2007): 183-199. - Doug Stokes, "Trump, American Hegemony, and the Future of the Liberal International Order," *International Affairs* 94 (2018): 133-150. - Dani K. Nedal & Daniel H. Nexon, "Anarchy and Authority: International Structure, the Balance of Power, and Hierarchy," *Journal of Global Security Studies* 4 (2019): 169-189. - Joslyn Barnhart, *The Consequences of Humiliation: Anger and Status in World Politics* (Cornell, 2020).
	BS SWA (buddies): content/context questions on readings for Mod 6, Sec 2 & 3 – upload before Thu, Nov 26, 2:30pm AST

SYNCH, Thu, Nov 26	BS synchronous discussion (Collaborate), starting at 2:30pm AST: "hierarchy, hegemony, and order"

Mod 6, Sec 4: Containment vs engagement

ASYNCH, before Mon, Nov 30	BS mini-lecture (Panopto slides): BS discussion questions to prepare for asynchronous discussion, Nov 29-30
	BS REQUIRED reading: 1. Elizabeth Economy, "Don't Break the Engagement," *Foreign Affairs* 83 (2004): 96-109. 2. Jonathan Kirshner, "The Tragedy of Offensive Realism: Classical Realism and the Rise of China," *European Journal of International Relations* 18 (2010): 53-75. 3. Alastair Iain Johnston, "The Failures of the 'Failure of Engagement' with China," *The Washington Quarterly* 42 (2019): 99-114. 4. Tom Switzer, "Vindicated: John Mearsheimer Saw Today's Bellicose China Coming," *The Australian*, May 29, 2020.
	BS recommended reading: • John Owen, "How Liberalism Produces Democratic Peace" *International Organization* 19 (1994): 87-125. • David Shambaugh, "Containment or Engagement of China? Calculating Beijing's Responses," *International Security* 21 (1996): 180-209. • Bruce Russett and John Oneal, "The Kantian Peace: The Pacific Benefits of Democracy, Interdependence, and International Organizations, 1885-1992," *World Politics* 52 (1999): 1-37. • Paul A. Papayaonou & Scott L. Kastner, "Sleeping with the (Potential) Enemy: Assessing the US Policy of Engagement with China," *Security Studies* 9 (1999): 157-187. • Marc Lynch, "Why Engage? China and the Logic of Communicative Engagement," *European Journal of International Relations* 8 (2002); 187-230. • Sohrab Ahmari, "Uncontained: Obama's Confused Iran Policy," *World Affairs* 174 (2011): 47-55. • Michael Mandelbaum, "The New Containment: Handling Russia, China, and Iran." *Foreign Affairs* 98 (2019): 123-129. • Alexander Cooley & Daniel Nexon, "Why Populists Want a Multipolar World," *Foreign Policy*, April 25, 2020.

	BS asynchronous discussion: until Mon, Nov 30, 5:30pm AST: "what's the logic of engagement/containment? which should the US be pursuing now, and why?"

Mod 6, Sec 5: Networks and the future

ASYNCH, before Thu, Dec 3	BS mini-lecture (Panopto slides): networks as an alternative form; a post-Westphalian world?
	BS REQUIRED reading:
	1. Anne-Marie Slaughter, "The Real New World Order," *Foreign Affairs* 76 (1997).
	2. Tina Freyburg, et al, "Democratic Governance and Transgovernmental Networks," unpublished working paper, 2017.
	3. Henry Farrell and Abraham Newman, "Weaponized Interdependence: How Globalized Economic Networks Shape State Coercion," *International Security* 44 (2018): 42-79.
	BS recommended reading:
	• Peter M. Haas, "Epistemic Communities and International Policy Coordination" *International Organization* 46 (1992): 1-35.
	• Phil Williams, "Transnational Criminal Organisations and International Security," *Survival* 36 (1994): 96-113.
	• Kathryn Sikkink, "Transnational Politics, International Relations Theory, and Human Rights," *Political Science and Politics* 31 (1998).
	• Kenneth Abbott and Richard Snidal, "Hard and Soft Law in International Governance," *International Organization* 54 (2000).
	• Benno Teschke, "Theorizing the Westphalian System of States: International Relations from Absolutism to Capitalism," *European Journal of International Relations* 8 (2002): 5-48.
	• Alexander Wendt, "Why a World State is Inevitable," *European Journal of International Relations* 9 (2003): 491-542.

	- Burkard Eberlein and Edgar Grande, "Beyond Delegation: Transnational Regulatory Regimes and the EU Regulatory State," *Journal of European Public Policy* 12 (2005). - Jörg Friedrichs, "Global Governance as the Hegemonic Project of Transatlantic Civil Society," in *Criticizing Global Governance* (Palgrave Macmillan, 2005). - Bob Jessop, "The 'Return' of the National State in the Current Crisis of the World Market," *Capital & Class* 34 (2010). - Claire Cutler, "The Privatization of Authority in the Global Political Economy," in Stephen McBride and Gary Teeple, eds., *Relations of Global Power: Neoliberal Order and Disorder* (University of Toronto Press, 2011). - Philip G. Cerny, "Reframing the International," *European Review of International Studies* 1 (2014): 9-17. - Cathleen Decker, "Trump's War Against Elites and Expertise," *Los Angeles Times*, July 27, 2017. https://www.latimes.com/politics/la-na-pol-trump-elites-20170725-story.html
	BS SWA (buddies): content/context questions on reading for Mod 6, Sec 4 & 5 – upload before Thu, Dec 3, 2:30pm AST

