

# INTERNATIONAL RELATIONS

POLI 2305.0

2011-2012

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**Office hours:** Tuesdays & Thursdays  
9:00am to 12:00pm

**Classroom:** Loyola 281

**Class Time:** Mondays & Wednesdays 10:00am to 11:15am

## CALENDAR COURSE DESCRIPTION

This course is an introduction to the study of world politics. It will explore the traditional and alternative schools of thought in the field of international relations in order to provide students with the analytical tools necessary to gain a better understanding of a world in transformation.

## COURSE SUMMARY

The academic discipline we call International Relations (IR) was born in an era when the study of international affairs was often seen as the guarded domain of diplomats, heads of state, spies, and military officials. As we witnessed international events unfold in recent years, in many respects this remains true today- the present state of world affairs appears to leave the affairs of the world in the hands of powerful and distant elites. But this is only true insofar as we view the study of international relations as limited to the 'high politics' of states and their government representatives. This course takes a broader view and starts from the assumption that the study of international relations includes more than traditional inter-state politics. It involves a myriad of political actors and political forces interacting in complex patterns that have the potential to shape the lives of everyone on the planet, literally. In order to gain a better understanding of this complex world, this course will examine the main schools of thought or theories in IR. More specifically, we will examine how each theory develops its own interpretation of what constitutes the central dynamics and forces of world politics. The basic assumption of the course is that our analyses of world events and processes, both past and present, always contain fragments of theory whether we acknowledge them or not. After setting the context for the course, which revolves around the much debated notion of 'globalization', we will explore the central tenets of the main theories in IR and how they explain the workings of world politics by exploring real world cases. Each school will be examined through critical lenses in order to assess their strengths and weaknesses. The ultimate goal of the course is to introduce students to a wide range of 'analytical tools' capable of guiding a more thorough and informed understanding of contemporary world politics.

## PEDAGOGY

This course is comprised of two main components: **lectures** and **student participation**. The **lectures** will address the themes in the program found below and will be based primarily, but not exclusively, on the course readings. **Student participation** will be based on scheduled in-class discussions, reading the course material, and attendance. Students are asked to bring to every class their required readings as they will serve to guide discussion. In addition to lectures and student participation, the course pedagogy will include documentaries, movies, visual aids, as well as in-class simulations.

## REQUIRED READINGS

Mandatory weekly readings complement and complete the content of the lectures and constitute, along with your personal notes, the basis for the exams. It is imperative, therefore, that a strict reading schedule be maintained throughout the semester in order to succeed in this course. In addition to the required readings, students are strongly encouraged to follow on a daily basis the news dealing with international events. Online sources such as *Al Jazeera*, *The Guardian Unlimited*, *The New York Times*, *BBC World News*, and *CBC News* are recommended. The mandatory readings come from two sources:

- 1) **The mandatory textbook:** John Baylis, Steve Smith and Patricia Owens, *The Globalization of World Politics* 5<sup>th</sup> edition (New York: Oxford University Press, 2011).

- 2) **Mandatory electronic readings will be posted on SMUPOINT under poli 2305.0.**

