

**UNIVERSITY OF BRITISH COLUMBIA**  
**POLITICAL SCIENCE 367B:**  
**International Relations Theory**

**Winter 2008-09 (Term 2)**

**Professor: Lisa McIntosh Sundstrom**

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***Course Description:***

In this course, we will examine major established and emerging theoretical approaches to explaining and understanding international relations. The course is designed to provide students with a thorough knowledge of fundamental concepts and readings from different schools in international relations theory. First, we will explore debates within dominant perspectives that assume sovereign states to be the only determinant actors in the international system, and then we will branch out to consider approaches and contemporary issues that challenge this assumption. In the last several weeks of the course, we will devote special attention to discussing the extent to which each approach captures the reality of problems in international relations today, and whether the international system is essentially static or changing.

The course is focused on encouraging students to think critically in comparing the assumptions and explanatory power of each approach. Your term paper will ask you to do precisely that. Students will be expected to take an active part in lively discussions about the accuracy and implications of various approaches.

***Course Requirements and Evaluation***

**Assignments:**

- **A proposal for your term paper (2-3 pages plus preliminary bibliography), worth 5 percent of your grade, due at the beginning of class on Friday, February 13.** This is a pass/ fail assignment. That is, you either receive a perfect mark for this 5% of your grade, or you receive zero marks. The purposes of this short assignment are to prompt you to think early about your major paper for the course (discussed below), and to ensure that you receive concrete feedback from the TA on your ideas for the paper before handing in the final assignment. The proposal should sketch out your early ideas on what issue or event you will consider in your term paper, which theoretical perspectives you expect to use as “lenses” to interpret the topic, and how those theoretical arguments are likely to play out in the paper. Where you can, throughout, cite sources that you are finding useful.

Include a bibliography of all the sources you have located so far. You may use point-form in your proposal if you prefer this over paragraph prose. *The more work you put into the proposal, the less work you will need to do later, and the more helpful comments the TA will be able to give you!*

- **A midterm examination, worth 20 percent of your grade, will be held during class time on February 27.** The exam will cover material up to and including Week 6.
- **A 10-12 page term paper, worth 40 percent of your grade, will be due at the beginning of class on March 23.** In the paper, you need to analyze a contemporary issue or case in international affairs (such as terrorism, environmental degradation, a peacekeeping mission, ethnic conflict, or international human rights promotion) from multiple competing theoretical perspectives. You must speculate how a scholar espousing a particular theoretical perspective (realism, neoliberal institutionalism, liberal interdependence/ globalization, constructivism, Marxism/ dependency theory, feminism, organizational theory, domestic politics) would depict the causes, implications, and solutions of the problem, then oppose that depiction from the point of view of another theoretical perspective. Finally, you must argue why one perspective is more persuasive than the other. I strongly encourage you to come and talk to me about your proposed topic before you write your paper. A section explaining the assignment in greater detail is attached at the end of this syllabus, and we will discuss it further in class. The TA for the class will be marking this assignment.
- **The final exam, worth 30 percent of your grade, will take place during the regular university examination period at the end of the term.** It will consist of some short-answer conceptual questions, as well as several broad essay questions from the lectures and readings. You will have choices among many questions offered. In order to obtain a high mark on the exam, in the essays you must show your ability to synthesize and think on your own about the debates we have considered in the course, and to make a clear argument to support or reject certain views of democratization. Exams that merely regurgitate the lecture materials and readings will not receive superior marks. We will go over some sample exam questions in class at the end of the term to help you prepare.
- **Class participation is worth 5 percent of your grade.**
  - I am an instructor who encourages a great deal of student participation in class discussions – even in lecture courses. Your class participation mark will consist of 10 points (comprising 5 percent of your overall grade).
  - Half of your participation mark (5 points) will be based on leadership in a small group discussion. Typically, I request that one person in the group report the ideas developed by the group back to the class as a whole. Over the course of the term, you should play this role in a small group at least once. I will award a maximum of five points for your performance in this role (3 points based on your efforts to keep the group on task during the group time, 2 points for your quality of reporting to the class as a whole). You will not benefit from performing the role more than once, so please be courteous to your fellow students in giving everyone a chance over the term.
  - Comments or questions on the course website's bulletin board will count for the remaining 5 points of your participation mark (2 points for 2 comments; 3 points for quality (thoughtfulness)). You should make at least two comments on the

