

POL3620-01 | International Relations
Department of Political Science
Spring Semester 2019

Course Information

Course Convener: Dr. Shourideh C. Molavi

Class Meeting: Sundays & Wednesdays, 10:00-11:15am

Location: WALEED C145

Course Resources: Available on Blackboard. Students are expected to check the Blackboard site of the course on a weekly basis, where any important announcement on class readings, scheduling and assessment will be posted.

Instructor Contact Information

Email: shourideh.molavi@auc.egypt.edu

Phone: Ext. 1897

Office: 2014 HUSS

Office hours: Wednesdays 12:00-2:00pm, by appointment via email

Course Description

This interdisciplinary course introduces students to the main theories, approaches, perspectives and debates in International Relations (IR). In its first part, the course familiarizes students with the main theoretical schools of IR. In its second part, it covers specific approaches and perspectives that dominate debates in IR. Throughout the course, these theoretical schools, approaches and perspectives in IR will be examined and discussed using specific case studies as examples. The investigations and discussions in this course are designed to contribute a deeper understanding of central issues and substantive concerns in the study of IR, with particular attention to critical thought and literature in the field. Taken together, students will be pushed to deconstruct notions of the 'state' and the 'international system' as simply given categories of analysis, placing classical texts in international relations in critical conversation with contemporary approaches and theories.

Course Format and Teaching Methods

This course is based on lectures and discussion (1.25-hours) twice a week. Each week is assigned one topic and a set of readings.

For each week, we will focus on 1-2 key and largely theoretical texts in relation to one another according to the key themes of the course (outlined below). At this is a multidisciplinary course, students will be given the opportunity to deepen their knowledge of multi-disciplinary and cross-disciplinary approaches to international relations theories and perspectives both at domestic and international levels. Overall, students will be required to engage with the course from the stage of preparation through assigned readings and designated seminar questions.

Each Wednesday will begin with a student presentation on that week's topic. Student presentations will be assigned in the first class of the semester. More information regarding the content of these presentations can be found below.

In addition to the weekly presentations, the format of the classes will be discussion led. The Instructor will begin the class with an overview and will then proceed to asking leading questions so that we can collectively extract the key contributions in the assigned readings for that week.

The Instructor will make sure that all readings are provided to students in advance of each lecture. In addition to regular attendance, students are expected to participate and contribute actively during the class. Since the discussion will explore the required readings in detail, thorough preparation is essential. Simply put, do all of the assigned readings and make sure to bring them with you to class.

Assessment

1) Active Class Participation

10%

Students are expected to attend all classes regularly without any absence. Students will be evaluated on the quality (not quantity) of their participation in class. Additionally, students who are physically present in class but are unable or unwilling to contribute to the class discussions, or are otherwise distracted (for instance by using their mobile devices during the session), will have marks deducted from the participation grade.

Wherever possible, students will be encouraged to make links among various class discussions and readings from previous lessons and recent events as they develop. Keeping our fingers on the text is also vital as a primary objective of the course will be to understand and analyze the class readings. Importantly, when participating in the classroom, students are encouraged to respect the time and space of the class, how much of it they are taking up in each lesson, and actively listen to their peers so as to deepen our collective learning.

2) Oral Presentation & Short Discussion Paper

15%

Each student will be responsible for a 10-15 minute oral presentation to the class on the themes and discussions in that week's readings. No handouts or visual aids are needed. The objective of these presentations is to enhance the research and presentation skills of students and improve their learning.

Students may choose to address either the main ideas or theories in a single assigned reading, provided that it is a substantial text, or on those in the week's assigned readings as a whole. Rather than summarizing or simply regurgitating the reading(s), the purpose of this short presentation will be to extract the main questions of the reading(s) for that week, and provide a brief analytical response reflecting the student's own independent thinking and insight. Through this presentation, the student acts as a kind of discussant, critically introducing the class to the main themes and perspectives of that week.

The student must submit the oral presentation in writing to the Instructor in the form of a Short Discussion Paper. This Short Discussion Paper should be between 500-800 words and should capture and discuss the main critical ideas and arguments presented in the presentation.

3) Two Reflection Papers: 10%.

Students are required to write two Reflection Papers each covering any one of the theories of international relations of their choice that is assigned from Weeks 2-7. The Reflection Paper must summarize, discuss and critically analyze the assigned theory. Rather than regurgitating the chosen theory as outlined in the readings, student papers are expected to reflect a level of independent and critical thinking. Length should be 2-pages maximum (not including references). Materials are limited to course readings for that week and no outside readings are allowed.

