

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

Course Director: Associate Professor Erika Simpson

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

Location: Room 4112, Social Science (SSC)

Erika's Office hours: Tuesdays, 2:30-3:30 pm and Fridays, 12:20-1 p.m., Room 4157, SSC

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 only one required textbook: Paul R. Viotti and Mark V. Kauppi, *International Relations Theory*, 4th edition, (Boston: Allyn and Bacon), 5th edition, 2012 [hereafter referred to as *IR Theory*]. You must consult recent journals and books available through libraries and the Internet. 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 9 before Monday's Thanksgiving holiday** Format: 'Literature Review' Length: Max. 1500 words (approx.. 5 pp. in 12 pt. Times Roman)

Written Examination (PhD students only) = 15%

Date: December 9 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 very few comments or marks on it except an email stating it is either: Excellent, Good, Satisfactory or Needs Work.

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

Final Draft of Essay= 40% MA students: December 9 PhD students: December 16

The 'final draft' is due by email by midnight on **Tuesday December 9th**. PhD students must submit one week later by midnight **December 16th**. Your essay mark will be emailed to you in late December. 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:	

Information on 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

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 for MA students**, 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.

Information on Seminar Presentation (20%):

To help others prepare for your own **Seminar Presentation (20%) which you will chair, you must** send 3 relevant websites to all the class members by midnight Thursday night, before your Tuesday seminar. Since there will be at least Seminar Presentations every Tuesday, everyone must peruse at least 6 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 given to you in person during my office hours after your seminar presentation. I will tell you your mark and I will verbally explain how you could improve your presentation—I will not explain all this in writing and we may need more than 10 minutes to go through all this so if you cannot make it to my office hour, immediately after your presentation, you are responsible for visiting me later that day or the next day. If you wait a week or more, I will email you your mark and not give you any verbal feedback as by that time, we will have both forgotten the finer permutations of your seminar (and other students will, as years of experience indicate, have almost entirely forgotten what you said but not how you said it).



Your entire participation mark (worth a whopping 30% of this course mark) will be returned in late December when I email you your marked essay along with your final mark.

Your Seminar Presentation (20%):

By the second class, you must have chosen a seminar date and a very 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.

For your seminar, you must prepare one **Powerpoint** presentation of no more than 25 minutes for the rest of the class. Then on Thursday, before your presentation, you will email 3 websites that you deem relevant to your specific topic to everyone including the professor. 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 the topic that excites your passion.—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 verbal assessment of your seminar presentation in person immediately after the seminar presentation.

You are welcome to meet with me during office hours to discuss your presentation beforehand and afterwards. You MUST 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 other ‘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 and be required to submit your final essay to Turnitin. 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 the powerpoint does not work, we will reschedule the class. 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 the last day of class or later in December. If there are too many students in the class (beyond the cap), we will hold an additional seminar on December 9th and the PhD students' exam will be moved to Friday December at 1 pm. It is imperative that you phone me or see me during office hours for additional information.

Stress!

The life of a graduate 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. 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. But your main source of support for dealing with stress may end up being your fellow graduate students. Let us take a few moments now and go around the room and introduce ourselves to each other.

What are the NAMES and EMAIL ADDRESSES of Students in this class? Can we set up a Facebook page?

I will attempt to send out an email list immediately after today's class. We will use email, not Webct to email each other and keep track of sent/received emails. We will not use WebCt for reasons I will elaborate upon in class—I expect your marks will also not be stored on WebCt.

We will not use Facebook. If class members set up a Facebook page (good idea!), the instructor (Erika Simpson) will not view the page nor add her name to it. We will also not hold private chats or discussions with individual class members using WebCt.

Guest Speakers:

During both terms, some guest speakers may be featured in my 2701E IR class, my 2192B Global Violence class and/or in my 4th 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. We will not host any guest speakers in this class as we don't have time to introduce new topics into the curriculum. We must cover the entire field of IR theory in 13 short weeks, in part because the second term of this IR 9511 (core) course is optional, not required.

