

**International Relations 9511A-001**  
Political Science, University of Western Ontario

**Course Director:** Associate Professor Erika Simpson

**Office:** Rm. 4157

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**Email:** [simpson@uwo.ca](mailto:simpson@uwo.ca)

**Class Times:** Tuesdays, 12:30-2:20 p.m.

**Location:** D. B. Weldon library Room 257

**Erika's Office hours:** Tuesdays, 2:30-3:30 pm and Fridays, 12:20-1 pm

**Course description:**

This seminar introduces students to the academic study of International Relations by examining competing theoretical and conceptual approaches to this political science subfield. During the course of the semester, we will discuss works that address different levels of analysis such as international regimes, domestic politics and psychological influences on leaders, as well as works that span major theoretical paradigms such as realism and liberalism. We will discuss the intellectual history of the field and explore some cutting edge research.

**Course objectives (MA candidates):**

- You will learn about many leading theoretical approaches in international relations theory, including classical realism, neo-realism, liberalism and critical theory.
- You will overview a broad range of theoretical perspectives—traditional and behavioral, normative and scientific, qualitative and quantitative.
- You will use learn to use key concepts such as power, positivism, and post-modernism with respect to the traditional theoretical literature in IR

**Course objectives (PhD candidates):**

- You will be better prepared to write your comprehensive examinations (major or minor) in the sub-field of IR.
- You will be better-equipped to teach IR at the undergraduate level, including advanced courses in IR theory.

**Required Textbook:**

There is one required textbook: Paul R. Viotti and Mark V. Kauppi, *International Relations Theory*, 4<sup>th</sup> edition, (Boston: Allyn and Bacon), 5<sup>th</sup> edition, 2012 [hereafter referred to as *IR Theory*]. You must also consult recent journals and books available through libraries and the Internet. Moreover, you must peruse the websites that are circulated by email to our class members. During class you will be expected to comment upon information in the textbook and information you have garnered from relevant journals, newspapers, Internet sites and television documentaries, as well as other students' recommended websites.

## Course Evaluation:

### Literature Review = 25% (MA students) = 10% (PhD students)

Due: midnight Thursday October 11    Format: 'Literature Review'    Length: Max. 1500 words (approx.. 5 pp. in 12 pt. Times Roman)

### Written Examination (PhD students only) = 15%

Date: December 11    Format: 2 hour exam using your own lap-top    Length: about 8-12 pp.

### First Draft of Essay = 5%

The 'first draft' is due by email by midnight on Thursday, 5 days before your own seminar presentation on Tuesday. It will be scanned by me but not marked. You will receive no comments or marks on it except an email stating: Good, Satisfactory or Needs Work.

Format: Essay in draft form    Length: Minimum 2500-Max. 3500-4000 words

### Final Draft of Essay= 40%

The 'final draft' is due by email by midnight on Tuesday December 4th. Your essay mark will be emailed to you in late December or early January. This mark will be entirely based on your 'final draft' submitted in December, not your 'first draft' submitted before your presentation.

Format: Essay    Length: Max. 3500-4000 words (approx.. 12-15 pp.). PhD students may write a longer paper but it must be no longer than 5000 words long (including footnotes).

### Participation = 30%

Seminar discussion and exercises (10%). For more info, see below.

Seminar presentation (20%). For a lot more info, see below.

### Overview of Mark Calculation for MA students:

#### Final Mark Calculation:

Seminar Mark (20%):	X .2 =
Literature Review (25%)	X .25=
First Draft of Essay (5%)	X .05=
Final Draft of Essay (40%)	X .4 =
Seminar Discussion (10%)	X .1 =
Total Mark:	

### Overview of Mark Calculation for PhD students:

#### Final Mark Calculation:

Seminar Mark (20%):	X .2 =
Literature Review (10%)	X .1=
Written Examination (15%)	X .15=
First Draft of Essay (5%)	X .05=
Final Draft of Essay (40%)	X .4 =
Seminar Discussion (10%)	X .1 =
Total Mark:	

### Participation (30%):

Regular attendance at all seminars is required. The University maintains a strict policy on attendance: "Any student who, in the opinion of the instructor, is absent too frequently from class

or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course (after due warning has been given)... [www.westerncalendar.uwo.ca/2011/pg130.html](http://www.westerncalendar.uwo.ca/2011/pg130.html)

You will be strongly encouraged to participate in class discussion, ask and answer questions, as well as engage in debate. Please be considerate of others by ensuring everyone shares equal time. Remember that learning to express yourself articulately and clearly in front of your peers can be one of the most important skills learned at university.