All reflection papers must be submitted by the end of Week 7

4) Mid-Term Essay 20%

Students are required to submit a essay of 1,500-1,800 words on a topic of their choice from the range of topics from Weeks 1-7. The essay must answer a clear and relevant question that: (i) engages with the topics and readings provided in class (ii) reflects an in-depth awareness of the core issues being explored in the lectures and seminar and (iii) is properly referenced.

This paper can either be theoretical and analytical in nature but must apply at least 3-4 readings from the class syllabus to inform the writing. Importantly, students may not re-use materials from their Reflection Papers for the Mid-Term Paper.

Due Week 7, beginning of class

5) Final Research Paper

(i) Proposal 15%

Students are required to submit a 2-3 page Proposal that describes the subject, question or problematic in contemporary international relations that they will analyze and critically examine in their Final Research Papers. The purpose of this Proposal is to give the instructor a sense of the student's intellectual direction and essay topic, enabling her to suggest related readings and arguments for the student to consider. Feedback on the Proposal will be given ahead of the due date of the Final Research Essay.

Proposals must include in full sentences and paragraph form:

- (i) proposed title of your research paper
- (ii) clear research question that will be addressed (What are you asking?),
- (iii) an outline of the expected structure of the Final Research Paper that includes, if relevant, any details about the case study they are wishing to examine; and
- (iv) at least 3-4 readings included from the course material

Due Week 11, beginning of class

(ii) Research Essay**30%**

Students have to submit a Research Essay of 2,500-3000 words. The topic of the paper should correspond to the Proposal submitted or otherwise be approved by the instructor beforehand.

The papers are evaluated on the depth of thinking and quality of arguments presented. Focused and clear writing, an outlined and organized flow of arguments, and informed judgment is key to a solid analytical paper. Make sure that the details you provide are relevant to making your argument, and that you remain consistent throughout the paper as to your research question and objective.

Due during Exam period

Important Notes Regarding Written Assignments

- All written assignments are due in print to the Instructor at the beginning of class.
- All written assignments are graded on both form and content. This means that you are graded both on *what* you argue as well as *how* you present your ideas and claims.
- Students are required to include their name, course code, student number, Title Page and Bibliography, including standard formatting written in Times New Roman, 12pt font, and double-spaced.
- Make sure to include correct referencing for any materials used from the readings following the “Chicago Manual of Style” for citation as footnotes. Penalties for overly short and excessive papers may be applied at the discretion of the Instructor.
- Do not exceed the assigned word/page count as indicated above.

Penalties and deductions for any limitations or discrepancies regarding the above for written assignments may be applied at the discretion of the Instructor.

Grade Scale

A	93+	C+	77-79	F	59 and below
A-	90-92	C	73-76		
B+	87-89	C-	70-72		
B	83-86	D	60-66		
B-	80-82	D+	67-69		

Grade Policy

The instructor reserves the right to refuse any late assignments. If the instructor accepts a late assignment without a justified excuse, a full 5% will be deducted. The grade that you receive at the end of the semester is the sum of grades received for your completed coursework and participation/attendance. This is not negotiable and no additional coursework will be provided to supplant grades. Grades are not altered based on a curve.

Attendance Policy and Behavior in Class

No attendance mark is assigned in this course. However, the following policies will be STRICTLY adhered to:

- Students are expected to attend the seminars (including rescheduled ones) AND take part regularly in class discussions, showing knowledge of – and engagement with – the essential readings. Students who are physically present in class but are unable or unwilling to contribute to the class discussions or are otherwise distracted will be considered as absent.
- Students who, without a valid justification, arrive to class more than 10 minutes late, leave more than 10 minutes early or leave the teaching room repeatedly during the session will be considered as absent.
- Students unable to attend class for justifiable reasons should contact the instructor ideally before class, and in any case no later than seven days after the missed class. Only serious and documented family or health emergencies and documented participation in formal AUC activities will be accepted as valid justifications. The procedure for correct documentation of such absences is outlined in the university-wide attendance policy.
- Unexcused absence in at least **THREE** sessions, and absence with or without valid justification in at least **FIVE** sessions, will result in an automatic “F” grade.
- Based on the current university-wide attendance policy, if the five-session limit is reached because of absences caused by serious family and health emergencies or participation in formal AUC activities, the student may petition to drop their course after the formal deadline to drop courses and before the deadline for withdrawal from the university, or may petition to continue the course.
- If an attendance sheet is circulated in class, each student is expected to sign only for him-/herself. Falsifying signatures is considered by AUC as a breach of academic integrity and the students involved in this practice will be immediately referred to the AUC Academic Integrity Committee.

