

**POLI 205 A: Introduction to International Relations**  
**Syllabus – Fall 2020**

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<b>Office Hours:</b> Mon. 1:30 pm - 4:15 pm; Wed. 10:00 am -11:15 am & by appointment	<b>Office Hours:</b> Thursdays 12:00 pm – 1:00 pm
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**Class Location & Times:** Online, Mon. & Wed. 11:45 am – 1:00 pm

**Course Websites:** <http://moodle.concordia.ca>

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## **Course Description**

'International Relations' is the study of how interests, institutions, ideas, and identities shape the politics that extend beyond countries' boundaries. It seeks to answer questions such as why countries go to war, make alliances, sign treaties and join organizations. Given the complexity of social interactions, answering these types of questions might seem daunting. However, academics and practitioners of international relations attempt to do so by analyzing differences across countries and time.

To facilitate finding explanations (and to know where to look), they rely on different theories – logically coherent propositions on how the 'real' world operates that some subset of individuals believe are supported by evidence and are useful for analysis. Thus, this introductory course is a mix of the theoretical and the empirical. Students not only learn about predominant theories, but practice using these to generate different explanations for political phenomena. Over a period of thirteen weeks, students hone their ability to perceive the world through different theoretical lenses by simulating, discussing, writing, and reading about international politics in the issue areas of security, international political economy, human rights, gender and race, and the environment. This course seeks to not only provide students with a greater understanding of international relations but provide them with tools enabling them to analyze and interpret politics beyond the cases discussed.

## **Expected Learning Outcomes**

By the end of this course, successful students will have demonstrated the ability to:

- Think critically about the incentives, structures, and norms that shape the behavior of international actors.
- Analyze phenomena using different theoretical perspectives.
- Identify and understand the principle arguments from complex and difficult academic literature efficiently.
- Use new concepts to reflect and reinterpret their past experiences and knowledge.
- Use theory and empirical evidence to present a compelling argument.
- Empathize with individuals or actors who hold very different experiences, interests, and/or ideas.

## **Teaching Philosophy**

We are all responsible for contributing to each other's learning experience. This course is designed to foster on-going learning. As such, students are expected to have read and thought about the material before attending class. To encourage this, I incorporate small 'journal' assignments and quizzes. These are designed to be short and effective – if you've been doing the readings and attending class, they should be relatively easy.

Recognizing that sometimes people have a bad week or may struggle with some of the material, the quizzes and assignments are designed to be flexible. Although all are mandatory, only your best ones will count towards your grade.

Students that are willing to put in a few hours a week into the course usually do well. Rather than having to ‘cram’ at the last minute to study for an exam or write a paper, on-going learning requires a continual commitment.

### **Contact Outside of Class**

During the semester the TA and I are delighted to meet with any students enrolled in the course. Students are welcome to sign up online to meet by phone, Skype or Zoom

For questions related to quizzes, journals, midterm essay or your op-ed outlines, students should first contact the TA. For all other questions, including those related to the content of the course, students should contact me.

Please sign up for office hours as early as possible. If all slots fill up, I will schedule additional hours. For the sake of fairness and scheduling, please show up at your assigned time slot.

To contact me, students may either send a message through Moodle (preferred), or e-mail. Please include your course code in the subject of your e-mail.

**NOTE: Please do not reply to course-wide announcements sent through Moodle as I do not receive these e-mails.**

### **Logistics**

The course has been adapted for an online platform. There is a mix of synchronous and asynchronous activities.

Prior to the week’s class, students are expected to have watched the online lectures and completed their journal for that week. The scheduled class times on zoom will largely be question and answer. 24 hours later, students will have up to 24 hours to complete a quiz on the content from that week (lectures, readings, Q & A). Attendance to weekly zoom classes is not mandatory, but some classes will have activities like simulations where students may gain ‘bonus’ points.

### **Requirements**

The major outputs of this course are:

- 20 %** Quizzes (Best 11 of 12)
- 20 %** Midterm
- 15 %** Journal Reflection Responses (Best 9 of 10)
- 20 %** Writing Assignment
- 25 %** Final Exam

### **Lateness Policy**

**Deadlines are final and are located on the Google calendar provided on Moodle.** There will be no makeup quizzes; or journals, or paper outlines accepted after their respective deadlines. Exceptions may only be granted in extraordinary circumstances. Ideally, students should provide documentation and receive prior approval at least a week in advance. For final paper submissions, late assignments will be penalized 2.5 % per day and will not be accepted beyond a

week past the deadline. **If you run into unforeseen challenges during the semester, please speak with me ASAP.** It is easier to work things out before deadlines pass.