## **EVALUATION:**

### **FALL SEMESTER:**

1. **'Political Realism' simulation report: 30%.** The simulation is scheduled for October 31<sup>st</sup> and November 2<sup>nd</sup>. The simulation report will be due **November 14<sup>th</sup>**. Detailed instructions for the simulation and the report will be provided at a later date.
2. **Two text summaries: 10% X 2= 20%** (instructions for the text summaries, along with due dates, will be provided).
3. **In-class discussion: 5% X 3= 15%.** Each major section of the course program will be preceded by an in-class discussion exercise guided by a set of questions (see course program below). The exercises will begin with small group discussions on the topic at hand (20 minutes) followed by an open class discussion. Students must come to class prepared by conducting their own individual research on the topic beyond what is provided in the course material (i.e. textbook and/ or electronic readings). Students are encouraged to think creatively. For example, a short YouTube or movie clip illustrating some aspect of the topic can be introduced into the discussion, time permitting. Other examples could include pictures, advertisements, websites, or short news articles. Participation will be evaluated as follows:
  - a. A+ to A- is excellent participation. The student contributes consistently to the discussion and participates fully in class activities. Student shows that she or he is well prepared, engages with the subject matter, and contributes to group learning.
  - b. B+ to C+ is good to adequate participation. The student either participates very little but with informed observations, or talks abundantly but only offers opinion.
  - c. C to D is physical presence with little or no participation.
  - d. F is absence.
4. **Attendance: 5%.** The attendance mark is meant to reward physical presence. An attendance sheet will be distributed at every class. Failure to sign the attendance sheet will result in the mark of zero for that session. The attendance mark is calculated based on the total number of sessions per semester. For example, a record of attendance of 19 of 21 sessions equals 4.5/5 (A+) while a record of attendance of 15/21 equals 3.5/5 (C+).
5. **December exam (cumulative from September): 30%** (date to be announced by the registrar). The exam will be comprised of two sections. Section I will list a series of concepts, authors, and themes examined during the semester which you will define and explain the significance of within the context of the study of International Relations as seen during the course of the semester. Section II will consist of two essay questions based on course content, readings, and lectures. You will be required to answer one.

### **WINTER SEMESTER:**

1. **'Liberal Internationalism' Simulation: 30%** (10% for the position paper and 20% for the final report). The second simulation is tentatively scheduled for February 6<sup>th</sup> to February 8<sup>th</sup>. Detailed instructions will be provided in January. The position paper is due on the date the simulation begins and the simulation report is due February 29<sup>th</sup>.
2. **Two text summaries: 10% X 2= 20%** (instructions for the text summaries, along with due dates, will be provided).
3. **In-class discussion: 5% X 3= 15%**. Each major section of the course program will be preceded by an in-class discussion exercise guided by a set of questions (see course program below). The exercises will begin with small group discussions on the topic at hand (20 minutes) followed an open class discussion. Students must come to class prepared by conducting their own individual research on the topic beyond what is provided in the course material (i.e. textbook and/ or electronic readings). Students are encouraged to think creatively. For example, a short You Tube or movie clip illustrating some aspect of the topic can be introduced into the discussion, time permitting. Other examples could include pictures, advertisements, websites, or short news articles. Participation will be evaluated as follows:
  - e. A+ to A- is excellent participation. The student contributes consistently to the discussion and participates fully in class activities. Student shows that she or he is well prepared, engages with the subject matter, and contributes to group learning.
  - f. B+ to C+ is good to adequate participation. The student either participates very little but with informed observations, or talks abundantly but only offers opinion.
  - g. C to D is physical presence with little or no participation.
  - h. F is absence.
4. **Attendance: 5%**. The attendance mark is meant to reward physical presence. An attendance sheet will be distributed at every class. Failure to sign the attendance sheet will result in the mark of zero for that session. The attendance mark is calculated based on the total number of sessions per semester. For example, a record of attendance of 19 of 21 sessions equals 4.5/5 (A+) while a record of attendance of 15/21 equals 3.5/5 (C+).
6. **Final exam (cumulative from January): 30%** (date to be announced by the registrar). The exam will be comprised of two sections. Section I will list a series of concepts, authors, and themes examined during the semester which you will define and explain the significance of within the context of the study of International Relations as seen during the course of the semester. Section II will consist of two essay questions based on course content, readings, and lectures. You will be required to answer one.

**TOTAL FOR FALL AND WINTER SEMESTER: 100%**

**PLEASE READ CAREFULLY:**

- 1) All non-justified lateness for written work will be penalized by 5% per working day. A justified lateness includes, among others, sickness, death in the family or an exceptional schedule conflict. The student must inform the professor of the lateness before the due date and will have to provide a justification for the late work.
- 2) Electronic copies of written work will not be accepted.