Your total Participation Mark (30%) will be based upon the quality of your participation in **Class Discussions and exercises (10%)** and your own **Seminar Presentation (20%)**. If you ask questions based upon your readings and comment knowledgeably during class, you will receive a very high Class Discussion mark. Full marks of 10% are very prevalent in this class. Shyer students will be encouraged to speak-up and there will be plenty of opportunity during classtime to express your point of view. Outside of classroom time—individual visits to my office, individual emails to the professor, and your replies to emails—do not count toward your participation mark. Since there is such a high percentage of the grade devoted to participation, and there is **no final examination**, your attendance, continuous productivity and preparation for each seminar are essential to your success in this course. There is not a "politically correct" line in this class and we should expect a variety of implicit and explicit value assumptions throughout our discussions. For more information on seminar participation, see the tips on pp. 14-16.

To help others prepare for your own **Seminar Presentation (20%)**, you must send 3 relevant websites to all the class members by midnight Thursday night, before your Tuesday seminar. Since there could be 3 Seminar Presentations every Tuesday, everyone must peruse at least 9 websites before attending each seminar. If you do not refer to any information, ideas or opinions in those particular websites during classtime, I will assume that you did not do any required readings for that particular seminar. At the end of the term, I will assess your overall participation when I am considering your final participation mark in the class. Keep in mind that if you miss more than 3 seminars (non-recused), your participation mark will be adversely affected.

If you would like 'feed-back' about your ongoing participation, please see me during office hours. Your **Seminar Presentation** mark will be returned by email about 2 weeks after your seminar presentation. Your **Class Discussion** mark will be returned in late December or early January when I email your marked essay along with your final mark.

#### **Your Seminar Presentation (20%):**

By September 18<sup>th</sup>, you must have chosen a seminar date and general topic of focus. Your literature review should focus on that topic, although some students choose to change their specific focus as the term progresses. You will prepare one **Powerpoint** presentation of no more than 25 minutes for the rest of the class. On Thursday, before the presentation, you will email 3 relevant websites to everyone in the class. Your comments based on the powerpoint slides should take up about 25 minutes of classtime. At the end of your presentation, you should be prepared to field questions and stimulate further class discussion through a 'class exercise' for an additional 10-15 minutes. In other words, about 35-40 minutes of classtime will be devoted to your topic and you will be responsible for organizing and chairing the entire discussion.

During each seminar there will be one 35 to 40-minute seminar presentations followed by a 10 minute coffee break, and then there will be one more 35-40 minute seminar presentation (2

presentations per class). You will receive a written assessment of your seminar presentation by email approximately 2 weeks later.

**You are welcome to meet with me during office hours to discuss your presentation. You are expected to somehow involve the other students in your presentation. For instance, part of your seminar presentation may take the form of a pro/con debate where the class is divided into two groups. A role-playing discussion is always a good learning device where students receive their roles and background information and learn to play their roles very quickly. A simulation of a televised panel discussion could be preplanned. Just be aware that the time taken up viewing a Youtube video in class takes away discussion time from class members so email the video on Sunday night instead, asking particular students to comment on sections of it, if you like. See pp. 14-16 for more tips on how to structure your seminar presentation.**

My only 'rule' is that you are not permitted to read your commentary. You may consult your written notes or filecards during the presentation. But if you read *verbatim* to the class, you will be warned twice, and then assigned a low seminar presentation mark. Don't worry! We will discuss various techniques to help you 'think-on-your-feet' and make the seminar experience more pleasant. It also helps to practice your commentary in the same classroom or before a mirror.

**Technological Considerations:**

You must bring a back-up stick to load your powerpoint. Don't rely on one stick. Please do not rely on accessing your email through the internet so as to download your presentation. If you are a Mac user, you must ensure well beforehand that you can download your presentation and that you can connect your computer to the projector.

**If you miss your seminar presentation due to illness...**

**You must inform me of an illness or other debilitating condition prior to the due date of the written assignments or immediately in the case of a seminar presentation. If you miss your seminar presentation due to such a documented illness, I may be able to reschedule your seminar on December 4th. It is imperative that you phone me or see me during office hours for additional information.**

**Stress!**

The life of a student can be very stressful. If things are looking scary and you are feeling overwhelmed, please don't hesitate to consult with friends, family members and the staff at this university. Western has excellent counselling facilities. And if you need someone to talk to, I am usually in my office (Room 4157) between 9:15 am-3:30 pm and until 8 pm on Thursdays. You can also call me: 519-661-2111, ext 85156. Information on combatting stress, travelling, finding a career, working overseas etc., is also available on my personal page through our faculty website.