bulletin board over the course of the term. No more than one comment per week will count, so you cannot submit both comments in one week. Make more if you wish, but please keep the length to a reasonable limit (200 words or less). Submit comments you have in reaction to the lectures or readings, or questions that have arisen for you about something significant in the course materials. Remember, there are no dumb questions! If you are confused about something significant in the readings, it is likely that at least one other person is, too. We will discuss some of the most interesting and important comments or questions in class. Questions and comments can be submitted from the beginning of term up until the day of the final exam.

### **Reading Requirements:**

- The attached reading list is separated into two portions: required and recommended readings. You must read the required list each week, as these readings will be essential for class discussions and are all examinable. This list averages a total of approximately fifty pages per week. The literature on international relations theory is extremely large, so it is difficult to get away with reading less and acquiring a competent knowledge of the field. Even with the current syllabus, you are only having a small taste of the vast amount of literature theorizing international relations. Some weeks have a heavier reading load, with Week 5 being the heaviest; other weeks have significantly lighter loads. If you are interested in pursuing any week's topics further, I strongly encourage you to look at the recommended readings. Note that the midterm and final exams will draw equally from the readings and the lectures, so it is inadvisable to fall far behind on the readings.

### ***Policy on Late Assignments***

Unfortunately, there seems to be an extraordinarily high correlation between the onset of illnesses and personal emergencies and the due dates for assignments. Therefore, I am forced to sort carefully between credible excuses and those that are basically a result of a lack of advance planning by the student. Thus, unless you have a medical note from your doctor or a serious personal emergency, there will be an automatic 3% grade penalty per day for late papers. If you hand in your paper late, you must hand it in directly to me or contact me to make an alternative arrangement. Any papers handed in any other way will be dated from the date I happen to pick them up.

### ***Plagiarism***

From the syllabus section of the course website, you will find a link to the UBC policy on plagiarism. You can also go directly to UBC Library's Plagiarism Resource Centre website at <http://www.library.ubc.ca/home/plagiarism/>. Plagiarism is unfortunately a common occurrence in the academic community. Since good scholarship depends on the original intellectual contributions of scholars, dishonestly representing someone else's ideas as your own is considered to be a serious affront to the spirit of academia.

In order to avoid both intentional and unintentional instances of plagiarism, you must be sure to cite both direct quotes and paraphrased ideas that you appropriate from other authors. When you are merely consulting secondary sources and not quoting authors directly, sometimes it is difficult to know whether you must cite the idea as someone else's or not.

A standard to live by when you are writing essays is to think to yourself, "Would I have come up with this idea on my own if I had not read this other author's work?" If you have any doubts in answering this question, then you should err on the side of caution and cite the original author. In fact, you support your argument if you find someone else who has raised it before!

If an author is giving factual information that is part of what would be considered general knowledge (e.g. World War I took place from 1914 to 1918), then you do not have to cite the work in which you located the facts. If the information used is not commonly known, or if you suspect it might be disputed, you should always cite your source.

## ***Citations and Paper Formats***

I am happy to accept any common style of citation in your papers, whether it uses in-text author-date-page citations, footnotes at the bottom of each page, or endnotes at the end of the essay. The key requirement is that you should be thorough and consistent in your citation style. If you need a reference guide, the UBC library website has basic style guides for the APA and MLA citation styles (<http://www.library.ubc.ca/chapmanlearningcommons/citation.html>). Another more detailed reference is the well-known *Chicago Manual of Style* (University of Chicago Press). In any case, in addition to individual citations, you should include a "works cited" page at the end of your essay as a matter of standard practice, even though the sources are likely to be from the course syllabus itself. Please come and see me if you have any questions about styles of reference.