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. There are too many regulations to explain but rest assured, there is a university regulation that covers everything we could think of. **All those regulations apply to this course outline and will hold so this section and paragraph explains that official UWO regulations (as outlined in all the manuals and websites) will apply to this course outline and do cover all circumstances .**

Why is the first assignment important?

Let us save precious time and quickly proceed to thinking about what is likely to be your **first written assignment at the graduate level**. Yikes! In that regard, my main objective is to ‘nip problems in the bud’, ‘alert students to potential problems’ and ensure ‘you are on the right track’.. You need to trust my judgement about this, after teaching this course for about 15 years now with 10-17 students per year.

While your objective over the next few weeks is to figure out what you will research and write your literature review on, my main objective is to figure out who in the class needs more ‘help’ than others in order to successfully complete this program. I am a ‘gatekeeper’ and this next small assignment is our first important ‘gate’.

Here are some relevant comments from a previous year’s student evaluations:

“Professor Simpson is an excellent instructor. She is invested in the success of her students and goes out of her way to ensure that her grad students are doing well in the M.A. program. I enjoy her pedagogical style and thank her for her continued commitment to her students.”

“Professor Simpson, you are a very good University Professor. You care very much about your students and ensure that we are doing what interests us most. You wish to see all of us succeed and will do everything you can to help us. Great, do not change a thing.”

“Dr. Simpson is extremely helpful and understanding with regard to course material, assignments and the program as a whole. Given the disconnected topics of the presentations, however, I feel that my knowledge of certain area of IR theory has not significantly improved.”

Note: You can view all the course evaluations for all your courses online. This is helpful for selecting courses for next term.

Literature Review (25%) due on Thursday, October 10, 2013 at midnight.
Thanksgiving Day is on October 14th in Canada and we will hold a class on Tuesday October 14). The essay is due by Thursday midnight before Thanksgiving so you need to plan your Thanksgiving schedule in advance in order to complete this important assignment on time:

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. So you can change your seminar presentation topic to suit your literature review (not vice versa). Do what interests you in the presentation and lit review, not what reflects where we are in the required textbook.

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. Most students choose 3 but some choose 5. Much depends on how you write and reason. There is no magic number.

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 2000-2014.

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. I will not print up your paper. We will do everything online so please try to deliver it to me in MS word as other programs lose the formatting. I will ignore most formatting problems due to incompatible programs. I prefer NO right justification and I will eliminate it so save me time by not right justifying your papers.

Due Date: The assignment is due by midnight Thursday, **October 10, 2013**. **An electronic copy must be emailed to 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. Remember, the sooner you submit to turnitin, the sooner you will receive your essay back from me but in most cases, students get the marked assignment back within 2 weeks or less.

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.

Essay Question (for MA and PhD students):

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? **We will review the merits and demerits of using this approach to write your paper as the essay**

deadline approaches. You may decide to use this approach in your MRP/PhD. For students in Political Theory, this approach may be difficult to grasp or master. You may also not do hardly any of the research you outline—this teaches you how to think about your MRP or PhD and figure out a possible approach. It is very different from the types of essays you may be used to writing (e.g. argumentive, pro-con, literature review, etc). And it is very difficult to write this paper. I will post some A level sample essays that you can peruse in order to get some ideas of my expectations.

Written Examination:

During the term, I will meet with each PhD student to discuss his/her preparation for the **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. The exam is firmly scheduled on either Tuesday December 9 or if there are too many students so we must hold an extra seminar then on December 13, between 12:30-2:30 pm 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* (5th edition).
2. Compare and contrast the core assumptions and approaches of **three** ‘images’ and/or ‘understandings’ of IR theory that are explained in the Viotti textbook, *IR theory* (5th edition)

This written examination will be graded and returned to the PhD students sometime in late December so PhD students that cannot write the exam on December 9 or 13th for documented reasons only may with special permission, write the exam on Tuesday January 7 10:30 so that their final mark is submitted by the official deadline for the marks in this course of Friday January 10th (“D-day”).