3) Students are expected to read the assigned readings and attend every class.

### **ACADEMIC FRAUD AND PLAGIARISM**

Students found to have committed an act of fraud or plagiarism will automatically, and without consultation, receive an ‘F’ on the assignment. A copy of an Incident Report Form will be sent to the student, the chairperson of the department, the Dean and the Registrar as per University regulations. Each student must be aware of what constitutes academic offenses under the University’s regulations. The 2011-12 Academic Calendar provides the following definitions of plagiarism, cheating, falsification and tampering under ‘Academic Integrity and Student Responsibility’ on pages 21 and 22.

Plagiarism	Cheating	Falsification	Tampering
<p>“The presentation of words, ideas or techniques of another as one’s own. Plagiarism is not restricted to literary works and applies to all forms of information or ideas that belong to another (e.g., computer programs, mathematical solutions, scientific experiments, graphical images, or data)”.</p> <p>Examples of plagiarism include:</p> <ul style="list-style-type: none"> <li>• quoting, paraphrasing, or summarizing text without proper acknowledgment;</li> <li>• paraphrasing too closely (e.g., changing only a few words or simply rearranging the text);</li> <li>• downloading all or part of a paper, journal article, or book from the Internet or a library database and presenting it as one’s own work;</li> <li>• purchasing documentation and presenting it as one’s own work;</li> <li>• sharing papers including the selling of essays, tests, or other assignments.</li> </ul>	<p>“The attempt to secure a grade by unethical means. Knowingly assisting someone to cheat is itself cheating”.</p> <p>Examples of cheating include:</p> <ul style="list-style-type: none"> <li>• impersonating someone during a test or exam;</li> <li>• copying or sharing information during a test or exam;</li> <li>• using or possessing unauthorized materials (e.g., notes, books, calculators) during a test or exam;</li> <li>• obtaining or looking at a copy of a test or exam before it is administered;</li> <li>• improper use of technology (e.g., Personal Digital Assistants to store and retrieve information during an exam);</li> <li>• unauthorized use of communication technology (eg: cell phones, pagers, Blackberries, etc);</li> <li>• unauthorized collaboration between students when individual work is required.</li> <li>• submitting the same work for credit in more than one course without the permission of the instructors involved;</li> </ul>	<p>“It is an offence to falsify any academic record or to use a falsified record”.</p> <p>Examples of falsification include:</p> <ul style="list-style-type: none"> <li>• submitting a false excuse for missing a class, exam, etc. (e.g., forging a medical or death certificate);</li> <li>• falsifying course work (e.g., altering or making up data, using fake citations in a bibliography);</li> <li>• changing the answers on a returned assignment and resubmitting it to be reevaluated;</li> <li>• submitting false information on a university admission form or other documentation;</li> <li>• misrepresentation of knowledge of a language by providing inaccurate or incomplete information about one’s linguistic educational history;</li> <li>• non-disclosure of previous post-secondary enrolment; presentation of another’s credentials as one’s own.</li> </ul>	<p>“It is an offence to tamper with University library materials or computer system resources in any way which would deprive others of their use”.</p> <p>Examples of tampering include:</p> <ul style="list-style-type: none"> <li>• destroying, hiding, or stealing library materials;</li> <li>• altering or destroying university computer programs or files without authorization;</li> <li>• accessing and altering official records without authorization.</li> </ul>
<p>“Assisting someone in the commission of dishonest behavior is an offence subject to penalty”,  <i>Academic Calendar, 2011-2012, p.22.</i></p>			



# COURSE PROGRAM AND BIBLIOGRAPHICAL SOURCES

**PLEASE NOTE:**

- The dates indicated for each sub-section are approximate. They should be used to help organize your reading schedule. The actual progression of the course may not precisely coincide with the dates provided.