Papers must be double-spaced with one-inch margins and use 12-point font for the text.

## ***Submitting Your Paper to Turnitin.com***

You must submit a paper copy of each of your papers (including the proposal assignment) in class, and in addition, you must submit an electronic copy to Turnitin.com. This is a service that universities are using increasingly as a method to detect instances of plagiarism. The UBC Political Science Department now requires that all undergraduate papers be submitted to Turnitin. The service compares student papers to thousands of published documents, "paper mills" of essays for sale, and to all of the other student papers submitted to the website, to detect levels of overlap in wording. You can find out more about Turnitin, and the university's policies on it, at <http://www.vpacademic.ubc.ca/integrity/turnitin/index.htm>. In order to submit your paper to Turnitin.com, you will need to create a user profile on the website at <http://www.turnitin.com/login.asp>. You will also need to enter the "course ID" and the "course password" for this course. The information you will need is:

**Course ID: 2544684**

**Course password: irtheory**

You can then either upload your paper as a file or cut and paste the text of your paper onto the indicated section of the website. Please note if you are new to Turnitin.com 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.

**If you do not submit your paper to Turnitin.com by the time I mark it, 15 percent will be deducted from the paper mark. This is extremely important.**

## ***Required Texts***

There are two books, available at the campus bookstore, which contain required readings for the course:

1. Karen A. Mingst and Jack L. Snyder, *Essential Readings in World Politics* (3rd edition) (New York: W.W. Norton & Company, 2007). (hereafter referred to as Mingst & Snyder)
2. Sagan, Scott D. and Kenneth N. Waltz, *The Spread of Nuclear Weapons: A Debate Renewed* (New York: W.W. Norton & Company, 2003). (hereafter referred to as Sagan & Waltz)

There is also a course reading packet available at the bookstore, which includes many of the items on the required reading list.

## ***Week-by-Week Schedule of Topics and Readings:***

### **PART ONE: THEORETICAL FOUNDATIONS**

#### **Week 1, Jan. 5-9: What is International Relations Theory and Why is it Important?**

##### ***Required Readings:***

Walt, Stephen M., “International Relations: One World, Many Theories,” *Foreign Policy*, No. 110, Special Edition: Frontiers of Knowledge (Spring 1998): 29-46 (in course reader).

Snyder, Jack, “One World, Rival Theories,” in Mingst & Snyder.

#### **Week 2, Jan. 12-16: Realism and Neorealism**

##### ***Required Readings:***

Thucydides, “The Melian Dialogue,” in Mingst & Snyder.

Carr, Edward Hallett, “Realism and Idealism,” pp. 51-67 in *Conflict After the Cold War: Arguments on Causes of War and Peace* (2d ed.), edited by Richard K. Betts (New York: Longman, 2002) (in course reader).

Morgenthau, Hans J., “A Realist Theory,” in Mingst & Snyder.

Waltz, Kenneth N., "The Origins of War in Neorealist Theory," pp. 68-74 in *Conflict After the Cold War: Arguments on Causes of War and Peace* (2d ed.), edited by Richard K. Betts (New York: Longman, 2002) (in course reader).

***Recommended Readings:***

Gilpin, Robert, *War and Change in World Politics* (New York: Cambridge University Press, 1981).

**Week 3, Jan. 19-23: Liberalism and Neoliberalism**

***Required Readings:***

Kant, Immanuel, "To Perpetual Peace: A Philosophical Sketch," in Mingst & Snyder.

Bull, Hedley, "Does Order Exist in World Politics?" in Mingst & Snyder.

Lipson, Charles, "International Cooperation in Economic and Security Affairs," in *Neorealism and Neoliberalism: The Contemporary Debate*, edited by David A. Baldwin (New York: Columbia University Press, 1993): 60-84 (in course reader).

