Course Description & Format: This course examines the origins, development, and current status of theoretical inquiry in world politics. It examines past and unfolding debates over the defining features, core problems, and appropriate theoretical methods and aspirations for International Relations (IR), and critically evaluates the various “schools” of IR identified by its practitioners. The course also traces the pre-disciplinary roots of what is today called “IR theory” in the broader traditions of ancient and modern political philosophy and related fields, offering detailed analysis of the formative era of IR as a self-standing academic discipline in the years following the First World War. While the course is organized around analysis of distinct theories it also seeks to alert students to conflicting views about the nature and limits of knowledge, underlying assumptions about what constitutes the “reality” of world politics, and the intricate ways in which the normative, legal, and practical aspects of international relations are fused. The course does not merely rehearse the major debates that have come to define international relations discourse, but reveals deeper disputes that seem to threaten the very existence of a united, coherent IR discipline. Ultimately, the course makes a case for international relations as an inter discipline that has come to profit from embracing and amalgamating insights from a number of overlapping fields.

Prerequisites: No previous completion of an introductory course in international relations (e.g. POLI 260 or its equivalent) is required. The subject matter of the course, however, is demanding and for most weeks I have included readings designed to provide deeper context and background for the lectures. You will also find supplemental materials on the course connect site and my personal IR blog.

Hyperlinked PDF articles available some of which require a free account @ academia.edu or similar

Very small course reading pack for purchase at UBC Bookstore

**Assessment and Assignments:** Modes of assessment have evolved in recent years and it is now widely recognized that teaching and learning are dynamic activities that cannot be imparted or measured fully and finally in high stakes end of course exams. The scholarship of teaching and learning makes a distinction between formative and summative evaluation and this course seeks as much as feasible to use a blend of these approaches. In formative evaluation, assignments are designed to get a handle on student learning and provide ongoing feedback both from instructor to student (by providing information about how best to revise and modify for improvement) and from student to instructor (by identifying areas where a course can be improved). Formative assessments typically have a low point value but can be a crucial part of a student’s overall success measured both through identifying strengths and overcoming weaknesses, and in the final course grade. By contrast, the goal of summative assessment is to evaluate student learning at the end of a course by comparing it against some standard or benchmark (a final grade).

**Formative**

**Blog posts:** You are expected to do blog posts for the course. You can complete this assignment in various ways: 1. via your own UBC blog for which any student can register for free (simply use your CWL to register for an account at blogs.ubc.ca) and send me screenshots of your posts and/or URLs; 2. make comments or (if you like) contributions to my own IR blog (https://blogs.ubc.ca/courseSIS_UBC_POLI_367B_001_2016W1_71889_3757322_1/); 3. make blog posts on the course Connect page, or; 4. make comments on any of the numerous relevant political science blogs out there and again keep screenshots or send me URLs.

One point of the assignment is to give you a voice in a class too large to allow for participation in the usual sense. This is meant to empower not scare you, but if you would rather blog anonymously that can be arranged. You will need to do at least 3 blog posts over the term and the these must deal with some aspect of the course and its content. You may, for example, want to connect course readings and theories to real world news items. Or you may respond to what you are reading in my own blogs or elsewhere. What you respond to is up to you, as is the nature of your reflections. These do not need to be formal, elegant pieces (that’s not what blogs are for) but please be respectful and moderate in your expression. Each post should be in the range of 300 words (no
maximum) and should do more than simply agree or disagree with others. The posts should be thoughtful and reflective, but express your views in a relaxed and natural manner. You can, and probably should, comment on the posts of your peers, but this is not required. There is no deadline for the blog posts. Rather, you should have made a minimum of 3 contributions by the last class. Do not leave this assignment until the end, and use it as a way to engage the course material. While your posts will be read throughout the term, please email me the URLs for each of your blog posts by the last day of class in order to ensure credit for the assignment. This assignment makes up a maximum 5% of your final grade.

**Research essay proposal:** you will write an essay proposal 2-3 pages long in which you make a case for a particular topic for your final paper (this may be original or based on selected topics provided by myself), provide a provisional title, overview of your argument, a draft structure, and an indicative reading list (e.g. a bibliography of all the sources you have located so far). The purpose of the assignment is to see how your ideas are developing, assess whether the argument is hanging together and receive some thoughts about what, if any, gaps need to be filled either in terms of research or conceptualization. It will also prompt you to think early about your final paper (discussed below) and ensure you receive concrete feedback from myself and/or your TA prior to submission of the final assignment. This assignment makes up a maximum 5% of your final grade.

**Summative**

You will write a midterm in class on **Tuesday, October 25**. Students will be responsible for all material covered prior to the exam. The exam format will be discussed in class. This assignment makes up a maximum 20% of your final grade.