**Guest Speakers:**

During both terms, some guest speakers may be featured in my 2701E IR class and/or in my 4<sup>th</sup> year under/graduate International Security class. You may attend these talks but you do not need to come to the guest speakers nor will such attendance affect your mark in this class.

**Regulations concerning Academic Rules, Medical Excuse Slips, Plagiarism, Failure to Complete Termwork by the Assigned Deadline, Oral Examinations, and Duplicate Assignments:** Please examine the relevant sections in materials attached to this course outline or see the relevant websites.

**(Graduate) Statement of Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:  
[http://www.uwo.ca/univsec/handbook/appeals/scholastic\\_discipline\\_grad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_grad.pdf)

**Literature Review (25%) due on Thursday, October 11, 2012 at midnight (Thanksgiving Day is on October 8<sup>th</sup> in Canada but we will hold a class on Tuesday October 9<sup>th</sup>):**

For this assignment, you should review 2-5 scholarly articles or papers that discuss **one research question in international relations theory** that preoccupies you. For instance, you may want to know whether the concept of power in classical realism is still useful for understanding politics in the Middle East. Or you may be interested in whether the underlying beliefs of idealists in the U.S. State Department's arms control division reflect those of classical idealist writers (and/or 'liberal internationalists')? ... You must choose a theoretical research question that interests **you**. Your chosen topic can partly or entirely overlap with your Seminar Presentation topic and final essay—in fact, this is highly recommended given your time constraints this term.

You should provide **your** overview and assessment of some recent literature, written after 2000, concerning this research question. **What do some authors argue? Which journal articles do you think are most helpful, and why? Which authors in your opinion provide a good analysis of the research implications related to this question? Which papers redefine the problem or offer new and original solutions?** You should assess 2-5 journal articles, refereed papers or book chapters for their content level, relevance, and appropriateness.

Your literature review must be no longer than approximately 1500 words (5 pp.), either including/not including the footnotes/notes but NOT including the bibliography. Your Bibliography/Works cited may include scholarly articles that were written by legitimate authors or representatives of research organizations before 2000. But the 2-5 scholarly articles that you ultimately choose to review should have been published (or forthcoming) between 2000-2012.

**Presentation:** A maximum of 1500 words including/not including the notes/footnotes but not including the bibliography. Additional analysis will be neither read nor marked. Please ensure that you identify all quotations, references, and other people's ideas in the notes/footnotes and that you attach a comprehensive bibliography/works cited. You may use any style guide you wish (e.g. MLA or APA styles). The final copy should be submitted by email as a MS Word document or RTF file (not a PDF copy). I must be able to track changes and mark up your essay. I use Windows Professional, MS Word.

**Due Date:** The assignment is due by midnight Thursday, **October 11, 2012**. **An electronic copy must be emailed to [Simpson@uwo.ca](mailto:Simpson@uwo.ca) on that date.** I consider the time and date you emailed your paper to me to be the time and date that it was submitted, not the time and date you submitted it to Turnitin. This is because too many students find it difficult to figure out Turnitin on time. I do not want to receive a hard copy—I will mark your essay using Word-Tools-Track Changes and return it to you as soon as I mark it and I have checked your Turnitin copy has been submitted.

**Deterring Plagiarism:** You can submit your assignment to Turnitin later than you email it to me but you must submit it before the end of term otherwise you will fail the class entirely. If there is no copy on Turnitin or the copy on Turnitin is different from the copy you emailed me, then you will receive a final mark of 0% in the class. The Turnitin link is on the official class website.

**Late penalty or non-submission of paper:** See the policy on Academic Accommodation attached to this course outline. If you choose to submit your papers late or not at all--and you also choose not to work with Academic Counselling to obtain Academic Accommodation--then I will accept your essay up to 2 weeks late but the late penalty is -25% if you submit it one week late by email and -50% if it is 2 weeks late. If it is more than 2 weeks late, you must submit both essays for this course, otherwise you will automatically fail the entire course.

**Written Examination 15% (for PhD students only):** The PhD students in this course will write the literature review with all the same essay length stipulations and deadlines as the MA students. Their literature review will also be graded according to the same standard of expectations as the MA students (e.g. an A-level paper would be publishable in a refereed academic journal) But their literature review will be worth only 10% of the final course grade.