***Recommended Readings:***

Axelrod, Robert, "The Emergence of Cooperation Among Egoists," *American Political Science Review* 75 (1981): 306-18.

Grieco, Joseph M. Anarchy and the Limits of Cooperation: A Realist Critique of the Newest Liberal Institutionalism," in *Neorealism and Neoliberalism: The Contemporary Debate*, edited by David A. Baldwin (New York: Columbia University Press, 1993): 116-40.

Keohane, Robert, *After Hegemony* (Princeton: Princeton University Press, 1984).

Mueller, John, "The Obsolescence of Major War," pp. 146-58 in *Conflict After the Cold War: Arguments on Causes of War and Peace* (2d ed.), edited by Richard K. Betts (New York: Longman, 2002).

Powell, Robert, "Absolute and Relative Gains in International Relations," in *Neorealism and Neoliberalism: The Contemporary Debate*, edited by David A. Baldwin (New York: Columbia University Press, 1993): 116-40.

Rosecrance, Richard, "Trade and Power," pp. 280-92 in *Conflict After the Cold War: Arguments on Causes of War and Peace* (2d ed.), edited by Richard K. Betts (New York: Longman, 2002).

**Week 4, Jan. 26-30: Domestic Politics Approaches and Democratic Peace Theory**

***Required Readings:***

Doyle, Michael W., "Liberalism and World Politics," in Mingst and Snyder.

Mansfield, Edward D. and Jack Snyder, "Democratization and War," *Foreign Affairs* 74.3 (May 1995): 79-97 (in course reader).

Kennan, George F. ("X"), "The Sources of Soviet Conduct," in Mingst & Snyder.

Weisband, Edward, *The Ideology of American Foreign Policy: A Paradigm of Lockian Liberalism* (London: Sage, 1973): 6-16 (in course reader).

***Recommended Readings:***

Fearon, James, "Domestic Political Audiences and the Escalation of International Disputes," *American Political Science Review* 88.3 (Sept. 1994): 577-92.

Weeks, Jessica L., "Autocratic Audience Costs: Regime Type and Signaling Resolve," *International Organization* 62.1 (Jan. 2008): 35-64.

Hartz, Louis, *The Liberal Tradition in America* (New York: Harcourt Brace, 1955).

**Week 5, Feb. 2-6: Organizational and Bureaucratic Politics Approaches**

***Required Readings:***

Sagan & Waltz, focus on pp. 1-87, but read more if you can!

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

***Recommended Readings:***

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

Valenta, Jiri, "The Bureaucratic Politics Paradigm and the Soviet Invasion of Czechoslovakia," *Political Science Quarterly* 94.1 (Spring 1979).

Wiarda, Howard J., "Beyond the Pale: The Bureaucratic Politics of United States Policy in Mexico," *World Affairs* 162.4 (Spring 2000): 174-92.

**Week 6, Feb. 9-13: Constructivism and Sociological Approaches**

***Required Readings:***

Finnemore, Martha, "Constructing Norms of Humanitarian Intervention," pp. 102-118 in Karen A. Mingst and Jack L. Snyder, *Essential Readings in World Politics* (2<sup>nd</sup> edition) (New York: W.W. Norton & Company, 2003) (in course reader).

Wendt, Alexander, "Anarchy is What States Make of It," in Mingst & Snyder.

***Recommended Readings:***

Jepperson, Ronald L., Alexander Wendt, and Peter J. Katzenstein, "Norms, Identity, and Culture in National Security," in *The Culture of National Security: Norms and Identity in World Politics*, edited by Peter J. Katzenstein (New York: Columbia University Press, 1996): 33-75.

Boli, John and George M. Thomas, eds. *Constructing World Culture: International Nongovernmental Organizations Since 1875* (Stanford, CA: Stanford University Press, 1999).

Price, Richard and Nina Tannenwald, "Norms and Deterrence: The Nuclear and Chemical Weapons Taboo," in *The Culture of National Security: Norms and Identity in World*

*Politics*, edited by Peter J. Katzenstein (New York: Columbia University Press, 1996): 114-52.