If you are a parent and (might) require extra accommodations, please speak with me. I'm happy to work with you to ensure you can be successful in the course.

### **Quizzes**

There are twelve quizzes. Your best eleven will be worth 20 % of your final grade. The quizzes focus exclusively on the content from the weeks before. Some questions are derived from material only discussed in class (and deliberately not included on PowerPoint slides), some from the readings. **The quizzes are designed to penalize those that do not follow the lectures nor complete the readings.**

Quizzes will be enabled after the week's scheduled lecture. Students will have 24 hours to complete a quiz. Quizzes are timed. I provide a generous amount of time to account for those with documented or undocumented disabilities. Consequently, students registered with the ACSD will not receive extra time on quizzes.

### **Writing Assignment: Analyze an Op-Ed in the New York Times**

The writing assignment for this course (worth 20 % of your final grade) is a critical analysis of arguments presented in an Op-Ed from the *New York Times*.. Then you will analyze and critique this piece using the theoretical perspectives you have learnt in this course. Is it logical, compelling and factually correct in its analysis and findings?

The aim of this paper is to demonstrate your ability to identify arguments, classify them according to theories we have discussed, and provide compelling analysis. This is not an opinion piece (e.g., I think that...), nor a critique of the style of Op-Ed. Imagine you are crafting a response to the position presented by the author. Any assertions you make must be supported with evidence, logic and citations.

Breakdown of assignment's grade:

- By Week 5: Bring Op-Ed to class and identify three arguments, and three possible sources you might cite while analyzing it (10 %)
- By Week 10: Peer Editing of first draft (5%)
- By Week 13: Submit final draft (85 %)

### **Journal Responses**

Before the assigned class, students are expected have answered journal prompts on the assigned readings, for a total of 10 responses during the course. Journals submitted or edited after this time will not be accepted.

Prompts will be provided at least three days prior to the class. Responses should be approximately 250 words, written BEFORE class by the deadlines listed in the calendar. Full grade for entries will be given when:

1. The entry provides some indication that the student read the required readings.
2. The student provides a logical argument that demonstrates that some time was taken for reflection.

3. Was submitted on time
4. Is of sufficient length

TAs may give half marks for entries that meet only some of these criteria. It is important that the journals are not only student's notes for a chapter but are argumentative.

### **Midterm and Final Exams**

Your midterm and final exams are worth 20 % and 25 %, respectively, of your grade. Whereas the quizzes are non-cumulative, exams focus on overarching questions and core concepts of the course.

Students registered with the ACSD will automatically receive extra time in line with what is recommended by the Centre.

The exams consist of two parts: Multiple choice on Moodle (timed) and a take home essay.

### **Readings**

This course uses a variety of readings. All texts may be found either a. through the provided links or b. scanned on Moodle. To access these texts, you may need to connect to Concordia University's library resources remotely. See instructions:

<https://library.concordia.ca/technology/connect/access.php?guid=offcampus>

To help students read difficult material efficiently, each week I provide reading questions.

*The Globe and Mail* or *The New York Times*—subscribe to read one of these papers on-line, or get a real paper delivered. Be ready to discuss recent articles at the beginning of many classes. You are responsible for knowledge of major current events.

## **Academic Honesty**

Don't cheat. Today's technology makes it very easy to catch cheaters. All your assignments will be verified online. Everything in your assignments must be your own work. Neither ignorance of these policies nor the lack of an intention to cheat or plagiarize will be considered a legitimate defense. Raise questions you have with me before problems arise.

### **Department of Political Science Statement on Plagiarism**

The Department of Political Science has zero tolerance for plagiarism.