**Research Essay:** You are required to write a research essay based on a set of topics to be distributed early in the academic term or, subject to feedback on your proposal, an original topic of direct relevance to the course. The approximate length required is 3,500 to 4000 words (e.g. 14 to 15 typed pages). Please do not exceed 4000 words (for more guidance see **Course Policy Statement** below). This assignment makes up a maximum 30% of your final grade.

**Final Exam:** There will be a final examination during the regular examination period. You will be accountable for the readings assigned for each class and all lecture material. The exam will be cumulative but weighted post-midterm. The exam format will be discussed in class. This assignment makes up a maximum 40% of your final grade.
Assessment at a Glance

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Blogs</td>
<td>5%</td>
<td>to be completed by end of course</td>
</tr>
<tr>
<td>Midterm</td>
<td>20%</td>
<td>(October 25)</td>
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<tr>
<td>Research Essay Proposal</td>
<td>5%</td>
<td>(November 8)</td>
</tr>
<tr>
<td>Research Essay</td>
<td>30%</td>
<td>(November 29)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
<td>(TBA)</td>
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Course Policy Statement

Students are responsible for all material assigned and covered in lectures. Regular attendance in class is expected.

Academic Concession

Students are reminded that instructors cannot grant academic concession after assignment due dates. Medical, emotional, or personal problems that may arise during, and affect your performance in, the course should be discussed immediately with the Faculty of Arts Academic Advising Office (Buch. A201 604-822-4028). Students who miss examinations for non-medical reasons will not have an opportunity to rewrite. Medical exemptions will not be granted without proper documentation.

Students with a disability who wish to have an academic accommodation should contact Access and Diversity (http://students.ubc.ca/about/access) and A & D will request relevant accommodations.

Essays (formatting, style, late penalties)

Essays must be double-spaced, stapled—no paper clips please—have proper margins and normal sized font, include a title page, bibliography, and references, have numbered pages, and follow a properly utilized, academically recognized form of citation. Use the style that works for you, but please be consistent (e.g. do not mix styles). If you have any questions about these or other matters, please ask.

Late essays without concession will be penalized 2% per day, weekends included. Papers must be submitted in hard copy only (e.g. no email attachments please). You are also required to submit your essay to TurnItIn and are advised to consult department and university policy on plagiarism (see below).
Plagiarism

“If you must write prose and poems, the words you use should be your own; don’t plagiarize or take ‘on loan’; there’s always someone, somewhere, with a big nose who knows, and who trips you up a laughs when you fall….”

The Smiths, “Cemetery Gates,” The Queen is Dead, 1986

Plagiarism is the most serious form of academic misconduct and established cases are treated severely and, at a minimum, will result in a mark of zero. It is your responsibility to be aware of what constitutes plagiarism; the following links will make clear university policy and help you to avoid all forms of academic misconduct (http://www.calendar.ubc.ca/vancouver/?tree=3,54,111,959; http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/). Anyone inclined to ignore these guidelines would do well to remember the cynical but compelling wisdom of Morrissey: “there’s always someone somewhere” looking to trip you up, and that someone is TurnItIn.com.

The UBC Political Science Department requires that all undergraduate papers be submitted to TurnItIn, a service that compares submissions to thousands of published documents, essays-for-purchase, all other student papers submitted to the website, and so forth to detect levels of overlap in wording and generate “originality reports.” You can find out more about TurnItIn, and the university’s policy on use of this service at: (http://www.vpacademic.ubc.ca/integrity/turnitin/index.htm).

To submit your assignment, log onto the site (http://www.turnitin.com/static/home.html). Click on the “create a user profile” link and select “student” on the pull-down menu. To enrol, you will be asked to enter your “class ID” and “class enrolment password.” The information you will need is:

   course ID: 13476247
   password: Waltz (please note password is case sensitive)

You will not receive credit for your essay unless it is submitted to TurnItIn. The due date of Thursday November 29 is the same for both TurnItIn and the hard copy that you submit in class. Please note that your paper will NOT be available to anyone to read as a public document – so you do not need to worry about other students finding your paper on the internet and copying it for their own use. Please also retain all rough work used in the preparation of your assignments, and be ready to submit this work if and when you are requested to do so.
Learning Goals

The course aims to introduce, develop, critically assess, and distinguish between mainstream and critical theories of international relations. On completion of the course students will be able to:

1. identify the major tenets, authors, proponents, intellectual foundations, and analytical aspirations of classical realism, neo-realism (also known as structural realism), liberalism, neoliberalism, constructivism, Marxist and related approaches, and a host of theories grouped under the broad label of critical theory, including poststructuralism, various feminisms, and approaches grounded in traditions of political philosophy that predate the modern discipline of International Relations (IR).
2. understand distinctions among the major theories of IR and be able to appreciate and reflect on how theory and practice intertwine in forming both discrete theories of international relations, and the creation of the modern discipline of IR as a free standing academic field.
3. be able to transcend the narrow constraints of traditional conceptions of social science and develop an appreciation for, and knowledge of, IR approaches drawn from other disciplines
4. Discuss critically, and write knowledgeably about, major IR theories, relating these both to contemporary events and historical processes
5. show how theory and practice intertwine in forming mainstream and critical IR theories
6. think and write critically about key debates in contemporary IR theory.