**\*\*\* TERM PAPER PROPOSAL DUE IN CLASS FEBRUARY 13 \*\*\***

**\*\*\* READING BREAK FEBRUARY 16-20. HAVE A GOOD BREAK! \*\*\***

**\*\*\* MIDTERM EXAM IN CLASS FEBRUARY 27 \*\*\***

## **Week 7, Feb. 23 & 25: Marxism, Dependency Theory and Postcolonial Theory**

Frank, Andre Gunder, "The Development of Underdevelopment," pp. 86-93 in Karen A. Mingst and Jack L. Snyder, *Essential Readings in World Politics* (2<sup>nd</sup> edition) (New York: W.W. Norton & Company, 2003) (in course reader).

Wallerstein, Immanuel, "The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis," in Mingst & Snyder.

Lenin, V. I., selection from "Imperialism, the Highest Stage of Capitalism," in Mingst & Snyder.

### ***Recommended Readings:***

Said, Edward, *Orientalism* (New York: Pantheon, 1978).

Bhabha, Homi K., *The Location of Culture* (London: Routledge, 1994).

Spivak, Gayatri Chakravorty, "Can the Subaltern Speak?," in *Marxism and Interpretation of Culture*, edited by Cary Nelson and Lawrence Grossberg (Urbana: University of Illinois Press, 1988): 271-313.

## **Week 8, March 2-6: Feminist Theory**

### ***Required Readings:***

Tickner, J. Ann, "Hans Morgenthau's Principles of Political Realism: A Feminist Reformulation," *Millennium* 17.3 (1988): 429-40 (in course reader).

Jones, Adam, "Does 'Gender' Make the World Go Round? Feminist Critiques of International Relations," *Review of International Studies* 22 (1996): 405-29 (in course reader).

Enloe, Cynthia, "The Personal is International," pp. 202-6 in Karen A. Mingst and Jack L. Snyder, *Essential Readings in World Politics* (2<sup>nd</sup> edition) (New York: W.W. Norton & Company, 2003) (in course reader).

### ***Recommended Readings:***

Carver, Terrell, Molly Cochran, and Judith Squires, "Gendering Jones: Feminisms, IRs, Masculinities," *Review of International Studies* 24.2 (April 1998): 283-97.

Enloe, Cynthia, *Bananas, Beaches, and Bases* (Berkeley: UC Press, 1989).

V. Spike Peterson and Anne Sisson Runyan, *Global Gender Issues* (Boulder, CO: Westview Press, 1999).

Tickner, J. Ann, "Man, the State, and War: Gendered Perspectives on National Security," pp. 94-101 in Mingst & Snyder.

Tickner, J. Ann, "You Just Don't Understand: Troubled Engagements Between Feminists and IR Theorists," *International Studies Quarterly* 41 (1997): 611-32.

## **PART TWO: APPLICATIONS OF THEORY TO CURRENT ISSUES**

### **Week 9, March 9-13: Human Rights**

#### ***Required Readings:***

Moravcsik, Andrew, "The Origins of Human Rights Regimes: Democratic Delegation in Postwar Europe," *International Organization* 54.2 (Spring 2000): 217-252 (in course reader).

Risse, Thomas and Kathryn Sikkink, "The Socialization of International Human Rights Norms into Domestic Practices: Introduction," in *The Power of Human Rights: International Norms and Domestic Change*, edited by Thomas Risse, Stephen C. Ropp, and Kathryn Sikkink (Cambridge: Cambridge University Press, 1999): 1-38 (in course reader).

Sen, Amartya, "Universal Truths: Human Rights and the Westernizing Illusion," in Mingst & Snyder.

#### ***Recommended Readings:***

Donnelly, Jack, *Universal Human Rights in Theory and Practice*, 2<sup>nd</sup> edition (Ithaca, NY: Cornell University Press, 2003).

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

Keck, Margaret E. and Kathryn Sikkink, *Activists Beyond Borders: Advocacy Networks in International Politics*, excerpt pp. 222-33 in Mingst & Snyder.