1. What is plagiarism? The University defines plagiarism as “the presentation of the work of another person, in whatever form, as one's own or without proper acknowledgement” (Concordia Undergraduate Calendar 2020-2021, section 17.10.3

(<https://www.concordia.ca/academics/undergraduate/calendar/current/17-10.html>). Plagiarism is an academic offence governed by the Code of Conduct (Academic). To find out more about how to avoid plagiarism, see the Concordia University Student Success Centre at: <https://www.concordia.ca/students/success.html>

2. What are the consequences of being caught? Students caught plagiarizing are subject to the following sanctions:

(a) a written reprimand; (b) a piece of work be re-submitted; (c) an examination be taken anew; (d) a grade reduction or grade of zero for the piece of work in question; (e) a grade reduction or failing grade for the course; (f) a failing grade and ineligibility for a supplemental examination or any other evaluative exercise for the course; (g) the obligation to take and pass courses of up to twenty-four (24) credits in addition to the total number of credits required for the student's program; (h) suspension for a period not to exceed six (6) academic terms. Suspensions shall entail the withdrawal of all University privileges, including the right to enter and be on University premises; (i) expulsion from the University. Expulsion entails the permanent termination of all University privileges. In the case of a student who has already graduated, the only two available sanctions are (i) a notation on the student's academic record that he or she has been found guilty of academic misconduct; or (ii) a recommendation to Senate for the revocation of the degree obtained. (Undergraduate Calendar, p. 58)

Complete regulations can be found in section 17.10.3 of the Undergraduate Calendar.

3. See also The Political Science Department's "Resources on Avoiding Plagiarism" at: <https://www.concordia.ca/artsci/polisci/student-life/students.html#plagiarism> and the full (and updated) Academic Code of Conduct here: <http://www.concordia.ca/content/dam/common/docs/policies/official-policies/Academic-Code-Conduct-2015.pdf>

For some of your assignments, your professor will be using the software Urkund. It uses text matching technology as a method to uphold the University's high academic integrity standards to detect any potential plagiarism. Urkund is integrated into Moodle. For the assignments set up to use Urkund, the software will review your paper when you upload it to Moodle. To learn more about Urkund's privacy policy please review its [Privacy Policy](#).

## **Accessibility**

The University of Concordia is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the [Access Centre for Students with Disabilities \(ACSD\)](#) as soon as possible so that this office can assist with the necessary accommodations.

## **Policy on Distribution of Course Materials**

Pursuant to [Concordia's Policy on Audio and/or Video Recording of Lectures](#), content belonging to instructors shared in online courses, including, but not limited to, online lectures, course notes, and video recordings of classes remain the intellectual property of the faculty member. It may not be distributed, published or broadcast, in whole or in part, without the express permission of the faculty member. Students are also forbidden to use their own means of recording any elements of an online class or lecture without express permission of the instructor. Any unauthorized sharing of course content may constitute a breach of the Academic Code of Conduct and/or the Code of Rights and Responsibilities. As specified in the Policy on Intellectual Property, the University does not claim any ownership of or interest in any student IP. All university members retain copyright over their work.

*TL;DR: you may not record lectures or share any course materials without prior written permission, and when granted, you may not distribute these recordings online or through any other medium.*

## **Sexual Harassment**

As a professor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. If you have experienced sexual harassment, sexual violence or discrimination, Concordia's Sexual Assault Resource Centre provides information available resources: <https://www.concordia.ca/students/sexual-assault.html>

## **Third-Party Technology**

In addition to Moodle, this course uses the following websites:

- Google Docs (to sign-up for papers)
- Signup.com (to sign-up for Office hours)
- <https://rmitchel.uoregon.edu/commons>

Students are advised that external software and/or websites will be used in the course and students may be asked to submit or consent to the submission of personal information (for example, name and email) to register for an online service. Students are responsible for reading and deciding whether or not to agree to any applicable terms of use. Use of this software and service is voluntary. Students who do not consent to the use the software or service should identify themselves to the course instructor as soon as possible, and in all cases before the DNE deadline, to discuss alternate modes of participation.