Other Resources

This course has a UBC Connect page that is under construction and will feature links to course handouts, announcements, and materials like lecture slides, videos, and course blog. I also have a personal IR theory blog that you are welcome/encouraged to read and engage with: “Death of a Disco Dancer;” (https://blogs.ubc.ca/courseSIS_UBC_POLI_367B_001_2016W1_71889_3757322_1/)


Websites and blogs: Websites, blogs and social media are an increasingly common, powerful, and rigorous means of conducting, and thinking about, IR theory and you may wish to be part of the conversation. There are a number of blogs devoted to international studies. Major blogs include “The Duck of Minerva (http://duckofminerva.blogspot.com), “The disorder of things” (http://
thedisorderofthings.wordpress.com/), “Relations international” (http://relationsinternational.com/), “Political Violence at a Glance” (http://politicalviolenceataglance.org/), and e- International Relations (http://www.e-ir.info/).

SCHEDULE OF LECTURES AND READINGS

Sep 8 (week 1) Introduction and Organization

**Assigned Readings**

None

Sep 13-15 (week 2) Stories of origin: the *isms* and *ologies* of a contested academic subject

**Assigned Reading**


**Suggested further reading**


Sept 20-Sept 22 (week 3) Stories without origin: World Politics as “Eternal Recurrence”

**Assigned Reading**

Dunne text: Richard Ned Lebow, “Classical Realism” (ch. 2); and John Mearsheimer, “Structural Realism” (ch. 3)


**Suggested further reading**
Thucydides --“The Melian Dialogue” ([http://www.mtholyoke.edu/acad/intrel/melian.htm](http://www.mtholyoke.edu/acad/intrel/melian.htm))
Kenneth Waltz (1979) *Theory of International Politics*. Reading MA: Addison-Wesley (see also A Conversation with Kenneth Waltz: [https://www.youtube.com/watch?v=F9eV5gPlPZg](https://www.youtube.com/watch?v=F9eV5gPlPZg))

Sept 27-Sept 29 (week 4) Foundations: IR as a Modern Academic Discipline

**Assigned Readings**

**Suggested further reading**


Oct 4-6 (week 5) Setting: IR and its paradoxical connection to national interests

**Assigned Readings**

Dunne text: Tim Dunne, “The English School,” (ch. 6)


**Suggested further reading**


See also this bibliography of English School resources. (http://www.polis.leeds.ac.uk/research/international-relations-security/english-school/)

Oct 11-13 (week 6) Fusion: the Neo-Neo debate

**Assigned Readings**
Dunne text: Bruce Russett, “Liberalism” (ch. 4) and Jennifer Sterling-Folker, “Neoliberalism” (ch. 5)

**Suggested further reading**
Oct 18-20 (week 7) Evolution: From Neo-Liberalism to Constructivism

**Assigned Readings**
Dunne text: K. M. Fierke, “Constructivism,” (ch. 9)

**Suggested further reading**

Oct 25-27 (week 8) Values: Theory and practice in IR

**Assigned Readings**
Suggested further reading
Molly Cochran (2001) “What Does it Mean to be an American Social Science: A Pragmatist case for diversity,” in Crawford and Jarvis.

Nov 1-3 (week 9) Marxism: The original IR skeptics

Assigned Readings

Suggested further reading

**Nov 8-10 (week 10) From pillars to “posts”: theories about theory**

**Assigned Readings**
Dunne text: David Campbell, “Poststructuralism,” (ch. 11) and Shampa Biswas, “Postcolonialism,” (ch 12)
Dunne text: Steven Roach, “Critical Theory” (ch. 9)

**Suggested further reading**

**Nov 15-17 (week 11) Worlding the Other**

**Assigned Readings**

Suggested further reading

Nov 22-24 (week 12) Beyond isms: no more boundaries?

Assigned Readings
Felix Berenskoetter (2012) “The end of IR theory as we know it,” The Disorder of Things (http://thedisorderofthings.com/2012/08/03/the-end-of-ir-theory-as-we-know-it/)

Suggested further reading


Nov 29-Dec 1 (week 13) Reflections

**Assigned Readings**

Dunne text: Ole Waever, “Still a Discipline After All These Debates,” (ch. 16).


**Suggested further reading**