Klotz, Audie, *Norms in International Relations: The Struggle Against Apartheid* (Ithaca: Cornell University Press, 1995).

Seidman, Gay W. "Adjusting the Lens: What do Globalizations, Transnationalism, and the Anti-Apartheid Movement Mean for Social Movement Theory?" in *Globalizations and Social Movements*, edited by John A. Guidry, Michael D. Kennedy, and Mayer N. Zald (Ann Arbor, MI: University of Michigan Press, 2000).

### **Week 10, March 16-20: The Environment**

#### ***Required Readings:***

Barnett, Jon, "Security and Climate Change," *Global Environmental Change*, 13.1 (April 2003): 7-17 (in course reader).

Victor, David G., "Toward Effective International Cooperation on Climate Change: Numbers, Interests and Institutions," *Global Environmental Politics* 6.3 (August 2006): 90-103 (in course reader).

Wapner, Paul, "Horizontal Politics: Transnational Environmental Activism and Global Cultural Change," *Global Environmental Politics* 2, no. 2 (May 2002): 37-63 (in course reader).

***Recommended Readings:***

Bretherton, Charlotte, "Global Environmental Politics: Putting Gender on the Agenda?" *Review of International Studies* 24.1 (Jan. 1998): 85-100.

Levy, Marc, "Is the Environment a National Security Issue?" *International Security* (Fall 1995): 35-62.

Cooley, John K., "The War Over Water," pp. 557-66 in Betts reader.

Haas, Peter M. "Banning Chloroflourocarbons," *International Organization* 46.1 (1992): 187-224.

Homer-Dixon, Thomas F., "Environmental Changes as Causes of Acute Conflict," in *Conflict After the Cold War: Arguments on Causes of War and Peace* (2d ed.), edited by Richard K. Betts (New York: Longman, 2002): 493-507.

Parson, Edward and Andrew Dessler, *The Science and Politics of Global Climate Change: A Guide to the Debate* (Cambridge, UK: Cambridge University Press, 2006).

**Week 11, March 23-27: New (?) Issues in War and Conflict**

**\*\*\* TERM PAPERS DUE IN CLASS MONDAY, MARCH 23 \*\*\***

**Ethnic Conflict and Civil Wars**

***Required Readings:***

Posen, Barry, "The Security Dilemma and Ethnic Conflict," in Mingst & Snyder.

Michael L. Ross, "Oil, Drugs, and Diamonds: The Varying Roles of Natural Resources in Civil War," in Mingst & Snyder. Samantha Power, "Bystanders to Genocide: Why the United States Let the Rwandan Tragedy Happen," in Mingst & Snyder.

***Recommended Readings:***

Gagnon, V.P., Jr., "Ethnic Nationalism and International Conflict: The Case of Bosnia," *International Security* (Winter 1994-95): 130-66.

Brown, Michael E., ed. *The International Dimensions of Internal Conflict* (Cambridge, MA: MIT Press, 1996).

Lake, David A. and Donald Rothchild, "Containing Fear: The Origins and Management of Ethnic Conflict," *International Security* (Fall 1996): 41-75.

## **Terrorism**

### ***Required Readings:***

***Abrahms, Max, "Why Terrorism Does Not Work," in Mingst & Snyder.***

Pape, Robert A., "The Strategic Logic of Suicide Terrorism," in Mingst & Snyder.

Crenshaw, Martha, "Theories of Terrorism: Instrumental and Organizational Approaches," in *Inside Terrorist Organizations* (2d ed.), edited by David C. Rapoport (New York: Columbia University Press, 2001): 13-31 (in course reader).

### ***Recommended Readings:***

Selections from SSRC collection of essays reflecting on September 11: "After September 11: Perspectives from the Social Sciences," available on the Web at <http://www.ssrc.org/sept11/>. These are very interesting, so you may wish to read more, but look especially at the essays by Steve Smith, Saskia Sassen, and James Der Derian.