### **On-Campus Resources for Students**

Student Success Centre (Tutoring, Mentoring, Workshops)

<http://www.concordia.ca/students/success.html>

SGW: [514-848-2424](tel:514-848-2424), ext. 3921

LOY: [514-848-2424](tel:514-848-2424), ext. 3555

Room H-440

Access Centre for Students with Disabilities

<http://www.concordia.ca/students/accessibility.html>

Phone: [514-848-2424](tel:514-848-2424), ext. 3525

Room GM-300

Counseling and Psychological Services

<http://www.concordia.ca/students/counselling.html>

SGW: [514-848-2424](tel:514-848-2424), ext. 3545

LOY: [514-848-2424](tel:514-848-2424), ext. 3555

Room GM-300

Sexual Assault Resource Centre

<http://www.concordia.ca/students/sexual-assault.html>

[514-848-2424](tel:514-848-2424) ext. 3461

Room H-645

### **Changes to the Syllabus**

The instructor reserves the right to amend the schedule of meetings and assignments listed in this syllabus as might become necessary based on events throughout the semester. Any changes to the syllabus will be announced and students will receive an amended syllabus in writing. Copies of the most up to date syllabus can be found on the course website on Moodle.

In the event of extraordinary circumstances and pursuant to the Academic Regulations, the University may modify the delivery, content, structure, forum, location and/or evaluation scheme. In the event of such extraordinary circumstances, students will be informed of the changes.



## Reading Schedule

### Week 1: Introduction to International Relations

Chapters 1 & 2: Kaarbo, Juliet, and James Ray. *Global Politics*. Cengage Learning, 2010.

Available on Moodle and online (Google Books):

<https://books.google.ca/books?id=5cdsCgAAQBAJ&lpg=PP1&pg=PA52#v=onepage&q&f=false>

(External Website) Watch “Fog of War.” <http://watchdocumentaries.com/the-fog-of-war/>

*Optional:*

Walt, Stephen M. "International relations: one world, many theories." *Foreign Policy* (1998): 29-46. <http://www.jstor.org/stable/1149275>

Snyder, J. (2004). “One world, rival theories.” *Foreign Policy*, (145), 52.  
<http://search.proquest.com/docview/224031565>

### Week 2: Introduction to Realism

#### **Quiz #1**

Hans J. Morgenthau, *Politics Among Nations: The Struggle for Power and Peace*, Fifth Edition, Revised, (New York: Alfred A. Knopf, 1978, pp. 4-15). Available on Moodle and <https://www.mtholyoke.edu/acad/intrel/morg6.htm>

Kenneth N. Waltz, “The Origins of War in Neorealist Theory” Waltz, Kenneth N. “The Origins of War in Neorealist Theory.” *The Journal of Interdisciplinary History*, vol. 18, no. 4, 1988, pp. 615–628. <http://www.jstor.org/stable/204817>

John J. Mearsheimer, “Anarchy and the Struggle for Power,” from *The Tragedy of Great Power Politics* (2001), pp. 29-54. Available on Moodle.

*Optional*

Thucydides, *The Peloponnesian War*. See Book 5 section 84 to 116 (beginning page 301) and Book 1, sections 18 – 98. Available through Concordia library e-book

<http://0-lib.mylibrary.com/mercury.concordia.ca/Open.aspx?id=233653#>

and Book 5 also available here: <https://www.mtholyoke.edu/acad/intrel/melian.htm>

Thomas Hobbes, “Chapter XIII: Of the Natural Condition of Mankind as Concerning Their Felicity and Misery,” *Leviathan* (1676). Available online:

<https://ebooks.adelaide.edu.au/h/hobbes/thomas/h68l/chapter13.html>

### **Week 3: Realism (Continued)**

#### **Quiz #2**

Walt, S. (1987). *The Origins of Alliances* (Cornell studies in security affairs). Ithaca: Cornell University Press, pp. 17-32. Available on Moodle.

Nexon, Daniel H. "The Balance of Power in the Balance." *World Politics* 61, no. 2 (2009): 330-59. <http://www.jstor.org.lib-ezproxy.concordia.ca/stable/40263485>.

Monteiro, Nuno P. 2012. "Unrest Assured: Why Unipolarity Is Not Peaceful." *International Security* 36 (3):9-40. Available online (click download options): [http://dx.doi.org/10.1162/ISEC\\_a\\_00064](http://dx.doi.org/10.1162/ISEC_a_00064)

Paul, T. V. "Soft Balancing in the Age of U.S. Primacy." *International Security* 30, no. 1 (2005): 46-71. <http://www.jstor.org.lib-ezproxy.concordia.ca/stable/4137458>.

