THE UNIVERSITY OF BRITISH COLUMBIA

POLITICAL SCIENCE 462A 001

INTERNATIONAL RELATIONS THEORY

WINTER SESSION 2024–2025 (TERM 1)

3.0 CREDITS

MONDAYS 9:00–11:50

*One's assumptions about world politics profoundly affect what one sees
and how one constructs theories to explain events.*

-Robert Keohane and Joseph Nye (1989: 23)

Instructor

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Acknowledgement

The work of designing this course and its teaching have taken and will take place on the traditional, ancestral, and unceded lands of the Coast Salish peoples. UBC's Point Grey campus is located on land that has been a site where the Musqueam, Squamish, and Tsleil-Waututh peoples have passed down their culture, history, and traditions from one generation to the next since time immemorial. To learn more about the land you are on, visit: https://native-land.ca/

Course Description

All scholarly inquiry begins with asking questions; IR theory is no different. Over the course of the field's history, IR scholars engaged with theorizing world politics have found themselves

asking many of the same recurrent questions: Why do states go to war? Are international actors compelled to take certain actions, or do they have a choice? How can peaceful relationships be assured? What do we even mean by 'international relations,' and how should we study it?

These questions have remained sources of vibrant discussion and debate, in part because of how IR's different theoretical traditions offer different perspectives and ways to answer them, and in part because of how global historical developments, including the end of the Cold War and globalization, have prompted IR scholars to innovate upon existing theories or even develop new ones through engaging with cognate academic fields. This has led to not only new ways to contribute to IR's continuing dialogues, but has also prompted many scholars to reframe enduring questions in new ways, since the questions we ask, too, involve theorizing in their own right.

In taking *inquiry* as its central premise, this course is oriented around prominent questions beyond IR's 'Great Debates' that cross-cut through the field and have guided debates and discussions between scholars of differing theoretical perspectives on topics of common interest. In doing so, the course provides students with a deeper understanding of major theories and concepts of IR theory through juxtaposing what is at stake between different theories in how their core assumptions frame their approaches to world politics. Although each week is designed around a core question or set of related questions, in testament to their importance, in any given week, multiple questions from other weeks will also be encountered. The course will familiarize students with fundamental texts and key thinkers, as well as introduce students to major recent developments in IR theory and perspectives in the field that have been marginalized, such as postcolonial (including Indigenous) and feminist thought. By providing a broad foundation in both canonical and contemporary IR theory, this course prepares advanced undergraduate students for graduate-level studies in IR, and more generally, offers students a diversity of theoretical tools that are relevant for the critical inquiry of world politics.

This course assumes that many students taking it will have some familiarity already with many of the major schools of thought in IR (realism, neorealism, neoliberalism, the English School, constructivism, etc.), as well as core concepts in IR, broadly construed; the course is designed, however, in such a way that more extensive prior background in IR theory (i.e. POLI 367) is not necessary to succeed. This said, if the latter applies, you may feel a bit higher of a learning curve in some cases: in which case, I have included below some optional, suggested readings and other resources that offer good foundational introductions to IR theory (also useful if you just want to brush up!).

As a fourth-year seminar course, this course places priority on enabling students to further develop practical skills of independent scholarly inquiry, with an emphasis on critical evaluation, communication, developing and crafting sound arguments, and time management. In turn, these are skills that provide foundations for other skills, such as the composition of written work, analytical rigour, and the meeting of project deadlines, that are useful in other contexts, academic and non-academic alike.

Course Learning Objectives

On completion of the course, students will be able to:

1. Demonstrate an enhanced breadth and depth of knowledge of key theoretical perspectives and debates in IR theory, and critically evaluate them;
2. Leverage theoretical understandings to understand and explain problems and issues in international politics, and to consider solutions;
3. Demonstrate sound principles of scholarly communication, including conventions and best practices in scholarly writing, citation practices, and oral discussion.

Prerequisites

Two of: POLI 260, POLI 360, POLI 361, POLI 362, POLI 363, POLI 364, POLI 365, POLI 366, POLI 367, POLI 368, POLI 369, and POLI 370.

Corequisites

None.

Course Format

The course meets in in-person class sessions once per week. Attendance in the scheduled classes is not only required, but expected, as this will ensure that you keep up with the cumulative learning the each class builds upon. Class discussions generate many insights, many of which can be useful for your critical reflection papers.

The majority of each class session will be spent in seminar discussion where the readings assigned for that day will be evaluated; this will be preceded by a brief lecture. Discussion will often involve the entire class, although smaller group discussions may also be used.

Required Texts and Readings

All required readings are accessible through the UBC Library, unless otherwise indicated. Texts marked with an asterisk are available for download in Canvas under Modules. There is no course textbook.

Recommended Readings & Resources

If you are just starting off relatively new with IR theory, or even have a bit of background already but want to brush up on your knowledge, below are a few textbooks and other resources that may be useful in helping you (re)orient to the field. More resources, including of a more general nature, can be found at the end of this syllabus.

Christian Reus-Smit and Duncan Snidal, eds. *The Oxford Handbook of International Relations*. Oxford University Press, 2008.

Walter Carlsnaes, Thomas Risse, and Beth A. Simmons, eds. *Handbook of International Relations*. 2nd ed. Sage Publications, 2012.

