Description and Learning Objectives:
This course provides a critical examination of international relations as a field of study through a survey of its main theoretical approaches. While the course will break the discipline into three broad theoretical traditions (realism, liberalism and critical approaches), weekly units will focus on specific theoretical approaches within each of those traditions. Students will be expected to read and discuss influential journal articles and chapters from classic texts in the field.

- Students should gain a clear understanding of the evolution of the discipline.
- Students should become familiar with the discipline’s ongoing epistemological and ontological debates.
- Students should develop particular expertise in a theoretical approach of their choosing.

Course Organization:
There will be a two and a half hour seminar each week.

Required Texts:
- Dunne, Kurki and Smith, *International Relations Theories*, (Oxford 2007)
- Assigned reserve readings and e-journal articles and PDF’s provided by Dr. Williams

Grade Distribution:
- Major Analytical Essay: 40% Due: November 19, 2008.
- Essay Outline/Proposal required Due: October 22, 2008.
- Class Presentation 10%
- Class Participation: 20%
- Final Exam 30%
ASSIGNMENTS AND GRADING:

MAJOR ANALYTICAL ESSAY (40%) Due: November 19, 2008.

Students are to write an analytical paper of 4,500 words, typed, double-spaced exploring theoretical issues covered in the course. All papers must contain footnote references to at least three sources included in the course syllabus – this is to reduce the possibility of some forms of plagiarism – such as the purchase of online student essays.

All students must submit a one page synopsis of their proposed topic for approval by the instructor by October 22, 2008. This should include a clear statement of the topic, the student's proposed thesis and an initial bibliography.

• Note: Five percent (5%) will be deducted per day for late papers.

PARTICPATION (20%):

You are required to attend class on a weekly basis. Each week, required readings have been assigned specifically for the seminar. Required readings are intended to prompt class discussion of themes raised by that week’s course unit. It is expected that you will have read this material and come to class prepared to discuss it and the broader issues it raises. Your participation grade will be based on the degree to which you consistently (over the whole term) demonstrate that you have come to class prepared. Simply attending class will not result in a good grade; rather, you must attend and discuss that week’s topics.

Please keep in mind that “discussing” the readings does not require that you be an expert on the topic. Often, the best class discussions are prompted by students asking questions about what they don’t understand about the topic or required readings.

CLASS PRESNTATION (10%):

Students are required to do one seminar presentation on a required reading. You will be given the opportunity to choose one on a “first come, first served” basis in the second week of class.

• Note: These presentations should take 10 to 20 minutes.

A good presentation will promote and guide class discussion on the issues raised by the article or chapters you have chosen. To prepare for presentations, you should have a clear understanding of all of that week’s readings. You should also examine the relevant background readings for that unit. Furthermore, you may wish to draw on additional materials from outside of the required reading materials. Students are encouraged to examine their material well in advance.

Please remember that a presentation is similar to an essay. It should have an introduction, an overview of the article, and should develop a clear set of analytical concerns. Simply describing the article is not sufficient and will not result in a good grade.

Analyzing a reading can take a number of forms depending on the material itself, or your reaction to that material. Some of the required readings will be more provocative and thought-provoking than others.
Some are simply book chapters – which will require you to be more creative. You should try to do one of the following:

- **Engage with the reading itself.** You might discuss the shortcomings of its argument or analysis. You may look for the “internal” problems or faults of the article – what is wrong with it.

- **Discuss the broader implications of the reading.** You might discuss how the article relates, supports or contradicts other course materials. You might simply speculate on the political issues raised by the article.

Regardless, please keep in mind that the point of our presentation is to enlighten the rest of us regarding the topic we are discussing that week. One useful strategy for accomplishing this is to end your presentation with several questions for class discussion.

**FINAL EXAM (30%):**

There will be a final exam for this course which will require knowledge of the course material as whole. Students are encouraged to remember this throughout the semester. Skimming on weakly readings may help reduce work loads in the short term, but over the long term it may leave you unprepared for the final exam.
COURSE OUTLINE:

- **Background Readings** are assigned for students unfamiliar with major theoretical debates. Students are encouraged to look at these prior to preparing for presentations and class discussion.

- **Required Readings** are available from the instructor. They are also often available in the stacks, or in the case of journal articles can be easily downloaded from the library’s electronic journals. Required Readings will be discussed in class.

  *Note: Required readings are available for student class presentations.*

- **Classic Readings** are key books and articles in the discipline. Students may wish to examine these books in relation to their major analytical essay.

- **Additional Readings** are for your reference and also may be of use in your major papers.

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**Week 1:** ORGANIZATION (September 10)

**Week 2:** INTRODUCTION – “New bottles, same old wine” (September 17)

**Background Reading:**


**Required Readings:**

- Edward Hallett Carr, *The Twenty Years’ Crisis 1919-1939*, (Palgrave 2001), *Chaps. 1 and 2* (pp. 1-21), *Chaps. 4, 5 and 6* (pp. 42-88). (Available from the instructor or in various editions in the library stacks)


**Additional Reading:**


UNIT I – “Realism, anarchy, and interstate rationalism – the problem of cooperation”

Classical Readings:

- Kenneth Waltz, Man, the State, and War, (Columbia University Press, 1954).

Week 3: The Origins of Realism (?) (September 24)

Background Reading:
- Richard Ned Lebow, “Classical Realism” in Dunne, Kurki and Smith, Chapter 3.