#### *Optional*

Grieco, Joseph M. "Anarchy and the Limits of Cooperation: A Realist Critique of the Newest Liberal Institutionalism." *International Organization*, vol. 42, no. 3, 1988, pp. 485–507. Available Online: <http://www.jstor.org/stable/2706787>

Feaver, P. and I. Popescu. 2012. "Is Obama's foreign policy different to George W. Bush's?" *E-International Relations*. Available Online: <http://www.e-ir.info/2012/08/03/is-obamas-foreign-policy-different-to-bushs/>

Hans J. Morgenthau, "The Balance of Power, Different Methods of the Balance of Power, and Evaluation of the Balance of Power," from *Politics Among Nations*, pp. 179 – 208. Available on Moodle.

Rose, Gideon. "Neoclassical realism and theories of foreign policy." *World Politics* 51.1 (1998): 144-172. Available Online: <https://muse.jhu.edu/article/36415>

### **Week 4: Liberalism**

#### **Quiz #3**

Doyle, Michael W. "Liberalism and World Politics." *American Political Science Review* 80.04 (1986): 1151-1169. Available online: <http://www.jstor.org/stable/1960861>

Oye, Kenneth A. "Explaining Cooperation under Anarchy: Hypotheses and Strategies." *World Politics*, vol. 38, no. 1, 1985, pp. 1–24. Available online: <http://www.jstor.org/stable/2010349>.

Keohane, R. O. 1998. International institutions: can interdependence work? *Foreign Policy* (110): 82-96. Available online: <http://www.jstor.org/stable/1149278>

Andrew Moravcsik, "Liberal Theories of International Relations: A Primer," unpublished manuscript, Princeton University, 2010. Available online: <http://www.princeton.edu/~amoravcs/library/primer.doc>

*Optional*

Immanuel Kant, "Perpetual Peace: A Philosophical Sketch" (1795). Available online: <https://www.mtholyoke.edu/acad/intrel/kant/kant1.htm>

Wilson, Woodrow. "Fourteen points." Address to Congress. Vol. 8. 1918. Available online: <https://www.ourdocuments.gov/doc.php?doc=62>

Russett, Bruce. "Peace in the Twenty-First Century?." *Current History* 109.723 (2010): 11. Available online: <https://0-search.proquest.com/mercury.concordia.ca/docview/200762868?accountid=10246>

Keohane, Robert O., and Joseph S. Nye. "Globalization: What's New? What's Not? (And So What?)." *Foreign Policy*, no. 118, 2000, pp. 104–119. <http://www.jstor.org/stable/1149673>

Moravcsik, Andrew. "Taking Preferences Seriously: A Liberal Theory of International Politics." *International Organization*, vol. 51, no. 4, 1997, pp. 513–553. <http://www.jstor.org/stable/2703498>

## **Week 5: Constructivism**

**Submit First Step of Writing Assignment (Upload and bring paper copy to class)**

### **Quiz #4**

Wendt, Alexander. "Anarchy Is What States Make of It: The Social Construction of Power Politics." *International Organization*, vol. 46, no. 2, 1992, pp. 391–425. <http://www.jstor.org/stable/2706858>

Fierke, Karin M. "Constructivism." *International Relations Theories: discipline and diversity* (2007): 166–184. Available on Moodle

### *Optional Readings on Constructivist Theory*

Jeffrey Checkel: "The Constructivist Turn in International Relations Theory" (1998). <http://www.jstor.org/stable/25054040>

Ronnie Lipshutz: "Because People Matter: Studying Global Political Economy" (2001). Available Online: <http://rdcu.be/uUF5/>

Parsons, Craig. "Constructivism and interpretive theory." *Theory and Methods in Political Science* (2010): 80–98. Available on Moodle and Online: <https://books.google.ca/books?id=m70cBQAAQBAJ&lpg=PA80&ots=SI352FC-59&lr&pg=PA80#v=onepage&q&f=false>

March, James G., and Johan P. Olsen. "The Logic of Appropriateness." In *The Oxford Handbook of Political Science*: Oxford University Press, 2011–07–07. <http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199604456.001.0001/oxfordhb-9780199604456-e-024>.