Barber, Benjamin, *Fear's Empire: War, Terrorism, and Democracy* (New York: Norton, 2003).

Betts, Richard K., "Maybe I'll Stop Driving," *Terrorism and Political Violence* 17, no. 4 (2005): 507-10.

Chai, Sun-Ki, "An Organizational Economics Theory of Antigovernment Violence," *Comparative Politics* 26, no. 1 (Oct. 1993): 99-110.

Cronin, Audrey Kurth, "Behind the Curve: Globalization and International Terrorism," pp. 367-81 in Mingst & Snyder.

Kaufmann, Chaim, "Possible and Impossible Solutions to Ethnic Civil Wars," *International Security* 20.4 (spring 1996): 136-75.

Mueller, John, article from *Terrorism and Political Violence* (2005) listed as required in Week 13.

Reich, Walter, ed., *Origins of Terrorism* (Cambridge: Cambridge University Press, 1990).

Walt, Stephen M. "Beyond bin Laden: Re-shaping US Foreign Policy," *International Security* 26.3 (Winter 01/02): 56-78.

## **Week 12, March 30 – April 3: Interdependence & Globalization: Economic, Political, and Cultural**

### ***Required Readings:***

Naim, Moises, "The Five Wars of Globalization", in Mingst & Snyder.

Friedman, Thomas L. "The Electronic Herd," in *The Lexus and the Olive Tree* (New York: Farrar, Straus and Giroux, 1999), Ch. 6: 93-119 (in course reader).

Appadurai, Arjun, "Disjuncture and Difference in the Global Cultural Economy," Ch. 2 in *Modernity at Large: Cultural Dimensions of Globalization* (Minneapolis: University of Minnesota Press, 1996): 27-47 (in course reader).

***Recommended Readings:***

- Chua, Amy, *World on Fire: How Exporting Free Market Democracy Breeds Ethnic Hatred and Global Instability* (New York: Anchor Books, 2004).
- Foer, Franklin. *How Soccer Explains the World: An Unlikely Theory of Globalization* (New York: HarperCollins, 2004).
- Friedman, Thomas and Robert Kaplan, "Debate: States of Discord," *Foreign Policy* No. 129 (Mar.-Apr. 2002), pp. 64-70.
- Garrett, Geoffrey, "Partisan Politics in the Global Economy," in *The Globalization Reader*, edited by Frank J. Lechner and John Boli (Oxford, UK: Blackwell Publishers, 2000), pp. 227-35.
- Gilpin, Robert, *The Political Economy of International Relations* (Princeton: Princeton University Press, 1987).
- Halliday, Fred, "Global Governance: Prospects and Problems," in *The Global Transformations Reader*, edited by David Held and Anthony McGrew (Cambridge, UK: Polity Press, 2000).
- Helleiner, Eric, *States and the Reemergence of Global Finance: From Bretton Woods to the 1990s* (Ithaca: Cornell University Press, 1994).
- Keohane, Robert O. and Joseph S. Nye, "Power and Interdependence," pp. 139-45 in Betts reader.
- Pauly, Louis W. and Simon Reich, "National Structures and Multinational Corporate Behavior," *International Organization* 51 (Winter 1997): 1-30.
- Rodrik, Dani. *Has Globalization Gone Too Far?* (Washington, DC: Institute for International Economics, 1997).
- Rosenau, James, *Turbulence in World Politics* (Princeton: Princeton University Press, 1990).
- Strange, Susan, *Mad Money: When Markets Outgrow Governments* (Ann Arbor, MI: University of Michigan Press, 1998).
- Wapner, Paul, "Politics Beyond the State," *World Politics* 47, no. 3 (Apr. 1995): 311-40.