E-IR (https://www.e-ir.info/)

Assignments and evaluation

Grade breakdown

Participation	25%
Argument summaries (5x)	10%
Critical assessment papers (2x)	30%
Paper presentation	5%
Final paper	30%

Participation: 25%
Because of the seminar format of this course, class sessions are discussion-driven. Students are expected to come to seminar on time with all assigned readings completed, ready to thoughtfully contribute to discussion each week. Although regular attendance is *necessary*, it is not *sufficient* in and of itself to receive full participation marks: a lack of active participation will result only in receiving the baseline mark (50%) for that day.

While everyone is expected to engage, speaking in class can be intimidating, especially at first. For this reason, the lowest *two* participation grades (excluding absences) will be dropped from the final average. If you are uncomfortable speaking in class, please come talk to me: I can help you strategize ways to build your confidence. Everyone has something to contribute!

Participation evaluation criteria
Excellent participation is typified by constructive and considered dialogue that is relevant to the texts under consideration for that week and helps propel the discussion forward. Quality of

commentary commands higher marks over quantity: it is a skill to be able to articulate one's own insights succinctly as well as in a way that considers and encourages the contributions of others, and an undue domination of class discussion may for this reason reduce the participation assessment. The criteria that will be used to assess participation includes the following:

- Clarity and conciseness;
- Demonstrates understanding of text's key ideas and arguments;
- Commentary and questions build upon those of other participants and/or initiate additional discussion;
- Makes links and connections, as relevant and appropriate, to other course readings and theories, and/or topical, real world issues;
- Originality and sophistication of analysis;
- Communicating and engaging with other participants in a respectful and collegial manner.

<u>Free absence pass</u>
In recognition that life—including but not limited to illness—happens, while attendance at seminar is required, students receive one 'free pass' for the term, where *one* class may be missed *without penalty*.

<u>Punctuality</u>
Timeliness in arriving to our classroom is expected. In a small seminar setting such as ours, arriving late impacts your peers by distracting from their learning to a greater degree than a large lecture hall. Coming to class late may result in a reduction of your participation assessment. If you have challenges in coming to class on time, please see me to discuss.

Argument redux (5x, 2% each): 10%
These are very brief (<1 page) assignments where the objective is to provide a detailed but concise breakdown of the argumentative construction of *one* assigned reading for a given week. The purpose of these assignments is to help you take a deep and sustained look at how a given author has constructed and executed their argument; this will help you hone your critical evaluation skills, as well as guide you in examining different styles and strategies of argument construction. The structured approach to text analysis that the argument redux sheet enables is designed to help further your skills in stepping back from the particular details of an argument to also identify and articulate the 'big picture' of what an author is arguing. Once completed, an argument redux sheet will be a helpful resource for you in the future, as it will provide you with an at-a-glance distillation of a text that cuts directly to its most important elements.

Any of the assigned readings may be chosen, *excluding* the readings chosen for more extended analysis in the critical assessment papers; only one reading per week may be chosen so as to give you an opportunity to analyze a variety of different arguments, and to keep your workload distributed. Five argument redux sheets in total are due by the end of the term. Argument redux sheets should follow the template provided on the Canvas Assignments page and the included

instructions. Sheets are due by 5:00 PM on the day before the class discussion for which the reading was assigned. Late submissions will only be accepted until 8:59 AM of the day we meet.

Argument redux sheet evaluation criteria
Argument redux sheets are evaluated according to the following criteria:
- Completeness: Is there information included for each of the argument elements?
- Succinctness: Is there a good balance between relevant detail and brevity? Are the elements described in a way that is pared down to the essential parts, and not overly verbose?
- Accuracy: Does the sheet do an effective job (to the extent possible in a brief space) of faithfully reflecting the argument's key elements?

Critical response paper: 15% each, 30% total
This is a short paper (1200–1300 words, double space, 12 point font) in which you will respond to the question that is the focal point of the week you have chosen. (If the week addresses multiple questions, just choose one to respond to.) This will likely entail tailoring the week's question to something more refined and specific that can be tractably answered in a brief space; it will also entail developing a *reasoned position* which, drawing upon the arguments in *at minimum two* of that week's readings, *at minimum one additional* reading from any week in the course, plus two additional texts from either the course or your own research, advances your response to the question. Excellent papers will leverage analyses of key concepts and/or arguments in the texts used, and, depending on what serves the argument best, may utilize a number of strategies for doing so, including (but not limited to) using well-crafted counterpoints or reference to a real-world empirical case. Expectations and guidelines for these papers (as well as for the final paper) can be found in this course's IR theory paper rubric, which you can access as a pdf through the course website on Canvas: click on 'Modules,' and scroll down to the heading titled 'Other Course Information.'

With the second paper, students can, *optionally*, employ the use of ChatGPT or a similar large language model (LLM). If this option is taken, the paper will critically analyze the LLM's output, after it has been prompted to produce either an analysis of one reading from that week, or a comparison between two of the readings from that week. Like the other paper, a reasoned position will be developed; here, the objective will be to critically assess the 'argument' advanced by the AI in much the same way you typically would for a more typical IR text. (The LLM's output is excluded from the paper's final word count.)

In all cases, papers are due by 9:00 am on the day *prior* to the day we meet to discuss the question/texts you are addressing. There is a substantial advantage in this for you, as it means that your own due dates can be reasonably tailored to your schedule, while the Thursday deadline affords you time to finalize your presentation (for one of your papers)—see below.