Please keep in mind that even if your background in IR theory is weaker than the other MA students, as your major is in another field, like Comparative or Political Theory, by the time you write this mock comprehensive exam, you should be quite familiar with IR theory. While some students are ‘nervous’ about writing this exam, the pay-off for decreasing stress next year when you do your comprehensive preparation is high. I put together the IR reading list most of the IR profs are using to help prepare you for the IR exam they write for you (so your ‘real’ comp may be very different). But this mock comp will really prepare you to the best of my ability for a typical comp exam in IR, no matter if IR is your major or minor.

The merits and demerits of including MA and PhD students together in one class

Many PhD students have less background in IR than the MA students taking this class. Some PhD students have taken many IR classes and a lot of IR theory. All these students must be grouped together in one class, due to budgetary restrictions and resource limitations. We do not have the resources or time to run a separate class for PhD students.

A frequent question from PhD students relates to whether they are expected to read the entire textbook and all the websites. Some students prefer not to hear seminar presentations by MA students in favour of a more in-depth discussion of the theoretical literature.

On the other hand, the MA students are expected to produce a MRP by the end of next July and most of the successful candidates have already written two specialized chapters of their MRP beginning with this class. Plus we are expected to listen to one 30 or 40 minute presentation per a graduate student, per term, and there are usually more students in this class than the cap allows. What to do? How can we accommodate such competing research and pedagogical agendas?

Typically students may complain that “the readings from the textbook are never needed so they end up being pointless, since the class presentations are usually on other topics.” Or they resent being one of the first presenters so it was ‘rough’ reading and getting the presentation done so early due to time constraints. What to do? Given the range of experiences, knowledge, interest and commitment in this class, we can’t please everybody all the time but last year, my course evaluation scores were around the same as usual: 6.3 out of 7 for overall effectiveness and 6.2 out of 7 for questions 1-14. All that means is this course is meeting most MA and PhD students high expectations. It also means that if you score low marks, this means you fall below grad-level expectations, not just my expectations. Choosing a seminar topic that fascinates you is your most important task over the weeks ahead in terms of doing well in this course and the program.

Choosing your Seminar presentation topic and Essay topic:

To emphasize, you are expected to sign up for a seminar date next class. This date will be very difficult to change or shift around due to the number of students in this class and their other assignment due dates. Even if you take an early seminar date, beginning in early October, you are NOT expected to abide by that seminar topic for your final essay. You may decide to veer into a new area of research for your final essay. Many students choose to write an essay on a topic that they would like to do their MRP on so it may take you some time to figure out which IR theory might apply (if any) to your MRP topic. If there is no topic that interests you theoretically, you may not deliver a presentation and essay on your MRP topic. You must involve IR theory somehow, even if rather peripherally....more on this in the next large box!

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? **We will review the positivist merits and demerits of using this approach as the essay deadline approaches. You may decide to use this approach in your MRP. You will not be able to do all the research—this teaches you how to think about your MRP and figure out a possible approach.**

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: MA students: The assignment is due by midnight Tuesday, **December 9**. PhD students: midnigth Tuesday December 16th. . **An electronic copy must be emailed to 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 still must submit both essays for this course, otherwise you will automatically fail the entire course.

Course Overview (I will email you a shortened version of all this with the names of the seminar presenters by class 3 or class 4, depending on class attendance next week, not this week which is traditionally seen as your ‘shopping for classes’ week)

1. Introductory Session

Tuesday, September 9 Seminar 1

- ✓ Overview of the Myriad Rules & Regulations; Overview of Course Outline & Reading List
- Fact Sheets (please hand in next week, 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.

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

Tuesday September 16, 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 2nd 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)

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

Tuesday September 23, 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, September 30, 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

5. Realism, Neo-Realism and Their Critics

Tuesday, October 7, 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.