Required Reading:
- Thucydides, The Peloponnesian War, Steven Lattimore trans., (Hackett Publishing, 1998), Book I (pp. 1-71) and the “Melian Dialogue” of Book V (pp. 294-301). (Available from the instructor or in various editions in the library stacks).

Additional Reading:

Week 4: Contemporary Structural (or “Neo”) Realism (October 1)

Background Reading:
- John J. Mearsheimer, “Structural Realism” in Dunne, Kurki and Smith, Chapter 4.

Required Readings:
- Kenneth Waltz, Theory of International Politics, (Addison Wesley Pb, 1979) Chaps. 5 and 6 (pp. 78-128). (Available from the instructor or in the library).

Additional Reading:


• Christopher Layne and Benjamin Schwarz, “American Hegemony without an Enemy,” *Foreign Policy*, vol. 92, Fall 1993, pp. 5-23.

**Week 5: Game Theory, Rational Choice and Cooperation under Anarchy (October 8)**

**Required Readings:**


**Additional Reading:**


**Week 6: Neo-“Liberal” Institutionalism and Neorealism – a Discursive “Meeting of the Minds”? (October 15)**

**Background Reading:**

- Lisa Martin, “Neoliberalism” in Dunne, Kurki and Smith, *Chapter 6*.

**Required Readings:**


**Additional Reading:**


UNIT II – “Liberalism - the Messy ‘Centre’ of International Relations”

**Background Reading:**

- Dianna Panke and Thomas Risse, “Liberalism” in Dunne, Kurki and Smith, *Chapter 5*.

**Classical Readings:**


**Week 7: Domestic Politics and International Relations – The view of the “Harvard School” (October 22)**

**Required Readings:**


**Additional Reading:**


Week 8: Liberalism and the Problem of Cooperation and Peace (October 29)

Required Readings:

- **Commercial liberalism:** Helen V. Milner, Resisting Protectionism: Global Industries and the Politics of International Trade, (Princeton University Press, 1988), Chaps. 1 and 2, pp. 3-44. (Available from the instructor or from the library)


- Christopher Layne, “Kant or Cant. The Myth of the Democratic Peace,” International Security, 19, 2, (Fall 1994), pp. 5-49. (Available from the instructor or through e-journals)

Additional Reading:


Week 9: Liberalism and International Norms, Ideas, Ethics and Values – Ideational Governance - the Rise of Constructivism (November 5)

Background Reading:


Required Readings:

- Jeffrey Checkel, “The Constructivist Turn in International Relations Theory,” World Politics, 50.2 (1998), pp. 324-348. (Available from the instructor or through e-journals)


Additional Reading:


UNIT III – “Rejecting the Realist-Liberal Discourse – Critical insights”

Classical Readings:

• Jim George, Discourses of Global Politics, (Boulder: Lynne Reinner Publishers, 1994).
• Robert W. Cox, Approaches to World Order, (Cambridge University Press, 1996)

Week 10: Poststructuralism and Postmodernism (November 12)

Background Reading:

• David Campbell, “Poststructuralism” in Dunne, Kurki and Smith, Chapter 11.

Required Readings:


Additional Reading:


**Week 11: The Legacy of Marxism and Critical Political Economy (November 19)**

**Background Reading:**

- Mark Rupert, “Marxism,” in Dunne, Kurki and Smith, *Chapter 8*.

**Required Readings:**


**Additional Reading:**


**Week 12: Feminism and Gender Theory (November 26)**

**Background Reading:**

- J. Ann Tickner and Laura Sjoberg, “Feminism”, in Dunne, Kurki and Smith, *Chapter 10*.

**Required Readings:**


Additional Reading:

- Sandra Whitworth, Feminism and International Relations: Towards a Political Economy of Gender in Interstate and Non-Governmental Institutions, (Macmillan, 1994).

Final Exam
Policy on Plagiarism

Plagiarism means offering the words or ideas of another person as one's own. The material copied or paraphrased may consist of a few phrases or sentences, or an entire passage or paper. Whatever its form and extent, plagiarism constitutes two kinds of failure: 1) Failure to perform the basic tasks expected in any paper -- original mental effort and expression; 2) Potentially, the moral failure of academic dishonesty. Plagiarism may be deliberate (as in the submission of a paper written in whole or part by another student, purchased from an essay bank, or cut and pasted from web sites) or the result of carelessness through failure to provide proper documentation.

All directly copied or quoted material must be enclosed in quotation marks and the source must be clearly identified in a footnote. The source of any paraphrased material or ideas must also be properly documented. Failure to do so is plagiarism.

The procedure for handling cases of suspected plagiarism at Memorial University is set out in the University Calendar. All cases of suspected plagiarism must be reported to the Department Head in accordance with Section 4.11 of the University Calendar General Regulations. Depending on the circumstances and the degree of plagiarism involved, the Department of Political Science normally handles first offenders in accordance with the Procedures for Informal Resolution (Section 4.11.5). The penalty in such cases is normally a grade of 0 for the work concerned. The Department maintains a list of students who have been found guilty of plagiarism, and in the case of a second offence or in particularly serious cases of plagiarism, the Procedures for Formal Resolution (Section 4.11.6) will be followed. The penalty in these cases may be probation, suspension or expulsion in addition to the grade of 0 for the work concerned.

If in any doubt about what plagiarism consists of, consult with your instructor or refer to any standard work on writing essays and research papers. The Faculty of Arts Writing Centre (SN2053) can also provide relevant information. The notes on proper documentation below may be of assistance.