Critical response paper evaluation criteria

Papers are evaluated according to three general criteria—argumentation, evidence, and style—each of which have several sub-components. These are:
- Argumentation
  - Thesis statement: clearly articulated, easily identifiable, and well developed;
  - Roadmap: concisely but precisely indicates the main argumentative steps that the paper will take;
  - Argumentation: effective execution of arguments that support the thesis;
  - Originality/Insight;
- Evidence
  - Evidence: appropriate and well-chosen evidence which is effective in supporting the thesis and critically evaluated;
  - Accuracy: information from texts is accurately portrayed;
  - Citations: all sources consulted are cited consistently and appropriately, and the chosen citation style is utilized correctly;
- Style
  - Organization: paper's argumentative structure is well organized;
  - Presentation & Communication: paper follows formatting requirements and typical writing conventions, which assist in communicating the research itself.

More detailed information can be found in the corresponding rubric, which can be downloaded as a pdf file from the Canvas Modules page, under the heading 'Other Course Information.' Critical response papers and the final paper are evaluated according to the same criteria.

Paper presentation: 5%
One critical response paper will be the basis for a short (5–10 minute) presentation that will be done on the day we meet to discuss the relevant question you are responding to. The focus of the presentation is on succinct oral delivery that clearly and efficiently communicates your main ideas, done in such as way as to spark discussion; as such, the inclusion of a slide deck or other visuals will not be a part of the assessment, and so should not be included. So that we can allocate enough time during class, sign-up for these will be done in advance after our second class on September 13, via Canvas.

Presentation evaluation criteria
Similar in some respects to typical class participation, the criteria that will be used to assess presentations includes the following:
- Conciseness of expression (i.e. chooses appropriate wording and gets to the main idea as efficiently as possible);
- Articulation of key ideas and arguments made in your paper;
- Engagement with other participants in ways that:
  - Is aimed at sparking further dialogue and discussion post-presentation; and
  - Is done in a respectful and collegial manner.

In addition, presentations are evaluated for their delivery. Very good presentations do the following:

- Demonstrate preparation, where the delivery is organized and the presenter refers to notes mainly as a reminder;
- Be presented at a pace that is neither too fast nor too slow, with vocal variety (i.e. avoiding monotone) and at a reasonable volume that can be heard by the group;
- Include consistent eye contact by the presenter and natural body movements that avoids both excessive fidgeting and a complete absence of movement; and
- Keep to time! 5–10 minutes might seem like a long time, but it will fly by!

Public speaking—the act of communicating your ideas precisely and persuasively to a group of people—is a challenging thing to do that can take some practice, but is also a skill that can help support your development of other important skills like being able to express yourself confidently in meetings (as one example). People presenting in a language other than their first language, which is many at UBC, may feel especially nervous. Try to keep in mind that presentations in this class are all about sharing ideas and engaging with other people, and that other people tend to be very forgiving when it comes to how we present our knowledge! If this is something you would like more support with, reach out or drop by office hours: otherwise, some additional resources are included towards the end of the syllabus under 'Learning Resources,' and are on the Canvas site on the Modules page under the 'Other Course Information' heading.

Final paper: 30%, due December 9
The final paper for this course will be 3000–3500 words in length (double spaced, 12 pt. font, 1" margins) and will focus on a topic of your own choosing and development that addresses at least one of the course's main themes. Although the paper will have a research component, it is expected to be theoretically driven: meaning that the argument that it advances is one that engages directly with an issue of a theoretical nature. Any sustained argument takes time to develop, and theoretically oriented arguments benefit from this especially. To this end, this course has built in some structure to support you in the development and writing of your paper: it gets you to start thinking about your topic early and (reasonably) often, and we also dedicate some time in class to workshop ideas and discuss other aspects of the paper, including the proposal.

Paper proposal: due November 1
Paper topics and preliminary arguments need to first be approved by me via a paper proposal which is due by no later than 5:00 pm on November 1 so that I can give you some constructive feedback and suggestions. Proposals should be abstract-length (250–350 words) and, as well as including a provisional title, indicate the paper's preliminary argument (thesis) and the proposed 'roadmap' that the paper will take in advancing its argument. Writing research proposals is a skill that is essential in academic and other research-based occupations. They can be of varying lengths depending on purpose: abstract-length proposals are typical for academic conferences.

Final paper evaluation criteria
As noted above, the final paper is evaluated according to the same criteria as critical response papers. More detailed information can be found in the corresponding rubric, which can be downloaded as a pdf file from the Canvas Modules page, under the heading 'Other Course Information.'

Course policies

Submitting assignments

All assignments are submitted to Canvas. When the critical response and final papers are submitted to Canvas, they will automatically also be submitted to Turnitin through its new integration with Canvas (see below).

Turnitin

It is Department of Political Science policy that all student papers be submitted to Turnitin.com to check the originality of each student's work. Turnitin has recently become integrated into Canvas, which means that for this course, you do not need to navigate to Turnitin.com and upload your paper there yourself: when you submit your papers to Canvas, it will now be checked automatically against Turnitin's database, with no further action required from you.

There is an option for course instructors to either add student submissions to Turnitin's database of periodicals, journals, publications, websites, and student papers, or to opt out. For this course, this functionality is turned off: your work (which is your intellectual property) will not be added to Turnitin's database and stored.

You will be able to see the Turnitin score for your paper after it has been graded. When reviewing the score, it is helpful to keep in mind that although Turnitin is often referred to as a plagiarism 'detector,' this is somewhat of a misnomer as what it actually does is to make comparisons between different papers to establish how similar they are. This means that the numerical score received, in and of itself, does not indicate the presence (or lack) of plagiarism: instead, the software's results must be evaluated in context of the paper itself.