SYNCH, Thu, Dec 3	BS synchronous discussion (Collaborate), starting at 2:30pm AST: "(educated) guesses about the future"

Mod 6, Sec 6: COVID-19 and the global order, revisited

ASYNCH, before Dec 7	BS mini-lecture (Panopto slides): end of term updates
	BS REQUIRED reading: 1. TBD
	BS recommended reading:

	• TBD
	BS SWA (solo): short essay, revisiting COVID-19 & IR theory questions – upload before Mon, Dec 7, 2:30pm AST

Fri, Dec 18 – term papers due (upload before 5:30pm AST)

Resources & policies

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate: https://academiccalendar.dal.ca/~/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=105&topicgroupid=27571

Grading, absences/lateness, and accommodations

Students are expected to carefully read the academic regulations in the University Calendar, and to make sure that they understand those which might pertain to them. In order to be fair to all students, all of the university's regulations, and all of the course policies outlined here, will be strictly enforced.

Absences and late submission of work: The baseline expectation for students is that they will attend all classes, participate in class discussion, and submit all written work at or before the listed deadlines. If you have a long-term learning challenge, please make accommodation arrangements with the Accessibility office as early as possible, and—where relevant and appropriate—please notify the professor as early as possible, especially where there are forms to be signed in advance.

Grades: The course employs the university's standard undergraduate grading scheme.

A+	90-100%	B-	70-72%	F	0-49% (GPA zero)
A	85-89%	C+	65-69%	INC	incomplete (GPA zero)
A-	80-84%	C	60-64%	W	withdrawn (GPA neutral)
B+	77-79%	C-	55-59%	ILL	illness (GPA neutral)
B	73-76%	D	50-54%		

Individual students' grades will be shared with them through the Brightspace site, and will never be posted publicly. However, the instructor may post information on the overall distribution of grades within the class as a whole (with no information matching students with their grades). The professor will endeavour to share grades with students as soon as possible after assignments have been submitted, but this may take some time, particularly for the term paper. Progress updates on grading will be posted on the Brightspace site.

Guidelines for formatting of written work

Hard copies of written work are preferable for grading, but there's no reason for them to use up a lot of extra paper: please use a 12-point font; set page margins to something between 0.5 inches and 1 inch, on all sides; and use line-and-a-half spacing, rather than double-spacing. Please don't add a cover page to your written assignments; just be sure to include the following information at the top of the first page: your name, your Banner ID number, the course number (POLI 3581), and either the name of the assignment (e.g., SWA due Sept 24) or the title of your essay.

When submitting the digital copy of your written assignments, through Brightspace—or, where necessary (see above), by email:

1. Please use a file format that is likely to be relatively easy for me to download and read. I use a PC, and I would strongly prefer assignments to be in Word or pdf format.

2. Please use common sense/courtesy in naming the attached file. You'd be amazed at how many students name these files "paper," and how easy it is to then mix them up, when you have a pile of 10 (or 100!) of them—especially when some of those students also haven't written their names on the paper itself. (If your file attachment is called "Document1," then I'll probably assume you have no idea how to organize files in your computer and/or you wrote the assignment in a hurry at 3am the night before it was due…) Please, as a favour to me, use the following naming convention for the files you upload to Brightspace or send by email: POLI4523-5523 – type of assignment – your last name. If I see that you've done

this, then I'll know that you were conscientious enough to read the syllabus all the way to the end, and courteous enough to follow these simple instructions, and that will put me in a favourable frame of mind when I'm grading your assignment.

University statements

The following are official statements, and a list of relevant resources, that the university has asked all instructors to share with students:

Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.
http://www.dal.ca/dept/university_secretariat/academic-integrity.html

Accessibility

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).
https://www.dal.ca/campus_life/academic-support/accessibility.html

Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.
https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).
https://www.dal.ca/cultureofrespect.html

Recognition of Mi'kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel, and support. Contact the program at elders@dal.ca.

University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates) http://www.dal.ca/academics/important_dates.html
- University Grading Practices: Statement of Principles and Procedures https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
- Student Submission of Assignments and Use of Originality Checking Software Policy: https://www.dal.ca/dept/university_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html
- Classroom Recording Protocol: https://www.dal.ca/dept/university_secretariat/policies/academic/classroom-recording-protocol.html
- Copyright and Fair Dealing: https://libraries.dal.ca/services/copyright-office/fair-dealing/fair-dealing-guidelines.html
- Student Accommodation Policy: https://www.dal.ca/dept/university_secretariat/policies/academic/student-accommodation-policy-wef-sep--1--2014.html

Learning and Support Resources

- General Academic Support - Academic Advising: https://www.dal.ca/campus_life/academic-support/advising.html
- Libraries: http://libraries.dal.ca
- Student Health and Wellness (includes Counselling and Psychological Services): https://www.dal.ca/campus_life/health-and-wellness/services-support/student-health-and-wellness.html
- Black Student Advising: https://www.dal.ca/campus_life/communities/black-student-advising.html
- Indigenous Student Centre: https://www.dal.ca/campus_life/communities/indigenous.html

- Student Advocacy Services: http://dsu.ca/dsas
- Dalhousie Ombudsperson: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html
- Writing Centre: https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Studying for Success program and tutoring: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html