## **Week 6: Nuclear Weapons**

### **Simulation on Nuclear Non-Proliferation**

#### **Quiz #5**

Jervis, R. 1978. Cooperation under the security dilemma. *World Politics* 30(2): 167-214.  
<http://www.jstor.org/stable/2009958>

Kenneth N. Waltz, "Why Iran Should Get the Bomb: Nuclear Balancing Would Mean Stability"  
<https://www-jstor-org.lib-ezproxy.concordia.ca/stable/23218033>

Tannenwald, Nina. "Stigmatizing the bomb: Origins of the nuclear taboo." *International Security* 29.4 (2005): 5-49. <http://www.jstor.org/stable/4137496>

Mahoney-Norris, Kathleen and Derek S. Reveron. "Incorporating Human Security into National Strategy." *Georgetown Public Policy Review* 17, no. 2 (2012): 61-78. Moodle and  
[https://repository.library.georgetown.edu/bitstream/handle/10822/712701/ACCESS\\_GPPR\\_2011-2012\\_17-02.pdf?sequence=4](https://repository.library.georgetown.edu/bitstream/handle/10822/712701/ACCESS_GPPR_2011-2012_17-02.pdf?sequence=4)

#### *Optional*

Drezner, D. W. (2010). Night of the Living Wonks. *Foreign Policy*, (180), 34-38,10.  
<https://search.proquest.com/docview/578318697?accountid=10246>

Waltz, Kenneth N. "Policy Paper 15: Peace, Stability, and Nuclear Weapons." Institute on Global Conflict and Cooperation (1995). <https://escholarship.org/uc/item/4cj4z5g2>

Carl von Clausewitz, "War as an Instrument of Policy" from *On War*. Vol. 1. London, N. Trübner & Company, 1873.  
<http://www.clausewitz.com/readings/Compare/OnWar1873/Bk8ch06.html>

Fearon, James D. "Rationalist Explanations for War." *International Organization*, vol. 49, no. 3, 1995, pp. 379–414. <http://www.jstor.org/stable/2706903>

Price, Richard. "A Genealogy of the Chemical Weapons Taboo." *International Organization*, vol. 49, no. 1, 1995, pp. 73–103. <http://www.jstor.org/stable/2706867>

Sagan, Scott D. "Why Do States Build Nuclear Weapons?: Three Models in Search of a Bomb." *International Security* 21, no. 3 (December 1, 1996): 54-86.  
[https://muse.jhu.edu/journals/international\\_security/v021/21.3.sagan.html](https://muse.jhu.edu/journals/international_security/v021/21.3.sagan.html)

## **Week 7: The European Union**

### **Quiz #6 + MIDTERM EXAM**

Parsons, Craig. "Showing ideas as causes: the origins of the European Union." *International Organization* 56.1 (2002): 47-84. <https://muse.jhu.edu/article/14310>

Moravcsik, Andrew. "Preferences and power in the European Community: a liberal intergovernmentalist approach." *JCMS: Journal of Common Market Studies* 31.4 (1993): 473-524. <https://concordiauniversity.on.worldcat.org/oclc/210784946>

Rosato, Sebastian. "Europe's troubles: Power politics and the state of the European project." *International Security* 35.4 (2011): 45-86. <https://muse.jhu.edu/article/423538>  
or  
<https://www-jstor-org.lib-ezproxy.concordia.ca/stable/41289680>

#### *Optional*

Moravcsik, Andrew. "Did power politics cause European integration? Realist theory meets qualitative methods." *Security Studies* 22.4 (2013): 773-790.  
<http://dx.doi.org/10.1080/09636412.2013.844511>

- Parsons, Craig. "Power, patterns, and process in European union history." *Security Studies* 22.4 (2013): 791-801. <http://dx.doi.org/10.1080/09636412.2013.844512>  
Rosato, Sebastian. "Theory and evidence in Europe United: A response to my critics." *Security Studies* 22.4 (2013): 802-820. <http://dx.doi.org/10.1080/09636412.2013.844513>

### **Week 8: International Institutions**

Milner, Helen V. "Globalization, Development, and International Institutions: Normative and Positive Perspectives." *Perspectives on Politics* 3, no. 4 (2005): 833-54.  
<http://www.jstor.org/stable/3688183>.

Barnett, Michael N., and Martha Finnemore. "The Politics, Power, and Pathologies of International Organizations." *International Organization* 53, no. 4 (1999): 699-732.  
<http://www.jstor.org/stable/2601307>.