This course has also experimentally enabled a new Turnitin feature that gives machine-generated feedback on aspects of writing including grammar, spelling, writing mechanics, and style. This functionality uses a technology called the ETS e-rater (ets.org/erater.html) that has been developed with AI and natural language processing. Because this is a new feature, I have not used it before, and results will not be factored into your grade; it is available to you as an

additional source of writing feedback, should you find it helpful (although as with any other form of automation, you may need to evaluate the software's suggestions for yourself!).

Assignment formatting

The presentation of one's academic writing, including but not limited to the proper citation of sources, is very important for communicating the credibility and seriousness of one's authorship. Observing standard scholarly conventions, in addition to being expected of 4th year students and an easy way to earn marks, is excellent to get into the habit of because it demonstrates a professional, scholarly attitude that reflects well upon you.

Analytic papers in this course need to follow these formatting guidelines: 12 point font, 1" margins, double spacing, and include page numbers. Papers should include a title page that includes a minimum of the title and the author's name (although the latter may be only included on copies submitted through Canvas—see below), and must also include a bibliography/works cited section at the end. The word count for assignments does not include the title page, bibliography/works cited, or, if they are used, footnotes or endnotes.

All sources consulted *must* be cited using an academically recognized citation style that is properly utilized. APA and Chicago (or variations thereof, like APSA) are favoured in most political science writing and are thus recommended, although MLA may also be used. Even if you use a citation management tool such as Zotero, you should be familiar with how to cite and reference sources manually: automation bias leads us to assume that our technological tools are error-free, but this does not necessarily bear out in practice! I recommend bookmarking in your browser a link to the citation style you use most often for easy reference. The UBC Library has an extensive guide on best citation practices, which you can access here: https:// guides.library.ubc.ca/c.php?g=707463&p=5035185

Late policy

In many careers, meeting deadlines is a requirement of the job: in an employment context, it is unlikely that concessions will be given for late work! This course supports you in developing the skill of meeting deadlines by giving you practice in doing so, and provides an incentive in the form of a penalty applied to late work. Late assignments receive a 2% deduction for each 24-hour period from M-F, and for each 48-hour weekend period in totality. Missing work will receive a zero, unless Academic Concession arrangements have been made.

Extensions

Extensions can be granted in cases of significant extenuating circumstances such as illness, through prior consultation. If such a situation arises, notify me either through email, office hours, or by appointment as soon as practicable and with as much advance notice as possible before the assignment due date.

Grade review petitions

If a student feels strongly that a review of a grade received is merited, they may submit a petition for review. Grade review petitions will be received only after *five full business days* have elapsed after first receiving the grade, in order to give yourself time to reflect on the feedback received. In order to be considered, a petition for a grade review must be accompanied by rationale explaining why a different grade is more justified; rationale must include reference to the assignment requirements and instructions, and must address the feedback received. Although I will review grades for which sufficient rationale is supplied, upon reappraisal, note that the adjusted grade may go up, remain the same, or go down.

Technology policy

A. Personal computing devices

Laptops and tablets are permitted in the seminar room. However, we have some ground rules for when and for what purposes we can use digital devices while class is in session. The reason is that although computing technologies are extraordinarily helpful (and arguably now essential) for our academic pursuits, research on smartphones has also shown their negative impact on our ability to think and sustain focus. This is not incidental: per what has been termed the 'attention economy,' there are very large financial incentives for tech companies like social media platforms to keep us engaged with their products for as long as possible, as often as possible, and consequently, they have invested considerably in finding ways to optimize the extraction of value from *you*. Not only are the habit-forming tendencies of smartphones and their negative effects on students' academic performance well documented ([Sunday, Adesope, and Maarhuis 2021](#)): in a study of 520 undergraduates ([Ward et al. 2017](#)), the researchers showed that just the presence of a smartphone reduces a person's working memory and fluid intelligence! This effect was not related to thinking about their phones more often than usual, which was unchanged, and the researchers also found that reductions in cognitive capacity are mitigated to varying degrees by reducing the phone's salience (i.e. by placing it out of sight, or increasing physical distance).

Having boundaries with our devices helps to support our ability to stay focused and learn. While class is in session, smartphones must be on silent or turned off, and put away and out of sight while class is in progress. (The only exception here is if you need it available for a documented accessibility accommodation, in which case, please let me know.) Laptops and tablets should be

used only for purposes that immediately pertain to the course, e.g. reviewing of texts, note-taking, etc.

We also live in a time when anyone who has a personal device can easily make recordings. There are numerous advantages to this, but they also come with a number of caveats, among which includes the erosion of individuals' right to privacy. With the exception of those with documented accessibility accommodations that include the use of personal devices to record class sessions, in order for us to facilitate a more comfortable environment for everyone to dialogue and learn, class proceedings otherwise cannot be recorded, by any means.

B. AI

Using generative AI tools such as (but not limited to) ChatGPT to a) summarize and/or analyze course readings and b) unassistedly compose written work that is handed in for submission is not allowed. The use of such tools in such a manner would be considered academic misconduct and may be grounds for disciplinary action. *Acceptable* use of AI for the completion of assignments in this course includes the predictive text capabilities that are increasingly used in new editions of word processing software; for editing purposes where the intended use is for polishing existing drafted sentences; and, if you choose the option, for the purposes described in the assignment for the second critical assessment paper.