In addition to the literature review, each PhD candidate will write an in-class 2-hour examination that is designed to help them prepare for their IR comprehensives. Each student will be expected to use his/her own computer. On December 13, between 10:30-12:30 am in our normal classroom, all the PhD students writing the exam will be posed only **one** of the two following questions:

1. Compare and contrast the core assumptions and approaches of six 'images' and/or 'understandings' of IR theory that are explained in the Viotti textbook, *IR theory* (4<sup>th</sup> edition).
2. Compare and contrast the English School (International Society and Grotian Rationalism) with the Classical Realist school (not Neo-realism) OR compare and contrast the English School with Constructivist understandings and affinities in the broader IR field.

This written examination will be graded and returned to the PhD students sometime in early January so PhD students that cannot write the exam on December 13 may with special permission, write the exam on Tuesday January 8 between 10:30-12:30 am, so that their final mark is submitted by the official deadline of Friday January 11th.

**First Draft of Essay (5%) and Final Draft of Essay (40%) due before/after your Seminar Presentation**

As one of the seminar presenters on \_\_\_\_\_ (e.g. classical realism) you are especially interested in your research question

\_\_\_\_\_  
(e.g. How relevant or irrelevant is the classical concept of deterrence for understanding nuclear proliferation in the Middle East?)

As part of your preparation for your Seminar Presentation, you have collected a variety of articles, documents, maps, bibliographies, quotations, cartoons, photos, and graphics on

\_\_\_\_\_  
(e.g. What are the potential advantages and disadvantages of retaining a classical ‘realist’ strategy of nuclear deterrence in the Middle East?) Newspaper articles, headlines, photographs, and graphs that are presented as part of a powerpoint presentation should be used to help explain your seminar topic.

Your essay will also pertain to this aspect of IR theory. In your essay, you must answer each of the following questions **in the same order they are presented below** and **using the same sub-headings and numbers as below**. Rather than write a typical essay, you need to answer each question below in the order that it is posed. How much space (e.g. how many words) you accord to each section is up to you.

It is also **highly recommended** (although not necessary) that the organization of your Seminar Presentation reflects the structure of your essay. However, you will not have enough time in a 15-20 minute seminar presentation to cover most of the material you wrote about in your essay’s first draft. In the past, students have found that the structure outlined below is very useful for organizing their seminar comments—but it is up to you how you choose to organize your 15-20 minutes of commentary. Practice!

**I. STATEMENT OF THE PROBLEM AND RESEARCH QUESTION:** What is the nature of the problem? In your assessment, what is the specific research question that needs researching and that pertains to this aspect of international relations theory? What are other experts and analysts saying pertaining to this aspect of IR theory? Express your research question in 1-2 precisely-worded sentences.

**II. THEORETICAL FRAMEWORK AND IMPLICATIONS** How does your precise research question relate to the general theoretical literature? What are the theoretical and policy-relevant implications for your theoretical framework of answering your research question? What are the main concepts you could employ in your research proposal?

**III. METHODOLOGY AND/OR HYPOTHESES.** What methodology or methodologies have been, or could be used, to answer the research question? What are the advantages and disadvantages of using such methodologies? If appropriate, formulate some hypotheses to test your research question(s). Or could consider some international, domestic and individual-level factors that could shed light on your research question.

**IV. MAIN ARGUMENT(S).** What sorts of evidence and/or arguments might you expect to find, if you had time to conduct a proper research process using your preferred methodology or methodologies? Given that you do not have time to conduct actual research to answer your research question, what would you expect (or not expect) to find out? Given such findings, what would be some expected problems with your theoretical framework and research question?

**IV. CONCLUSION AND/OR RECOMMENDATIONS** Since you have not conducted the actual research project you propose herein, what conclusions can you safely make? In your estimate and the estimate of others, what options and alternatives might we have? What might be the costs, benefits, and potential implications associated with making the theoretical and/or policy-relevant changes you and other experts recommend?

**First Draft of Essay = 5%**

If you submit the first draft on time, and it passes, you earn 5%. If it fails, you forfeit 5% of your final mark. Each midnight that the first draft is late will be docked -1% (Friday at midnight, -1, Saturday -2, Sunday -3, Monday -4, Tuesday -5). In short, if you submit the first draft by midnight on Tuesday, **after** your seminar presentation, you will forfeit 5% of your final mark. No excuses for missing this deadline are valid or acceptable and there will be no extensions—you will simply lose 5% of your final mark. This early deadline is meant to help you prepare to give a better seminar presentation and to ably answer questions.