Mearsheimer, John J. "The False Promise of International Institutions." *International Security* 19, no. 3 (1994): 5-49. <http://www.jstor.org/stable/2539078>

#### *Optional*

Koremenos, Barbara, et al. "The Rational Design of International Institutions." *International Organization*, vol. 55, no. 4, 2001, pp. 761-799. <http://www.jstor.org/stable/3078615>

### **Week 9: Normative Theories**

#### **Quiz # 7**

Tickner, J. Ann. "You Just Don't Understand: Troubled Engagements between Feminists and IR Theorists." *International Studies Quarterly* 41, no. 4 (1997): 611-32.  
<http://www.jstor.org/stable/2600855>.

V. Spike Peterson. "Feminist Theories Within, Invisible To, and Beyond IR." *Brown Journal of World Affairs* X, 2 (Winter/Spring 2004): 35-46.

[http://heinonline.org/HOL/Page?handle=hein.journals/brownjwa10&g\\_sent=1&collection=journals&id=323](http://heinonline.org/HOL/Page?handle=hein.journals/brownjwa10&g_sent=1&collection=journals&id=323)

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Keohane, R. O. 1989. International relations theory: contributions of a feminist standpoint. *Millennium* 18(2): 245-253.

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<http://journals.sagepub.com/doi/pdf/10.1177/03058298940230021401>

Fukuyama, Francis. "Women and the Evolution of World Politics." *Foreign Affairs* 77, no. 5 (1998): 24-40. doi:10.2307/20049048. <http://www.jstor.org/stable/20049048>

Tickner, J. Ann. "Why Women Can't Run the World: International Politics According to Francis Fukuyama." *International Studies Review* 1, no. 3 (1999): 3-11.

<http://www.jstor.org/stable/3186329>.

## **Week 10: Human Rights and Justice**

**PART 2 of Writing Assignment (Upload AND bring paper copy to class)**

**Quiz #8**

**Justice Simulation**

Shue, Henry. "Global Environment and International Inequality." *International Affairs* (Royal Institute of International Affairs 1944-) 75, no. 3 (1999): 531-45.

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Neumayer, E. (2005). "Do International Human Rights Treaties Improve Respect for Human Rights?" *The Journal of Conflict Resolution*, 49(6), 925-953.

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Simmons, Beth A. "The future of the human rights movement." *Ethics & International Affairs* 28.2 (2014): 183-196. <https://doi.org/10.1017/S0892679414000227>

Pogge, Thomas. "World Poverty and Human Rights." *Ethics & International Affairs* 19, no. 1 (2005): 1-7. <https://doi.org/10.1111/j.1747-7093.2005.tb00484.x>

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Nicholas D. Kristoff and Sheryl WuDunn, "Two Cheers for Sweatshops" *New York Times* (Sept. 24, 2000). Moodle

Sen, Amartya. "Human rights and capabilities." *Journal of human development* 6.2 (2005): 151-166. <http://dx.doi.org/10.1080/14649880500120491>

## **Week 11: International Environmental Politics**

### **Quiz #9**

#### **Tragedy of the Commons Simulation**

**Bring laptops to class**

**Play a practice game at: <http://pages.uoregon.edu/rmitchel/commons/1cow/index.shtml>**

Hardin, G. 1968. The tragedy of the commons. *Science* 162(3859): 1243-1248. <http://science.sciencemag.org/content/162/3859/1243>

Lappe, Frances Moore (2013). "Commons Care: How Wrong Was Garrett Hardin?!" *Huffington Post*. [http://www.huffingtonpost.com/frances-moore-lappe/commons-care-how-wrong\\_b\\_3039549.html](http://www.huffingtonpost.com/frances-moore-lappe/commons-care-how-wrong_b_3039549.html)

Hirata, K. (2004). Beached whales: examining Japan's rejection of an international norm. *Social Science Japan Journal*, 7(2), 177-197. <http://www.jstor.org/stable/pdf/30209488.pdf>

De Coninck, H., & Bäckstrand, K. (2011). An International Relations perspective on the global politics of carbon dioxide capture and storage. *Global Environmental Change*, 21(2), 368-378 <https://www-sciencedirect-com.lib-ezproxy.concordia.ca/science/article/pii/S0959378011000331?via%3Dihub>