When in doubt over acceptable use, the guideline to follow is whether the use of the technology amounts to an outsourcing of your own analytical abilities and originality to machine generation. Aside from academic dishonesty, to do so is a disservice to yourself because it prevents you from gaining valuable opportunities to develop useful skills that can only be learned through hard work and repetition: what can seem like a short term advantage is not to your benefit in the long run! Your future self will thank you. Furthermore, the kind of capabilities that LLMs like ChatGPT have for producing analyses of works of international theory are very surface-level and reflect at best a superficial 'understanding,' doing an inadequate job of capturing the argumentative sophistication and often, even the main idea being advanced by a text. The summarizing and analyzing functions of AI tools *can* be of good pedagogical value when they distil complex ideas into simple terms when the objective is to gain a very general comprehension: however, for more advanced studies such as ours, these same oversimplifying tendencies will, more often than not, impede your own understanding—and, if used in a piece of written work, would not be at a level that would command high marks.

Email and communications policy

I typically respond to written inquiries within 24–48 hours during the working week, during standard business hours and outside of evenings and weekends. If there is a matter requiring urgent attention, please try to communicate this as soon as possible: do not wait until Friday

evening! Questions that are of a more complex nature that cannot be addressed adequately in a short response are best discussed in person.

Etc. classroom procedural matters

<u>Food and drink</u>
All of us have bodies! Which means we need things like food at regular and possibly inconvenient intervals. Drinks like water, coffee, and tea are welcome in class. With a few ground rules, food items are as well. When bringing food to class, please exercise your good judgment in choosing something that will be of minimal disruption, i.e. no crinkly wrappers or strong smells. Food items also need to be reasonably portioned and self-contained— so do not bring your own brunch buffet… unless you plan on sharing with the class! :D Finally, everyone who brings food and beverage must diligently adhere to the 'campfire rule:' leave no trace behind. Anything you pack in, you pack out, for the benefit of the class that comes into the room after us and for the building custodians. If at any point the campfire rule is not observed, food will only be able to be consumed outside of the classroom during our break, and beverages will be permitted only if their containers include spill proof lids.

<u>Accessibility</u>
If you have a particular accommodation that will enable you to participate more fully in class but are unsure of how to implement it or need some assistance in doing so, reach out: I will work with you and do what I can to make the physical environment or course delivery as accessible as possible.

Course schedule

*asterisk = download through Canvas

Week 1: September 6
Introduction to the course

<u>Readings:</u>

No readings assigned.

Week 2: September 13
International politics and IR theory: How should we theorize the international?

<u>Readings:</u>

Note: *The first two readings are included as reference. For those who may be encountering IR theory for the first time, they are strongly recommended; otherwise, skim.*

*Ken Booth and Toni Erskine. "Introduction: The Argumentative Discipline." In *International Relations Theory Today.* 2nd. ed. Edited by Ken Booth and Toni Erskine. Polity Press, 2016. Read pp. 1–19.

Manuela Spindler and Siegfried Schieder. "Theory in International Relations." Chap. 1 in *Theories of International Relations*, edited by Siegfried Schieder and Manuela Spindler. Routledge, 2014. Read pp. 1–10.

Kenneth N. Waltz. "Realist Thought and Neorealist Theory." *Journal of International Affairs* 44, no. 1 (Spring 1990): 21–37.

J. David Singer. "The Level-of-Analysis Problem in International Relations." *World Politics* 14, no. 1 (October 1961): 77–92.

Sebastian Schindler. "The task of critique in times of post-truth politics." *Review of International Studies* 46, no. 3 (2020): 376–394.

Take-home task:

Create new file or document for paper topic ideas

Week 3: September 20
The agent-structure debate: What determines what actors can do, and why?

Readings:

*Kenneth N. Waltz. "Political Structures." Chap. 5 in *Theory of International Politics.* Random House, 1979. Read pp. 79–101.

Alexander Wendt. "The Agent-Structure Problem in International Relations Theory." *International Organization* 41, no. 3 (Summer 1987): 336–370.

Benjamin Braun, Sebastian Schindler, and Tobias Wille. "Rethinking agency in International Relations: performativity, performances and actor-networks." *Journal of International Relations and Development* 22, no. 4 (2019): 787–807.

In class:

First day for paper presentations

Week 4: September 27
What makes a state?

Readings:

Arjun Chowdhury. "The Self-Undermining State." Chap. 2 in *The Myth of International Order: Why Weak States Persist and Alternatives to the State Fade* Away. Oxford University Press, 2018. Read pp. 11–36.

Christian Reus-Smit. "The Constitutional Structure of International Society." Chap. 2 in *The Moral Purpose of the State: Culture, Social Identity, and Institutional Rationality in International Relations*. Princeton University Press, 1999. Read pp. 26–39.

V. Spike Peterson. "Family matters in racial logics: Tracing intimacies, inequalities, and ideologies." *Review of International Studies* 46, no. 2 (2020): 177–196.

Week 5: October 4
What do we mean by rationality, and how much does it help us towards understanding political action? How rational are actors in practice?

Readings:

*Hans Morgenthau. "The Dilemma of Scientific Man." Chap. 1 in *Scientific Man vs. Power Politics*. University of Chicago Press, 1946. Read pp. 9–16.

Robert O. Keohane. "Bounded Rationality and Redefinitions of Self-Interest." Chap. 7 in *After Hegemony: Cooperation and Discord in the World Political* Economy. Princeton University Press, 1984. Read pp. 110–132.

Jonathan Mercer. "Emotional Beliefs." *International Organization* 64, no. 1 (2010): 1–31.

Tim Aistorpe and Roland Bleiker. "Conspiracy and foreign policy." *Security Dialogue* 49, no. 3 (June 2018): 165–182.

Week 6: October 11
Causes of conflict: Why do wars start?