How ready should the first draft be? Here is a sample email from a student who got full marks on his seminar and 85% on the final essay mark:

*Hey Erika,*

*Attached to this email is my rough draft version of my essay. I managed to complete the majority of it tonight. Please inform me if this is not an adequate amount of preparation for my presentation on Friday to acquire the full five percent bonus. I have left out my section on Conclusion and/or Recommendations to be completed for a further date as I am currently busy with Professor Dimitrov's research paper. I hope you enjoy my rough draft. I have no doubt that there will be many constructive comments as this is my rough draft. Please inform me if there are any problems*

**Here is my fairly standard reply to your first draft:**

Hi \_\_\_\_\_,

Thanks for submitting this rough draft on time. You have earned 'Good' and 5% on your final mark for doing so. I have given the draft a quick scan read and it seems you have already done a lot of research and given the topic considerable thought. I look forward to hearing your presentation and reading the final draft!

**Presentation:** Max. 3500-4000 words (approx.. 12-15 pp.) including/not including the notes/footnotes but not including the bibliography. Additional analysis will be neither read nor marked. Please ensure that you identify all quotations, references, and other people's ideas in the notes/footnotes and that you attach a comprehensive bibliography/works cited. You may use any style guide you wish (e.g. MLA or APA styles). The final copy should be submitted by email as a MS Word document or RTF file (not a PDF copy). I must be able to track changes and mark up your essay. I use Windows Professional, MS Word.

**Due Date:** The assignment is due by midnight Tuesday, **December 4. An electronic copy must be emailed to [Simpson@uwo.ca](mailto:Simpson@uwo.ca) on that date.** I consider the time and date you emailed your paper to me to be the time and date that it was submitted, not the time and date you submitted it to Turnitin. This is because too many students find it difficult to figure out Turnitin on time. I do not want to receive a hard copy—I will mark your essay using Word-Tools-Track Changes and return it to you as soon as I mark it and I have checked your Turnitin copy has been submitted.

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**Late penalty or non-submission of paper:** See the policy on Academic Accommodation attached to this course outline. If you choose to submit your papers late or not at all--and you also choose not to work with Academic Counselling to obtain Academic Accommodation--then I will

accept your essay up to 2 weeks late but the late penalty is -25% if you submit it one week late by email and -50% if it is 2 weeks late. If it is more than 2 weeks late, you still must submit both essays for this course, otherwise you will automatically fail the entire course.

## Course Overview

### 1. Introductory Session

Tuesday, September 11 Seminar 1

- ✓ Overview of the Myriad Rules & Regulations; Overview of Course Outline & Reading List
- Fact Sheets (please hand in today or under my office door)
- How to Read the Required Readings and ‘Tips on How to Lead a Good Seminar’ followed by coffee break
- Erika’s Strategies for Overcoming Shyness
- Brief Introductions and Learning How to Shake Hands Properly
- Longer Introductions and Learning How to Make Conversation During Meetings & Receptions
- What are the newspapers and magazines that you can’t live without?
- If you could own only 3 books, what would they be?
- Which writers and thinkers have influenced you?
- If you could create one law, what would it be?
- If you could visit any time in history, when would it be?
- What are the sources of your best ideas?
- What would you give up for a more human world?
- Which current trend most troubles you?
- What is the most important thing you learned in writing your papers last year?
- What would you like to learn next?

Registered students who miss today’s class are responsible for reading the course outline on WEBCT entirely on their own as this is our ‘contract’ for this class. If you have further questions, see me for a detailed explanation.

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### 2. Levels of Analysis: A Methodology for Studying International Relations Theory

Tuesday September 18, Seminar 2

*Seminar Presenter:* 1. Erika Simpson and 2. Erika Simpson again!

- a) Seminar Sign-Up Process at 10:30 am
- b) \*Please hand in your 'Fact Sheet' if you have not done so already. Students who registered late for the course should read the Course Outline and consult with me during office hours if necessary.
- c) Images of International Relations (introductory IR theory at 2<sup>nd</sup> year level)
- d) Level of Analysis Methodology (seminar presentation and discussion)
- e) Next Week’s ‘Work Sheet’ (Explanation)

### **Required Readings:**

- *IR Theory*, pp. 1-54 and study the table of contents, structure of book, etc.
- Work Sheet (which will be discussed in class and then emailed to registered students)

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### **3. Guidelines for Selecting a Research Question: Essay and Seminar Presentation**

Tuesday September 25, Seminar 3

*Seminar Presenter:* 1. Erika Simpson 2. Class Exercise: all class participants

- a) Seminar Presentation and Discussion

#### **Required Readings:**

In the process of selecting a relevant theoretical question (as explained in last week's Work Sheet), you may need to look through and search the entire book, *IR Theory*, pp. 1-485 plus study the table of contents, structure of book, etc. You may also need to consult a lot of websites that interest you. This is an important week for conducting preliminary research.