**Week 13, April 6-8: Review and Conclusion – The Future of IR Theory**

***Required Readings:***

- Huntington, Samuel P., "The Clash of Civilizations?" in Mingst & Snyder.
- Said, Edward, "The Clash of Ignorance," in Mingst & Snyder.
- Fukuyama, Francis, "The End of History?" in Mingst & Snyder.
- Mueller, John, "Six Rather Unusual Propositions about Terrorism," *Terrorism and Political Violence* 17, no. 4 (2005): 487-505 (in course reader).

### ***Recommended Readings:***

Barber, Benjamin R., "Jihad vs. McWorld," pp. 618-27 in *Conflict After the Cold War: Arguments on Causes of War and Peace* (2d ed.), edited by Richard K. Betts (New York: Longman, 2002).

Rotberg, Robert I., "Failed States in a World of Terror," pp. 157-63 in Mingst & Snyder.

## **Term Paper Assignment Advice**

The term paper for the class is to be 10-12 pages in length, worth 40 percent of your grade for the course, and **due in class March 23**. The paper must be 12-point font, typed, and double-spaced with 1" margins. In the paper, you need to analyze a contemporary issue or case in international affairs (such as terrorism, environmental degradation, humanitarian intervention, or governance of an international organization) from two competing theoretical perspectives. You must first speculate how a scholar espousing one particular theoretical perspective (realism, neoliberal institutionalism, liberal interdependence/ globalization, constructivism, Marxism/ dependency theory, feminism, domestic politics, organizational theory) would depict the causes, dynamics, and solutions of the problem. Then, you must oppose that depiction from the point of view of another theoretical perspective. Finally, you must argue why one perspective is more persuasive than the other.

Primarily, the paper should be an exercise in critical analysis, rather than an intensive research paper. The main goal is to demonstrate your abilities to grasp and distinguish between the theoretical approaches we have studied in class, and to extend their precepts to real-world issues. Unless you are already an expert on the issue you choose, you will need to conduct a certain amount of research on the background facts of the issue in order to discuss it competently. However, in order to receive a good grade on the paper, you **must not** merely give a descriptive historical account of the problem. It is imperative that you make clear **arguments** from differing theoretical perspectives, and then justify why you think one approach is better than the other.

### **Organizing the Paper**

A recommended way to break down the paper is roughly as follows:

Page 1: Statement of the issue and a concise summary of the argument that you will make in the paper.

E.g. "Realists would claim that.... In contrast, constructivists would argue that... Despite the merits of the constructivist argument, I find that the realist account of patterns of humanitarian intervention is more compelling because..."

Pages 2-4: Summary of the events and background information on the topic that is necessary for the sake of your theoretical discussion.

Pages 5-7: State how a theorist of Approach #1 would explain the emergence of the issue you are discussing, what causal factors are determining the way it is developing, and what predictions they would have about how the issue will develop in the future.

Pages 8-10: Repeat this process for Approach #2.

Pages 11-12: State which approach you personally evaluate as being more accurate and why.

Note that it is extremely important not to get bogged down too much in the background facts. The bulk of your paper should consist of working out how two approaches would explain the issue and stating clearly which approach you think is most accurate. Should you decide that the two theoretical perspectives are best seen as complementary to each other, and that they should be combined in order to provide a full explanation for a problem, make sure that you have thought through how these two approaches could be combined effectively. Do not try to blend two approaches that have fundamentally different assumptions about the world. For example, trying to combine a neorealist approach with organizational theory would be extremely difficult, since neorealism demands that the analyst not incorporate domestic decisionmaking processes into his/ her analysis, while organizational theory is focused precisely on reasons for failure within organizations and bureaucracies.

The organization and clarity of your writing will count for part of the mark you receive, so please pay attention to the structure and style of your paper, as well as citation formats. Also be warned about the perils of plagiarism. I highly recommend consulting the UBC Libraries website, which has a useful section for help on topics such as navigating the library, gathering research data, writing, and citation styles. You will mostly be talking to the course TA, Avery Poole, for guidance with this paper since she will be marking the paper itself as well as the proposal. However, also feel free to talk to me if you have questions about specific sources.

**Do not forget to submit your paper to Turnitin.com as well as to me in class!**