Readings:

*Thucydides. *On Justice, Power, and Human Nature: Selections from The History of the Peloponnesian War*. Translated by Paul Woodruff. Hackett Publishing, 1993. Read the following sections:
        "Necessity" pp. xxx–xxxii
        "Thucydides' explanation for the war" pp. 15–16
        "The Melian Dialogue" pp. 102–109

*Kenneth Waltz. "Conclusion." Chap. 8 in *Man, the State, and War: A Theoretical Analysis*. Columbia University Press, 1959. Read pp. 224–238.

James D. Fearon. "Rationalist Explanations for War." *International Organization* 49, no. 3 (1995): 379–414.

Christine Sylvester. "War Experiences/War Practices/War Theory." In "Out of the Ivory Tower," ed. Damiano de Felice and Francesco Obino, special issue, *Millennium: Journal of International Studies* 40, no. 3 (2012): 483–503.

Take-home task:

Begin final paper topic brainstorming

Week 7: October 18
Is peace possible? Under what conditions? Is it tenable?

Readings:

John R. Oneal and Bruce Russett. "The Kantian Peace: The Pacific Benefits of Democracy, Interdependence, and International Organizations, 1885-1992." *World Politics* 52, no. 1 (October 1999): 1–37.

Mark W. Zacher. "The Territorial Integrity Norm: International Boundaries and the Use of Force." *International Organization* 55, no. 2 (Spring 2001): 215–250.

John J. Mearsheimer. "The False Promise of International Institutions." *International Security* 19, no. 3 (Winter, 1994–1995): 5–49.

In class:

Theory development workshop

Week 8: October 25
Why do actors cooperate? How is cooperation achieved?

Readings:

*Hedley Bull. "The Concept of Order in World Politics." Chap. 1 in *The Anarchical Society: A Study of Order in World Politics*. 2nd ed. Columbia University Press, 1977. Read pp. 3–22.

Robert O. Keohane. "Cooperation and International Regimes." Chap. 4 in *After Hegemony: Cooperation and Discord in the World Political* Economy. Princeton University Press, 1984. Read pp. 49–64.

Peter M. Haas. "Introduction: epistemic communities and international policy coordination." In "Knowledge, Power, and International Policy Coordination," ed. Peter M. Haas, special issue, *International Organization* 46, no. 1 (Winter 1992): 1–35. Read pp. 1–20; skim the rest.

Week 9: November 1
What causes change in world politics? How do we account for it theoretically?

Readings:

Kalevi Holsti. "Change in International Politics: The View from High Altitude." *International Studies Review* 20 no. 2 (2018): 186–194.

Robert Gilpin. "The Nature of International Political Change," Chap. 1 in *War and Change in World Politics*. Cambridge University Press, 1981. Read pp. 9–15 and pp. 39–49; skim pp. 15–39.

Martha Finnemore and Kathryn Sikkink. "International Norm Dynamics and Political Change." *International Organization* 52, no. 4 (Autumn 1998): 887–917.

Paper proposal due by 5 pm

Week 10: November 8

Technology: A force for change, or an instrument of continuity?

Readings:

Hans Morgenthau. "Modern Science and Political Power." *Columbia Law Review* 64, no. 8 (December 1964): 1386–1409.

Robert O. Keohane and Joseph S. Nye Jr. "Power and Interdependence in the Information Age." *Foreign Affairs* 77, no. 5 (September–October 1998): 81–94.

Stefan Fritsch. "Technology and Global Affairs." *International Studies Perspectives* 12 no. 1 (February 2011): 27–45.

 J. P. Singh. "Information Technologies, Meta-Power, and Transformations in Global Politics." *International Studies Review* 15, no. 1 (2013): 5–29.

Week 11: November 15
Globalization and its discontents: The decline of the state?

Readings:

David Held. "Regulating Globalization? The Reinvention of Politics." *International Sociology* 15, no. 2 (June 2000): 394–408.

*Stephen Krasner. "Sovereignty and its discontents." Chap. 1 in *Sovereignty: Organized Hypocrisy*. Princeton University Press, 1999. Read pp. 4–42.

Stephen Gill. "Globalisation, Market Civilisation, and Disciplinary Neoliberalism." *Millennium: Journal of International Studies* 24, no. 3 (1995): 399–423.

Jutta Weldes. "Globalisation is Science Fiction." *Millennium: Journal of International Studies* 30, no. 3 (2001): 647–667.

November 11–13: Midterm Break

Week 12: November 22
Processes and relations: Challenging the ontological status quo?

Readings:

Patrick Thaddeus Jackson and Daniel Nexon. "Relations before states: Substance, process and the study of world politics." *European Journal of International Relations* 5, no. 3 (1999): 291–332.

David M. McCourt. "Practice Theory and Relationalism as the New Constructivism." *International Studies Quarterly* 60, no. 3 (September 2016): 475–485.

James Der Derian and Alexander Wendt. "'Quantizing international relations': The case for quantum approaches to international theory and practice." In "Quantizing international relations," ed. James Der Derian and Alexander Wendt, special issue, *Security Dialogue* 51 no. 5 (2020): 399–413.

Zoe Todd. "An Indigenous Feminist's Take On The Ontological Turn: 'Ontology' Is Just Another Word For Colonialism." *Journal of Historical Sociology* 29, no. 1 (March 2016): 4–22.

Week 13: November 29
Still an 'American' discipline? Decentering and decolonizing IR

Readings:

Phillip Darby and A. J. Paolini. "Bridging International Relations and Postcolonialism." *Alternatives: Global, Local, Political* 19, no. 3 (Summer 1994): 371–397.

Amitav Acharya. "Global International Relations (IR) and Regional Worlds: A New Agenda for International Studies." *International Studies Quarterly* 58, no. 4 (December 2014): 647–659.

