

POLI 400 – Advanced Seminar in International Relations Theory (3 credits)
Fall 2021

Instructor: Dr. Mark Paradis
Email: mark.paradis@concordia.ca
Office Hours: After class or by appointment on Zoom
Class: F 2:45-5:30 on Zoom

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

COURSE FORMAT

All class meetings will take place on Zoom. Since this course is a seminar, all discussions will be held synchronously during the scheduled class period. Attendance is required.

COURSE READINGS

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

REQUIREMENTS

Participation: 15%

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

Weekly Questions: 10%

Each week, students will submit three (3) discussion questions based on the readings. These questions must be submitted on Moodle 24 hours before the class. Ideally, questions won't focus on a single reading, but will build links between multiple readings (although, questions on single readings may be acceptable). Also, as much as possible, questions should focus on the theory(ies) being developed, rather than the methods employed to test the theory or policy applications. Each student must submit questions for 9 of the 12 weeks.

Discussion Leadership: 10%

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

Response Papers: 30%

Twice during the semester, students will submit a 6-7 page (double-spaced) critical response paper to the readings for the chosen week. Papers should *briefly* summarize the readings and then discuss areas of strength, weakness, or opportunity for growth in the literature. Response papers are due the week after the topic is discussed in class. You may not submit a response paper for the week you are discussion leader or for the class on December 3.

Research Paper: 35%

Students will write a 20-page research paper on a topic of their choice. Papers can either be a) empirical papers or b) a critical review of the literature on a particular topic. Empirical papers require the selection of a research puzzle, the identification of a theory that could explain this puzzle (not an entire paradigm), and provide evidence that tests the proposed theory. Critical review papers *do not* simply summarize the literature on the topic. Instead, it critically analyzes the literature and suggests a typology, areas of possible synthesis, critical weaknesses, or avenues for future research. Papers must be double-spaced with normal margins. References lists and appendices do not count towards the page limit. Papers are due on November 26 at the end of class.

LATE POLICY

Papers must be submitted by email by the end of class on November 26. Papers that are not turned in on time will be penalized 5% per day. Late papers will not receive any comments and will not be accepted more than a week late. If you are having any problems in handling the course load, please speak to me ASAP. There are more solutions available if you approach me in advance.

RE-GRADES

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

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

CHANGES TO THE SYLLABUS

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

SCHEDULE

September 10 – Introduction

Optional

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

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

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

September 17 – History of IR

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

Lake, David A. 2013. "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 (3): 567-587.

Waeber, Ole. 1998. "The Sociology of a Not So International Discipline: American and European Developments in International Relations." *International Organization* 52 (4): 687-727.

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

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

Optional

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

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

September 24 – Anarchy and Hierarchy

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

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

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

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

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

Optional

Mattern, Janice Bially and Ayse Zarakol. 2016. "Hierarchies in World Politics." *International Organization* 70 (3): 623-654.

Sampson, Aaron Beers. 2002. "Tropical Anarchy: Waltz, Wendt, and the Way We Imagine International Politics." *Alternatives: Global, Local, Political* 27 (4): 429-457.

October 1 – Logics of Action

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

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

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

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

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

October 8 – Domestic Politics and International Relations

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

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

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

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

Tomz, Michael, Jessica L. P. Weeks, and Keren Yarhi-Milo. 2020. "Public Opinion and Decisions about Military Force in Democracies." *International Organization* 74 (1): 119-143.

Optional

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

October 15 – Individual Turn in International Relations

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

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

Kertzer, Joshua D., Jonathan Renshon, and Keren Yarhi-Milo. 2019. "How Do Observers Assess Resolve." *British Journal of Political Science*. DOI: 10.1017/S0007123418000595.

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

Renshon, Jonathan, Julia J. Lee, and Dustin Tingley. 2017. "Emotions and the Micro-Foundations of Commitment Problems." *International Organization* 71 (S1): S189-S218.

Optional

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

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

October 22 – Strategic Interactions

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

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

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

Gartzke, Erik. 1999. "War is in the Error Term." *International Organization* 53 (3): 567-587.

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

Optional

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

October 29 – Intrastate Conflict

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

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

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

Salehyan, Idean and Kristian Skrede Gleditsch. 2006. "Refugees and the Spread of Civil War." *International Organization* 60 (2): 335-366.

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

November 5 – International Organizations

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

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

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

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

Fortna, Virginia Page. 2003. "Scraps of Paper? Agreements and the Durability of Peace." *International Organization* 57 (2): 337-372.

Optional

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

November 12 – Health and International Relations

Koblentz, Gregory D. 2010. "Biosecurity Reconsidered: Calibrating Biological Threats and Responses." *International Security* 34 (4): 96-132.

Dionne, Kim Yi and Fulya Felicity Turkmen. 2020. "The Politics of Pandemic Othering: Putting COVID-19 in Global and Historical Context." *International Organization* 74 (S1): E213-E230.