**BB:** indicates a 'Blackboard' electronic reading available through SMUPOINT

**TB:** indicates a textbook reading

DATES	THEMES AND READINGS
Sept. 8	<b>Classes begin.</b> Distribution of course outlines, description of the course evaluation, expectations and schedules.
<b>1.0) COURSE INTRODUCTION: THE CURRENT CONTEXT</b>	
Sept. 12	<p>1.1) <b>In-class exercise on globalization: discussion questions</b></p> <ul style="list-style-type: none"> <li>• What is globalization?</li> <li>• How is the current era of 'globalization' different from the past?</li> <li>• What are the advantages and disadvantages (e.g. social, economic, political)?</li> <li>• What are the political consequences of globalization (e.g. for citizenship, democracy, war, governance)?</li> </ul> <p><b>NOTE:</b> this first exercise will not count towards your in-class exercise mark.</p>
Sept. 14-21	<p>1.2) <b>Lecture: The processes of 'globalization' in the study of IR</b></p> <p><b>TB</b> Anthony McGrew, 'Globalization and Global Politics', Chapter 1.</p> <p><b>TB</b> Matthew Watson, 'Global Trade and Finance', Chapter 27.</p>
Sept. 26	<p>1.3) <b>Lecture: Why theory is important and not boring (really!)</b></p> <p><b>TB</b> John Baylis, Steve Smith and Patricia Owens, 'Introduction', pp.1-13.</p> <p><b>BB</b> Marc G. Doucet, 'Child's Play: The Political Imaginary of International Relations and Contemporary Popular Children's Films', <i>Global Society</i>, Vol. 19, No. 3 (2005), pp.289-306.</p>
<b>2.0) POWER, WAR, PEACE, AND GLOBAL ORDER: THE REALIST TRADITION IN IR</b>	
Sept. 28	<p>2.1) <b>In-class exercise on the state and inter-<i>state</i> politics: discussion questions</b></p> <ul style="list-style-type: none"> <li>• What is the state?</li> <li>• What are the state's key defining elements?</li> <li>• Why is the state so important to the study of international relations?</li> <li>• How has the state changed and how has it remained the same?</li> </ul>
Oct .3-5	2.2) <b>Setting the context: IR as inter-<i>state</i> politics</b>

	<b>TB</b> David Armstrong, 'The Evolution of International Society', Chapter 2.
<b>Oct. 12-19</b> (no classes <b>Oct. 10</b> )	<p>2.4) <b>The foundations of the Realist school of thought in IR</b></p> <p><b>TB</b> Tim Dunne and Brian C. Schmidt, 'Realism', Chapter 5.</p> <p><b>BB</b> E.H. Carr, <i>The Twenty Years' Crisis</i> (London: Macmillan, 1939)</p> <p><b>BB</b> Michael Cox, 'E.H. Carr and the Crisis of Twentieth-Century Liberalism: Reflections and Lessons', <i>Millennium: Journal of International Studies</i>, Vol. 38, No. 3 (2010), pp.523-533.</p> <p><b>BB</b> Hans J. Morgenthau, <i>Politics Among Nations: The Struggle for Power and Peace</i> (New York: Alfred A. Knopf, 1948).</p>
<b>Oct. 24-26</b>	<p>2.5) <b>The Cold War</b></p> <p><b>Documentary:</b> 'The Race for the Superbomb' PBS (120 minutes)</p> <p><b>TB</b> Len Scott, 'International History 1900-90', Chapter 3.</p>
<b>Oct. 31- Nov.2</b>	<p>2.6) <b>Simulation exercise</b></p> <p><b>NOTE: you must participate in the simulation exercise in order to complete the simulation report.</b></p>
<b>Nov. 7</b>	<p>2.7) <b>In-class exercise on contemporary warfare: discussion questions (introduction: Homefront Backstory <a href="http://www.youtube.com/watch?v=D5yyWZ2Z6Ps">http://www.youtube.com/watch?v=D5yyWZ2Z6Ps</a>)</b></p> <ul style="list-style-type: none"> <li>• Has warfare changed?</li> <li>• How have the justifications for the use of military action changed since WWI and WWII?</li> <li>• Why would NATO seek UN Security Council authorization for its intervention in Libya?</li> <li>• How do perceived 'new security threats' change the character of warfare?</li> </ul>
<b>Nov. 9- Nov.14</b>	<p>2.8) <b>Conflict, war and security in the Post September 11<sup>th</sup> world</b></p> <p><b>TB</b> Michael Cox, 'From the Cold War to the World Economic Crisis', Chapter 4.</p> <p><b>TB</b> Michael Sheenan, 'The Changing Character of War', Chapter 13.</p> <p><b>TB</b> John Baylis, 'International and Global Security', Chapter 14.</p>
<b>3.0) FROM NATIONAL GOVERNMENT TO GLOBAL GOVERNANCE: THE LIBERAL TRADITION IN IR</b>	
<b>Nov. 16</b>	<p>3.1) <b>In-class exercise on Liberalism and IR: discussion questions (introduction: RSA Animate: <i>21<sup>st</sup> Century Enlightenment</i> (<a href="http://comment.rsablogs.org.uk/videos/">http://comment.rsablogs.org.uk/videos/</a>))</b></p> <ul style="list-style-type: none"> <li>• Are you a liberal? Are we liberals?</li> <li>• Is the world predominantly liberal or realist?</li> <li>• Are liberals and realists at opposite ends of the political spectrum?</li> <li>• Do we live in a liberal world order?</li> <li>• Is the 'West' liberal and the rest of the world not?</li> <li>• Can you be an internationalist and not a liberal?</li> </ul>