Neta C. Crawford. "Native Americans and the Making of International Society." In *The Globalization of International Society*, edited by Tim Dunne and Christian Reus-Smit. Oxford University Press, 2017. Read pp. 102–122.

Week 14: December 6
Uncertainty and crisis: To what extent does the unknown, and efforts to grapple with it, shape political action and potential?

Film:

John Badham, dir. *WarGames*. Metro-Goldwyn-Mayer, Inc., 1983. Online.
        Access here: https://webcat.library.ubc.ca/vwebv/holdingsInfo?bibId=10374184

Readings:

Robert Jervis. "Hypotheses on Misperception." *World Politics* 20, no. 3 (April 1968): 454–479.

Peter J. Katzenstein. "Worldviews in World Politics." Chap. 1 in *Uncertainty and Its Discontents: Worldviews in World Politics*, edited by Peter J. Katzenstein. Cambridge University Press, 2022. Read pp. 1–15; skim rest of chapter.

Anthony Burke, Stefanie Fishel, Audra Mitchell, Simon Dalby, and Daniel J. Levine. "Planet Politics: A Manifesto from the End of IR." In "Failure and Denial in World Politics," ed. Scott Hamilton, Aaron McKeil, and Andreas Nohr, special issue, *Millennium: Journal of International Studie*s 44, no. 3 (2016): 499–523.

In class:

Final day for paper presentations

December 9: Final paper due

General Academic Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise. There are resources to access, including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website.

Academic accommodations and concessions

A) Academic Accommodation for Students with Disabilities

UBC is committed to the academic success of students with disabilities. UBC's policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to University services, ensure fair and consistent treatment of all students, and to create a welcoming environment. Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](). The Centre will determine that student's eligibility for accommodations in accordance with [Policy 73: Academic Accommodation for Students with Disabilities](). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

B) Academic Accommodations for Religious or Spiritual Experiences

The University is obligated to comply with the BC Human Rights Code in accommodating students observances of sincerely held religious beliefs. If you would like to request an academic concession because of a conflict with a religious observance, please see your academic advisor. To learn more visit: https://students.ubc.ca/enrolment/academic-learning-resources/academic-concessions

C. Academic Concessions

If you experience unanticipated events or circumstances that interfere with your ability to accomplish your academic coursework, you may be eligible for academic concession. For more information, please see: https://students.arts.ubc.ca/advising/academic-performance/help-academic-concession/

If your situation is related to an experience of sexual violence, you have the option of contacting UBC's [Sexual Violence Prevention and Response Office (SVPRO)]() (604 822 1588) who can assist you with your academic concession.

Academic Integrity and Responsibility

As a member of this class, you are responsible for contributing to the course objectives through your participation in class activities and your work on essays and other written assignments. In the process of coming into your own as an independent, responsible participant in the academic community, you are encouraged to seek advice, clarification, and guidance in your learning from your instructor. If you decide to seek assistance beyond this course, you are responsible for ensuring that this help does not lead you to submit others' work as your own. If an outside tutor

or other person helps you, show this policy to your tutor or helper: make sure you both understand the limits of this person's permissible contribution. If you are uncertain, please consult with me.

Academic communities depend on their members' honesty and integrity in accurately and fully representing the sources of reasoning, claims, and wordings in their submitted work. Like all members of the academic community, you will be held responsible for this. If you are found to have misrepresented your sources and to have submitted others' work as your own, this constitutes plagiarism, the most serious form of academic misconduct, and severe penalties as appropriate may follow. At minimum, the assignment may result in a mark of zero after being forwarded to the Head of the Political Science Department. The Head may also decide, in consultation with your instructor, that a greater penalty is called for, and will forward your case to the Dean's Office, where you will be interviewed. Depending on the outcome, your case may then be forwarded to the President's Advisory Committee on Academic Misconduct, where there will be a hearing in which you will be asked to account for your actions, after which the President may decide that any or a combination of the following penalties will be applied: a zero for the assignment; a zero for the course; suspension from the university for a period ranging from 4 to 24 months; and/or a notation on your permanent record.

It is your responsibility to be aware of what the different types of academic misconduct, including plagiarism, constitute. The UBC Office of Academic Integrity has a guide to these different forms, which can be found here: https://academicintegrity.ubc.ca/regulation-process/academic-misconduct/

Like any academic author submitting work for review and evaluation, you are guaranteeing that the work you submit for this course has not already been submitted for credit in another course, as this constitutes self-plagiarism. Your submitting work from another course, without your instructor's prior agreement, may result in penalties such as those applied to the misrepresentation of sources.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at https://vancouver.calendar.ubc.ca/campus-wide-policies-and-regulations/student-conduct-and-discipline/discipline-academic-misconduct

Illness and Absence

If you experience medical, emotional, or personal problems that affect your attendance or academic performance, please notify Arts Academic Advising. If you are registered with Access and Diversity, you should notify your instructor at least two weeks before examination dates. If you are planning to be absent for varsity athletics, family obligations, or other commitments, you should discuss your commitments with the instructor before the drop date.