Pevehouse, Jon C. W. 2020. "The COVID-19 Pandemic, International Cooperation, and Populism." *International Organization* 74 (S1): E191-E212.

Johnson, Tara. 2020. "Ordinary Patterns in an Extraordinary Crisis: How International Relations Makes Sense of the COVID-19 Pandemic." *International Organization* 74 (S1): E148-E168.

McNamara, Kathleen R. and Abraham L. Newman. 2020. "The Big Reveal: COVID-19 and Globalization's Great Transformation." *International Organization* 74 (S1): E59-E77.

November 19 – Gender in International Relations

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

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

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

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

November 26 – Race and Racism in International Relations

Le Melle, Tilden J. 2009. "Race in International Relations." *International Studies Perspectives* 10 (1): 77-83.

Henderson, Errol. 2013. "Hidden in Plain Sight: Racism in International Relations Theory." *Cambridge Review of International Affairs.* 26 (1): 71-92.

Chowdhry, Geeta and Shirin Rai. 2009. "The Geographies of Exclusion and the Politics of Inclusion: Race-Based Exclusions in the Teaching of International Relations." *International Studies Perspectives* 10: 84-91.

Klotz, Audie. 1995. "Norms Reconstituting Interests: Global Racial Equality and US Sanctions Against South Africa." *International Organization* 49 (3): 451-478.

Howell, Alison and Melanie Richter-Montpetit. 2020. "Is Securitization Theory Racist? Civilizationism, Methodological Whiteness, and Antiblack Thought in the Copenhagen School." *Security Dialogue* 51 (1); 3-22.

Optional

Lake, David A. 2016. "White Man's IR: An Intellectual Confession." *Perspectives on Politics* 14 (1): 1-11.

December 3 – IR Theory around the World

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

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

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

Abboud, Samer, Omar S. Dahl, Waleed Hazbun, Nicole Sunday Grove, Coralie Pison Hindawi, Jamil Mouawad, and Sami Hermez. 2018. "Toward a Beirut School of Critical Security Studies." *Critical Studies on Security* 6 (3): 273-295.

Odoom, Isaac and Nathan Andrews. 2017. "What/Who is Still Missing in International Relations Scholarship? Situating Africa as an Agent in IR Theorizing." *Third World Quarterly* 38 (1): 42-60.

Optional

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

INTELLECTUAL PROPERTY

Content belonging to instructors shared in online courses, including, but not limited to, online lectures, course notes, and video recordings of classes remain the intellectual property of the faculty member. It may not be distributed, published or broadcast, in whole or in part, without the express permission of the faculty member. Students are also forbidden to use their own means of recording any elements of an online class or lecture without express permission of the instructor. Any unauthorized sharing of course content may constitute a breach of the Academic Code of Conduct and/or the Code of Rights and Responsibilities. As specified in the Policy on Intellectual Property, the University does not claim any ownership of or interest in any student IP. All university members retain copyright over their work.

PLAGIARISM

Department of Political Science Statement on Plagiarism

The Department of Political Science has zero tolerance for plagiarism.

1. What is plagiarism? The University defines plagiarism as "the presentation of the work of another person, in whatever form, as one's own or without proper acknowledgement" (Concordia Undergraduate Calendar 2020-2021, section 17.10.3 (<https://www.concordia.ca/academics/undergraduate/calendar/current/17-10.html>)). Plagiarism is an academic offence governed by the Code of Conduct (Academic). To find out more about how to avoid plagiarism, see the Concordia University Student Success Centre at: <https://www.concordia.ca/students/success.html>
2. What are the consequences of being caught? Students caught plagiarizing are subject to the following sanctions: (a) a written reprimand; (b) a piece of work be re-submitted; (c) an examination be taken anew; (d) a grade reduction or grade of zero for the piece of work in question; (e) a grade reduction or failing grade for the course; (f) a failing grade and ineligibility for a supplemental examination or any other evaluative exercise for the course; (g) the obligation to take and pass courses of up to twenty-four (24) credits in addition to the total number of credits required for the student's program; (h) suspension for a period not to exceed six (6) academic terms. Suspensions shall entail the withdrawal of all University privileges, including the right to enter and be on University premises; (i) expulsion from the University. Expulsion entails the permanent termination of all University privileges. In the case of a student who has already graduated, the only two available sanctions are (i) a notation on the student's academic record that he or she has been found guilty of academic misconduct; or (ii) a recommendation to Senate for the

revocation of the degree obtained. (Undergraduate Calendar, p. 58). Complete regulations can be found in section 17.10.3 of the Undergraduate Calendar.

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

EXTRAORDINARY CIRCUMSTANCES

In the event of extraordinary circumstances and pursuant to the Academic Regulations, the University may modify the delivery, content, structure, forum, location and/or evaluation scheme. In the event of such extraordinary circumstances, students will be informed of the changes.

STUDENTS WITH DISABILITIES

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

SEXUAL HARASSMENT

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