### **4. Classical Realism and Neo-Realism**

Tuesday, October 2, Seminar 4

Seminar Presenters:

1. \_\_\_\_\_;
2. \_\_\_\_\_
- 1) The Main Tenets and Assumptions of the Classical Realists
- 2) Key Concepts & Authors: power, balances of power, anarchy, Thucydides, Machiavelli, Carr, Clausewitz, Morgenthau, Kennan, system stability...
- 3) *Class Handout/Exercises:* \_\_\_\_\_

#### **Required Readings:**

The seminar presenters' websites and *International Relations Theory*, pp. 41-107

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### **5. Realism, Neo-Realism and Their Critics**

Tuesday, October 9, Seminar 5

Seminar Presenters:

1. \_\_\_\_\_
2. \_\_\_\_\_
- 1) The Main Tenets and Assumptions of the Neo-Realists
- 2) Key Concepts & Authors: bipolarity, power, nuclear proliferation, Waltz, Tucker, Zakaria, Gilpin, Keohane, Bull, and Krasner on structural realism...
- 3) Realists and their Critics
- 4) *Class Exercises:* \_\_\_\_\_

#### **Required Readings:**

A selection of readings from Suggestions for Further Reading that interest you in *International Relations Theory*, pp. 107-117 plus the websites recommended by the presenters.

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### **6. Liberalism, Interdependence and Global Governance**

Tuesday, October 16, Seminar 6

Seminar Presenters:

1. \_\_\_\_\_;
2. \_\_\_\_\_
- 1) Transnationalist Theory, Liberalism, Neo-Liberalism, Pluralism, Idealism & Regimes
- 2) Key Concepts & Authors: institutional transnationalism, economic transnationalism, Wilson, Grotius, Bull, liberalism, international regimes, interest group liberalism...
- 3) *Class Handout/Exercise:* \_\_\_\_\_

**Required Readings:**

*International Relations Theory*, pp. 118-178

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**7. Class System Theory**

Tuesday, October 23, Seminar 7

Seminar Presenters:

1. \_\_\_\_\_
2. \_\_\_\_\_
- 1) Marxism, Imperialism, and Dependency Theory
- 2) Key Concepts & Authors: capitalist world economy, neostructuralist agenda, Marx and Engels, Hobson, Lenin, Wallerstein, Gramsci, globalism, dependency...
- 3) *Class Handout/Exercise:* \_\_\_\_\_

**Required Readings:**

*International Relations Theory*, pp. 185-236

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**8. The English School: International Society and Grotian Rationalism**

Tuesday, October 30, Seminar 8

Seminar Presenters:

1. \_\_\_\_\_
2. \_\_\_\_\_
1. Grotius, Kant and Carr
2. Key Concepts & Authors: The divergence of American and British Scholarship; Liberals and Social Constructivists, the English School and its Critics, Hugo Grotius, Hedley Bull
3. *Class Handout/Exercise:* \_\_\_\_\_

**Required Readings:**

*IR Theory*, pp. 242-270 and recommended websites

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**9. Constructivist Understandings**

Tuesday, November 6, Seminar 9

Seminar Presenters:

1. \_\_\_\_\_
2. (optional) Erika Simpson on “Diversity or Toward a New Synthesis?” which would focus on concepts like post-modernism, meanings, constructivism, theory building, first cuts, hegemony, discourse, Walker, der Derian, George, Neufeld, critical theory, etc.
  - 1) Kant, Locke, Durkheim, Weber
  - 2) Key Concepts & Authors: identity, agents, norms, postmodern challenges
  - 3) *Class Handout/Exercise:* \_\_\_\_\_

**Required Readings:**

*International Relations Theory*, pp. 275-326

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**10. Positivism, Critical Theory and Postmodern Understandings**

Tuesday, November 13, Seminar 10

Seminar Presenters:

1. (optional) Cameron Harrington, a PhD candidate who is writing on critical theory and water (in)security and who will be defending his PhD thesis sometime this term under my supervision.
  2. \_\_\_\_\_
- 1) Positivism, Critical Theory, Postmodernism
  - 2) Key Concepts & Authors: Booth, Campbell, Beer
  - 3) *Class Handout/Exercise:* \_\_\_\_\_

**Required Readings:**

*International Relations Theory*, pp. 332-370

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**11. Feminist Understandings in IR Theory**

Tuesday, November 20, Seminar 11

Class Evaluation?