Nov. 21-28	<p>3.2) <b>The liberal tradition in IR: then and now</b>  <b>TB</b> Tim Dunne, 'Liberalism', Chapter 6.</p> <p><b>BB</b> James L. Richardson, 'Contending Liberalisms: Past and Present', <i>European Journal of International Relations</i>, Vol. 3, No. 1 (1997): pp.5-33.</p> <p><b>BB</b> John Ikenberry, 'Liberal Internationalism 3.0: America and the Dilemmas of Liberal World Order', <i>Perspectives on Politics</i>, Vol. 7, No. 1 (2009), pp.71-87.</p>
Nov. 30	<p style="text-align: center;"><b>END OF FIRST TERM REVIEW</b></p> <p>NOTE: the exam will take place during the exam period. The exam date will therefore be set by the registrar's office.</p>
<b>2009</b>	<b>SECOND TERM BEGINS</b>
Jan. 4	<b>Review of first term exam.</b>
Jan. 9-18	<p>3.2) <b>The liberal tradition and contemporary global issues I: global governance?</b>  <b>TB</b> Paul Taylor and Devon Curtis, 'The United Nations', Chapter 19.</p> <p><b>TB</b> Peter Willetts, 'Transnational Actors and International Organizations in Global Politics', Chapter 20.</p> <p><b>TB</b> Christian Reus-Smit, 'International Law', Chapter 17.</p>
Jan 23-30	<p>3.3) <b>The liberal tradition and contemporary global issues II: cosmopolitan citizenship?</b>  <b>TB</b> Jack Donnelly, 'Human Rights', Chapter 30.</p> <p><b>TB</b> Andrew Linklater, 'Globalization and the Transformation of Political Community', Chapter 31.</p> <p><b>TB</b> Cynthia Weber, 'After Liberalism', <i>Millennium: Journal of International Studies</i>, Vol. 38, No. 3 (2010), pp.553-560.</p>
Feb. 1	3.4) <b>Preparation for Simulation exercise:</b> class time will be dedicated to reviewing the simulation instructions and organizing country assignments.
Feb. 6-8	<p>3.5) <b>Simulation exercise</b>  <b>NOTE: YOU MUST participate in the simulation exercise in order to complete the simulation assignment.</b></p>
<b>4.0) MARXISM AND IR</b>	
Feb. 13	4.1) <b>In-class discussion on capitalism and world politics: discussion questions (Conclusion: RSA Animate <i>Choice</i> (<a href="http://comment.rsablogs.org.uk/videos/">http://comment.rsablogs.org.uk/videos/</a>))</b>