Reach out and ask for help if you need it

University students often encounter setbacks from time to time that can impact academic performance. If you run into difficulties and need assistance, I encourage you to contact me by email or by dropping by my office. I will do my best to support your success during the term. This includes identifying concerns I may have about your academic progress or wellbeing through Early Alert. With Early Alert, faculty members can connect you with advisors who offer student's support and assistance getting back on track to success. Only specialized UBC advisors are able to access any concerns I may identify, and Early Alert does not affect your academic record. For more information, see: https://facultystaff.students.ubc.ca/systems-tools/early-alert

For information about addressing mental or physical health concerns, including crisis support, seeing a UBC doctor, and various counselling options available to students, visit: https://students.ubc.ca/health

Respectful University Environment

UBC recognizes that "the best possible environment for working, learning and living is one in which respect, civility, diversity, opportunity and inclusion are valued." The full *UBC Statement on Respectful Environment for Students, Faculty and Staff* can be found at http://www.hr.ubc.ca/respectful-environment/files/UBC-Statement-on-Respectful-Environment-2014.pdf. Students should read this statement carefully and take note of both the protections and the responsibilities that it outlines for all members of the UBC community. Students should also review the Student Code of Conduct, at: https://vancouver.calendar.ubc.ca/campus-wide-policies-and-regulations/student-conduct-and-discipline/discipline-non-academic-misconduct-student-code-conduct

This course values healthy debate, and the free and respectful exchange of ideas. Students are welcome to voice and defend their views, which may differ from those of other students or of the instructor. However, disrespectful behaviour, including bullying and harassment, will not be tolerated. The instructor will be professional and respectful in all their exchanges with students, and students will exercise similar professionalism and respect in their interactions with each other and with the instructor.

If you have any concerns about the class environment, please do not hesitate to raise them with the instructor. You also have the options of contacting the Head of the Political Science Department, UBC's Equity and Inclusion Office (http://equity.ubc.ca), or the UBC Ombudsperson for Students: https://ombudsoffice.ubc.ca

Equity and Harassment

UBC is committed to equity (including but not limited to gender equity) and fostering a safe learning environment for everyone. All peoples should be able to study, work, and learn in a supportive environment that is free from sexual violence, harassment, and discrimination. UBC's Policy #3 on Discrimination and Harassment defines harassment as: "unwanted and unwelcome attention from a person who knows, or ought to know, that the behaviour is unwelcome. Harassment can range from written or spoken comments to unwanted jokes, gifts, and physical assault, and may be accompanied by threats or promises regarding work or study opportunities and conditions. Harassment can be either a single incident or a series of related incidents." Such behaviour is not acceptable and will not be tolerated at UBC. If you or someone you know has encountered sexual violence or harassment, you can find confidential support and resources at the AMS Sexual Assault Support Centre, (SASC), and the Equity and Inclusion Office. The SASC is an all-genders service that serves the UBC-Vancouver campus community and is committed to creating a safer campus community, free from sexualized violence. Their work is informed by feminism, anti-oppression and recognition of intersectionality. The Equity and Inclusion Office is committed to fostering a community in which human rights are respected and equity and diversity are integral to university life.

Sexual Assault Support Centre, (SASC)
http://amssasc.ca

Equity and Inclusion Office
http://equity.ubc.ca

Learning Resources

At UBC:

UBC Library Political Science Research Guide (https://guides.library.ubc.ca/politicalscience)
This Political Science-specific guide, put together by our own dedicated librarian, lists relevant databases, research tools, and other helpful resources. There are also sections that are even more specific to subfields, including IR and Political Theory.

Centre for Writing and Scholarly Communication (https://writing.library.ubc.ca/)
The Centre for Writing and Scholarly Communication has a list of online resources for undergraduates on academic integrity, writing, researching, and speaking. They also offer writing consultations for students at all levels where you can receive constructive feedback on written work at any stage of development. **Full disclosure:** I am one of the CWSC's Doctoral Writing Consultants for the 2024–2025 year. What this means for you is that for conflict of interest reasons, you cannot consult with me through this resource—but there are many other consultants you can work with who can provide you with constructive, insightful, and friendly feedback!

Precedents Archive for Scholarly Speaking (PASS) (https://speaking.arts.ubc.ca/)
This is an excellent UBC resource that gives information to students on how to effectively communicate scholarly research. Not only does it offer several guides on topics such as how to present your arguments and cite sources in a presentation, it also has a number of video examples of student presentations.

The Journal of Political Studies (https://www.ubcjps.com/)
To improve one's writing craft, it is helpful to see examples of what excellent writing looks like. UBC's undergraduate Journal of Political Studies is full of many such examples, and can be a good place to look for ideas on how to structure and execute a theoretical argument. Do take care to note that the papers you will read have gone through a rigorous process of review and revision —authors have had a generous amount of time to refine and polish their work, and so these are the end results of a process that is much longer than a typical academic term. That said, perhaps you will be inspired to submit work of your own! Going through the editorial process is an arduous, but rewarding, learning experience of its own.

Beyond UBC:

E-IR (https://www.e-ir.info/)
An excellent resource for students of IR, whether just starting out or more advanced. You can find everything from introductory books and articles on the basic nuts and bolts of major IR theories, to commentary on major world events from prominent IR scholars, to emerging developments in the field. Worth a perusal if you want to brush up on what you already know, expand your horizons—or both.

Duck of Minerva (https://www.duckofminerva.com/)
This is a long-running blog started by Daniel Nexon, an IR professor. Many luminaries of the field have written for it over the years, and it's also one of the few places on the Internet where reading the comments section is worthwhile. Check out the podcast Nexon runs with Patrick Thaddeus Jackson, "Whiskey and IR Theory," for their sometimes irreverent but always interesting takes on a topical subject. (Whiskey optional.)

Purdue Owl (https://owl.purdue.edu/)
A very user-friendly writing resource maintained by Purdue University that offers APA and MLA style guides along with guides on more general aspects of writing.

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