Seminar Presenters:

1. (optional) Erika Simpson on “Sex, Death and Violence in the Disarmer’s World”
  2. \_\_\_\_\_
- 1) Feminist Theory and Gender in the Inter-Paradigm Debate
  - 2) Key Concepts & Authors: Whitworth, Tickner, gender of world politics, Hans Morgenthau’s principles of realism, feminist reformulations, critique of feminism
  - 3) *Class Exercises:* \_\_\_\_\_

As you will be working on your papers and there may be less than 12 students in the class, I may give a seminar on “Sex, Death, and Violence in the Disarmer’s World.” My 30 years of disarmament activism has included campaigning against cruise missile testing in Saskatchewan, working with End the Arms Race, and extensive research with senior level diplomats and

defence policy makers. This presentation will explore how women are treated differently... Why male policy-makers avoid talking about death and destruction... Whether men are inherently more violent than women... Whether nuclear weapons are here to stay because women will never rule the world!

**Required Readings:**

*IR theory*, pp. 376-399

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**12. Normative Considerations: Ethics and Morality**

Tuesday, November 27, Seminar 12

Class Evaluation? Seminar Presenters:

1. \_\_\_\_\_

2. \_\_\_\_\_

- 1) Values, Choices, and Moral Relativism
- 2) Key Concepts & Authors: applying just war, humanitarian treatment, intervention and civil wars, just war, Kant, Carr, moral choice, morality, perpetual peace...
- 3) *Class Exercises:* \_\_\_\_\_

**Required Readings:**

*International Relations Theory*, pp. 403-445

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**13. Normative Considerations: Miscellaneous Topics...: Essay is due today at midnight!**

Tuesday, December 4, Seminar 13

Seminar Presenters: Depending on the number of students in this class and possible illnesses, this seminar is used to fit in any seminar presentations that we had to miss earlier in the term for unforeseen reasons. Also since the essay is due at midnight, attendance at this seminar will not be assessed in terms of your participation marks.

**Required Readings:**

**None as your essay is due!**

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**13. In-Class Examination (PhD Students)**

Tuesday, December 11, Seminar14 (same room)

## Tips on How to Lead a Good Seminar:

To assist you in preparing your seminar, to save time (and so I do not repeat myself), I have compiled a list of suggestions on how to lead a good seminar. It would assist me if you could read these suggestions before visiting me during office hours to discuss your seminar preparation.

- ❑ Select a topic as soon as possible. Try to select one that interests you. But do not assume you need a lot of background on the topic in order to get enthusiastic about conducting your seminar. After the second class, it is less likely that you will get your first choice of a seminar topic.
- ❑ Scan the required readings well in advance of the seminar date. Consult some supplementary readings to broaden your understanding of the topic. Brainstorm some ideas for conducting the seminar.
- ❑ You can liven up the discussion with classroom debates between students or between student teams. Divide the class into two teams that prepare their arguments, and choose one or more representatives to participate in the debate. Or choose the debaters for either side randomly.
- ❑ It may be helpful to ask students to play specific roles in order to illustrate an important type of argument or criticism (*e.g.* one student can be Kenneth Waltz while another student could play the role of Hans Morgenthau). You can provide each roleplayer with some notes and typical arguments that s/he would probably make or you can provide each roleplayer with a photocopy of something the expert wrote or said.
- ❑ Consider the use of graphic representations, like diagrams, flow charts, mind maps, or network models. Pictorial representations using arrows, drawings and colours can provide additional cues for student discussion.
- ❑ One easy and effective device is the ‘minute paper’. Announce at the beginning of your seminar that you will interrupt the discussion midway through the period so that everyone (including the prof) may write a one-minute paper on a topic derived from the lecture.
- ❑ One good (and humbling technique) is to announce that you will ask a class member to summarize your comments at the end. Another—less threatening tactic—is to have students spend three minutes writing a summary of the main points that were covered.
- ❑ You can help seminar participants process more material at a deeper level by pointing out relationships, asking rhetorical questions, or asking students to apply difficult concepts to their own experiences, thus encouraging all students to realize that it is important to try to think about how concepts relate to themselves.
- ❑ I try to recall Hartley and Davies’ 1978 finding that students’ attention tends to wane after ten minutes. Typically, attention increases from the beginning of a lecture to ten minutes into the lecture and decreases after that point. They found that after the lecture, students recalled 70 percent of the material covered in the first 10 minutes, and only 20 percent of the material covered in the last 10 minutes.
- ❑ A more radical device for maintaining attention requires breaking up the discussion rather than trying to hold everybody’s attention for an hour. Activities such as ‘pairing’ can reactivate students’ attention or try ‘buzz groups’ (the class is split into small subgroups to discuss a concept).
- ❑ When you oppose other peoples’ opinions, you should be careful not to overwhelm them with the force of your criticism. Your objective is to lead a discussion, not smother it. Give others an opportunity to respond to criticisms, examining the point of view that is opposed. Above all, avoid personal criticism of each other.
- ❑ If you are worried about the ‘discussion monopolizer,’ you could ask one or more members of the class to act as observers and report back to the class their observations. Perhaps