	<ul style="list-style-type: none"> <li>• Can the profit motive be combined with social and political objectives (e.g. environmental protection, art, culture)</li> <li>• What makes capitalism 'Capitalism' (i.e. what are its key characteristics)?</li> <li>• Are we members of the 'proletariat' or 'bourgeoisie'?</li> <li>• Is capitalism an antidote to underdevelopment?</li> </ul>
Feb 15-27	<p>4.2) <b>The foundations of Marxism and capitalism's global expansion</b>  <b>TB</b> Stephen Hobden and Richard Wyn Jones, 'Marxist Theories of International Relations', Chapter 8.</p> <p><b>BB</b> Karl Marx and Friedrich Engels, <i>The Communist Manifesto</i> (London: Penguin Books, 1967)</p> <p><b>BB</b> Richard H. Robbins, <i>Global Problems and the Culture of Capitalism</i> 5<sup>th</sup> edition (Toronto: Prentice Hall 2011), pp.55-95.</p>
Feb 20-24 No classes	<b>WINTER STUDY BREAK</b>
Feb. 29- Mar. 7	<p>4.3) <b>The capitalist mode of production and the North/ South divide: a Marxist explanation of under-development</b>  <b>TB</b> Caroline Thomas, 'Poverty, Development, and Hunger', Chapter 28.</p> <p><b>BB</b> Mark T. Berger, 'After the Third World? History, destiny and the fate of Third Worldism', <i>Third World Quarterly</i>, Vo. 25, No. 1 (2004), pp.9-39.</p> <p><b>BB</b> Mark Rupert, 'Reading Gramsci in an Era of Globalising Capitalism', <i>Critical Review of International Social and Political Philosophy</i>, Vol. 8, No. 4 (2005), pp.483-497.</p>
<b>5.0) FEMINIST PERSPECTIVES AND IR</b>	
Mar. 12	<p>5.1) <b>In-class discussion on gender and IR: Discussion questions</b></p> <ul style="list-style-type: none"> <li>• Why is gender relevant to the study of IR?</li> <li>• Are world politics gendered?</li> <li>• What could a gender analysis bring to the study of IR?</li> <li>• How do the concepts of femininity and masculinity help us understand IR?</li> </ul>
Mar. 14-19	<p>5.2) <b>The gendered divisions of World Politics</b>  <b>TB</b> J. Ann Tickner, 'Gender in World Politics', Chapter 16.</p> <p><b>BB</b> Cynthia Enloe, <i>Bananas, Beaches and Bases: Making Feminist Sense of International Politics</i> (Berkeley: University of California Press, 1990)</p> <p><b>BB</b> Heeg, Jennifer. "Feminist Ontologies, Epistemologies, Methodologies, and Methods in International Relations." <i>The International Studies Encyclopedia</i>. 2011</p>
<b>6.0) POST-POSITIVIST PERSPECTIVES AND IR</b>	
Mar.21	6.1) <b>In-class discussion on PoMo: Discussion questions (Introduction: Remind Me,</b>

	<p><b>Röyksopp</b> <a href="http://www.youtube.com/watch?v=eo4u4JJAPGk">http://www.youtube.com/watch?v=eo4u4JJAPGk</a>)</p> <ul style="list-style-type: none"> <li>• What does post-modernism mean by the 'crisis of Modernity'?</li> <li>• What is meant by 'post-modernity'?</li> <li>• What roles do the 'other' play in international politics?</li> </ul>
Mar. 26-28	<p><b>6.2) The writing of the world of IR</b></p> <p><b>TB</b> Lene Hansen, 'Poststructuralism', Chapter 10.</p> <p><b>TB</b> Christine Sylvester, 'Post-Colonialism' Chapter 11.</p>
April 4	<b>Review for the final exam</b>