### *Optional*

Tierney, John (2009). "The Non-Tragedy of the Commons". *NYT*. <http://tierneylab.blogs.nytimes.com/2009/10/15/the-non-tragedy-of-the-commons/>

Ronald B. Mitchell. "International Environment" In Handbook of International Relations. Editors: Thomas Risse, Beth Simmons, and Walter Carlsnaes. Sage Publications, 2002, 500-516. Moodle and <https://rmitchel.uoregon.edu/sites/rmitchel1.uoregon.edu/files/resume/chapters/2002-HandbookofIR.pdf>

Epstein, Charlotte. "The making of global environmental norms: endangered species protection." *Global Environmental Politics* 6.2 (2006): 32-54. <http://0-muse.jhu.edu.mercury.concordia.ca/article/197433>

Keohane, R. O. 2015. "The global politics of climate change: challenge for political science." *PS; Political Science and Politics* 48(1): 19-26. <https://doi.org/10.1017/S1049096514001541>

## **Week 12: International Political Economy**

**PART 3 of writing assignment (Upload and bring paper copy to class)**

**Trade and Economic Development Activity**

**Quiz #10**

Milner, Helen V. "The political economy of international trade." *Annual Review of Political Science* 2, no. 1 (1999): 91-114. <https://www.annualreviews.org/doi/full/10.1146/annurev.polisci.2.1.91>

Brawley, M. R. (2005). "Chapter 17: The Passage of the Smoot-Hawley Tariff." *Power, money, and trade: decisions that shape global economic relations*. University of Toronto Press. On Moodle

Milanovic, Branko. "The two faces of globalization: against globalization as we know it." *World Development* 31.4 (2003): 667-683. <http://www.sciencedirect.com/science/article/pii/S0305750X03000020>

*Optional*

Krugman, Paul R. "What Do Undergrads Need to Know About Trade?" *The American Economic Review* 83, no. 2 (1993): 23-26. <http://www.jstor.org/stable/2117633>.

Michael J. Hiscox, "The Domestic Sources of Foreign Economic Policies". Moodle and <http://scholar.harvard.edu/files/hiscox/files/domesticourcesforeigneconomicpolicies.pdf>

Rodrik, Dani. "Trading in Illusions." *Foreign Policy*, no. 123 (2001): 55-62. <http://www.jstor.org/stable/3183155>

Ghemawat, Pankaj. "Why the World Isn't Flat." *Foreign Policy*, no. 159 (2007): 54-60. <http://www.jstor.org/stable/25462146>

Krasner, Stephen D. "State Power and the Structure of International Trade." *World Politics* 28, no. 3 (1976): 317-47. <http://www.jstor.org/stable/2009974>



Rogowski, Ronald. "Political Cleavages and Changing Exposure to Trade." *The American Political Science Review* 81, no. 4 (1987): 1121-137. <http://www.jstor.org/stable/1962581>

### **Week 13: Future of International Relations**

\*\*\*This section very likely to change\*\*\*

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Ikenberry, G. John. "The rise of China and the future of the West: Can the liberal system survive?." *Foreign Affairs* (2008): 23-37. <http://www.jstor.org/stable/20020265>

Brina Seidel and Laurence Chandy, "Donald Trump and the future of globalization," Brookings Institute (2016). <https://www.brookings.edu/blog/up-front/2016/11/18/donald-trump-and-the-future-of-globalization/>

Stephan Frühling. "Managing escalation: missile defence, strategy and US alliances," *International Affairs*, Volume 92, Issue 1, 1 January 2016, Pages 81–95, <https://doi.org/10.1111/1468-2346.12501>

#### *Optional*

Gordon, Philip H. "Can the War on Terror Be Won? How to Fight the Right War." *Foreign Affairs* 86, no. 6 (2007): 53-66. <http://www.jstor.org/stable/20032508>.

Fortna, Virginia Page. "Do Terrorists Win? Rebels' Use of Terrorism and Civil War Outcomes." *International Organization* 69, no. 3 (2015): 519–56. <https://doi.org/10.1017/S0020818315000089>

### **Finals Week**

#### **Quiz #11 + Final Exam**

**Final exam as scheduled on exam calendar see:**

<http://www.concordia.ca/students/exams/schedule.html>