assigning the dominant member to the observer role would help sensitivity. A direct approach should not be ruled out. Talking to the student individually outside class may be the simplest and most effective solution. Remember that for professional and ethical reasons, I cannot ask a student to refrain from monopolizing the discussion nor can I intervene if another student criticizes a student's comments during class. Our classroom is protected by 'academic freedom' but your internet exchanges and emails are not protected.

- ❑ If you are worried that there will be a conflict during your seminar, remember that conflict can be an aid to learning. In any good discussion, conflicts can arise. It is not your job to frantically seek to smother it. If a few graduate students dispute your statements, even though you are the seminar leader, give yourself time to think as well as indicate understanding of their point of view.
- ❑ Often graduate students see discussion as a competitive situation in which they win by tearing down other students' ideas. But cooperative discussion methods usually encourage more effective work and better morale than competitive methods (Haines & McKeachie, 1967). Seminar leaders should be aware of the possibility that feelings of frustration, rejection, and insecurity may influence group members' participation in discussion. Sometimes it is more useful to recognize the underlying feeling than to focus on the content of an individual's statement.
- ❑ Probably one of the greatest barriers to an effective seminar is the feeling that, as the seminar leader, you must cover the material at all costs. Although it may seem irrational afterwards, you should not underestimate the compulsion you will feel to cover all the required readings. A remedy for this compulsion is to remind yourself to check everybody's understanding—both by looking for nonverbal cues of bewilderment or lack of attention, and by raising specific questions that will test your colleagues' understanding.
- ❑ In the conclusion of your seminar, you have the opportunity to make up for lapses in the discussion. By asking and answering questions yourself, by making oral headings visible (e.g. in an overhead) or by recapitulating major points, you can help everyone learn. Having suggested this, I must admit that as a seminar leader, I never seem to be ready for the conclusion until it is already past time to end the class.

### **If You Think the Required Readings are Incredibly Boring:**

You may be taking this class because you plan to write a thesis in the field of \_\_\_\_\_ and you may find the Required Readings to be overly challenging, obtuse, and/or incredibly boring! You may find it difficult to discipline yourself every week to tackle the readings simply because the issues and topics seem theoretical, irrelevant, and 'academic'. How can you (re)ignite your enthusiasm and retain enough interest in IR Theory in order to learn from the course?

The Required Readings (and recommended websites) are designed to give you a basic knowledge of the terminology and concepts used in IR theory at the graduate level. You could keep a 'log' or 'journal' of your reading and thinking as described below:

What goes in the log? The log should be in no sense a 'paper' in any formal sort of way. It consists of what you have thought about what you have read and experienced. This should be accomplished without writing a summary of the readings. Rather record your comments, criticisms, evaluations, questions, and insights. How does your reading relate to other courses and other reading materials? How does it relate to other concepts or theories with which you are familiar? What interested you? Was the evidence convincing? What hypotheses are suggested to you by this reading or experience?

In addition to writing about your reading, write about behaviour that you observed, discussions in which you participated, or thoughts you had during or after class. You could include headlines from newspapers or cartoons that buttress your point of view. The log is intended to record your thinking about the course and about IR theory in general. You should not show it to anyone, nor should you write in it thinking your ideas will be graded.

It is not known what it is about writing a journal, but it can encourage you to think about IR theory in all settings (e.g. while grocery shopping, doing laundry or at the grad pub). Writing a log will help you to develop active questioning and thinking habits, which can carry over beyond this course. It frees you to enjoy reading because it frees your thinking and reduces anxiety.