6. Liberalism, Interdependence and Global Governance

Tuesday, October 14, 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

7. Class System Theory

Tuesday, October 21, 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

8. The English School: International Society and Grotian Rationalism

Tuesday, October 28, 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

9. Positivism, Post-positivism and various Post-modern Understandings

Tuesday, November 4, Seminar 9

Seminar Presenters:

1. Erika Simpson on “Diversity or Toward a New Synthesis?”. I will 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*: Global Jeopardy test

Required Readings:

International Relations Theory, pp. 275-326

10. More on Post-positivism, Critical Theory and Critical Security Studies

Tuesday, November 11, Seminar 10

Seminar Presenters:

1. _____
2. _____

Required Readings:

International Relations Theory, pp. 332-370

11. Feminist Understandings in IR Theory

Tuesday, November 18, Seminar 11

Seminar Presenters:

1. If there are fewer than 12 students in the class, I may give a seminar on “Sex, Death, and Violence in the Disarmer’s World” from a post-modern, critical security/feminist perspective
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*: _____

Required Readings:

IR theory, pp. 376-399

12. Normative Considerations: Ethics, Morality, Transnational Justice

Tuesday, November 25, Seminar 12

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, human rights & transnational justice
- 3) *Class Exercises:* _____

Required Readings:

International Relations Theory, pp. 403-445

13. Normative Considerations: Miscellaneous Topics...(official last day of class)

Tuesday, December 2, 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.

Required Readings: TBC

14. December 9: Room 4112 Classroom is still available for PhD in-class examette

MA students: The Essay is due today at midnight! PhD Students: The in-class 'examette' is today in our normal classroom. I will try to book smaller rooms for PhD students to write the exam individually but it is not guaranteed I can get smaller rooms. PhD essays are due one week later on Tuesday December 16th.

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 for this class or the PhD exam 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.

1. Introductory Session

Tuesday, September 9 Seminar 1

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

Tuesday September 16, Seminar 2

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

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

Tuesday September 23, Seminar 3

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

4. Classical Realism and Neo-Realism

Tuesday, September 30, Seminar 4

Seminar Presenters:

1. Erika Simpson on the similarities and differences between realist versus liberal thinkers

1. (optional) _____

5. Realism, Neo-Realism and Their Critics

Tuesday, October 7, Seminar 5

Seminar Presenters:

2. _____
3. _____

6. Liberalism, Interdependence and Global Governance

Tuesday, October 14, Seminar 6

4. _____
5. _____

7. Class System Theory

Tuesday, October 21, Seminar 7

Seminar Presenters:

6. _____
7. _____

8. The English School: International Society and Grotian Rationalism

Tuesday, October 28, Seminar 8

8. _____
9. _____

9. Positivism, Post-positivism and various Post-modern Understandings

Tuesday, November 4, Seminar 9

Erika Simpson (optional) on “Diversity or Toward a New Synthesis?”

10. _____

10. More on Post-positivism, Critical Theory and Critical Security Studies

Tuesday, November 11, Seminar 10

11. _____
12. _____

11. Normative Considerations: Ethics, Morality, Transnational Justice

Tuesday, November 18, Seminar 12

Seminar Presenters:

13. _____
14. _____

12. Feminist Understandings in IR Theory and possibly more seminars on Transnational Justice (see the course outline as feminist understandings precede Normative Considerations in terms of the required readings)

Tuesday, November 25, Seminar 11

Seminar Presenters:

1. If there are more than 14 students in the class, I will refrain from giving a seminar on “Sex, Death, and Violence in the Disarmed World” from a post-modern, critical security/feminist perspective. Depending on the number of students in this class and possible illnesses, this

seminar may also be used to fit in any seminar presentations that we had to miss earlier in the term for unforeseen reasons.

15. _____

16. _____

13. More on Normative Considerations: Miscellaneous Topics...(official last day of class)

Tuesday, December 2, 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.

17. _____

18. _____

14. December 9: Room 4112 Classroom is still available for PhD in-class examette

MA students: The Essay is due today at midnight! PhD Students: The in-class 'examette' is today in our normal classroom. I will try to book smaller rooms for PhD students to write the exam individually but it is not guaranteed I can get smaller rooms. PhD essays are due one week later on Tuesday December 16th.

(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