Academic Integrity

Teaching is based on a relation of mutual trust between the teacher and the students. When we research, we use other people’s work to help develop our own: this is an essential part of the academic world. However, when you use someone else’s work, you must cite it. This lets the reader know which parts of the work are your own, and which parts come from other sources. What that means it that anytime you draw from someone’s ideas or use their actual words, you must give the name of the author and the book in proper citation form.

All students are expected to be familiar with the AUC code of practice on academic integrity which is available at:

<http://in.aucegypt.edu/auc-academics/academic-integrity/academic-integrity-students>

Please pay particular attention to the regulations on plagiarism, collaborative work and falsification of signatures. All breaches of the code of practice will be acted upon promptly

and firmly, resulting at least in zero marks for the relevant piece of assessment and possibly in further action being taken by the instructor, depending on the severity of the offense.

If in doubt as to what constitutes plagiarism, do not hesitate to contact the instructor.

Academic Freedom and Intellectual Interaction

In this course you will deal with a number of topics that are often controversial. You are free to offer the class any disagreement you may have with the readings or lecture. You will not be penalised for disagreeing with other students, the readings or the instructor, but your perspective must be based on documentable evidence from the course or other readings. Freedom of speech and ideas is a basic principle of academic life (and of universal human rights) and every student will have a chance to express her/his opinion as long as it is voiced in a respectful manner. However, varied points of view must be expressed in a manner that is sensitive to differences in abilities, ethnicity, religion, gender and lifestyle, and should not be expressed so as to be perceived as a personal attack. In short, respect for others' differences is one of the most important prerequisites for us working together in this course.

Note on Electronic Devices in Class

To enable open and uncensored discussion and protect the privacy of students, there is a zero-tolerance policy on any and all recording/surveillance devices in and around the classroom. Discovery of such devices will result in automatic reprimand and removal from the classroom. This is fundamental to ensure a fruitful discussion. As such, computers are also not required nor recommended unless absolutely necessary.

Students Who Are Differently-Abled

If you believe that you are differently-abled/have a disability that impacts your studies, or you have documentation of such, please contact the Instructor as soon as possible. The Instructor is happy to hear from you even if you do not have a formal proof; however, you may be asked to provide a note from the AUC Disability Services (<http://in.aucegypt.edu/student-life/student-well-being/disability-services>) when your condition requires substantial adjustments (e.g. to the structure of the exams etc.).

Course Syllabus Plan

Week 1: Setting the Stage

Jan 30: Introduction, Course outline, Presentation assignments

Feb 3: IR Approaches

Barry Buzan and Richard Little (2001), 'Why International Relations Has Failed as an Intellectual Project and What to Do About It,' *Millennium* 30(1): 19-39.

John Maclean (1981) 'Political Theory, International Theory, and Problems of Ideology', *Millennium*, Vol. 10, No. 2, pp. 102-25.

Week 2: Realism

Feb 6, student presentation

Jill Steans and Lloyd Pettiford (2010) *Introduction to International Relations*, 3rd edition, (Pearson, Harlow), Chapter on Realism.

Feb 10

Morgenthau, H. (1948) *Politics among nations: the struggle for power and Peace* (New York: Knopf), 'Six Principles of Political Realism' pp. 3-17

Kenneth Waltz (1979) 'Anarchic Orders and Balances of Power' in *Theory of International Politics*. McGraw Hill.

Week 3: Liberalism

Feb 13, student presentation

Jill Steans and Lloyd Pettiford (2010) *Introduction to International Relations*, 3rd edition, (Pearson, Harlow), Chapter on Liberalism.

Feb 17

Michael Doyle (1996) 'Kant, Liberal Legacies and Foreign Affairs' in M Brown (ed) *Debating the Democratic Peace*. MIT Press.

Bruce Buchan (2002) 'Explaining War and Peace: Kant and Liberal IR Theory', *Alternatives* 27(4): 407-28.

Week 4: Historical Materialism

Feb 20, student presentation

Robert W. Cox (1981) 'Social Forces, States and World Orders: Beyond International Relations Theory'. *Millennium*. Vol. 10, No. 2, pp. 162-75; revised and abridged version in Cox, *Approaches to World Order*, Cambridge UP, 1996, pp. 85-123.

Feb 24

J. MacLean (1988), 'Marxism and International Relations: A Strange Case of Mutual Neglect', *Millennium*, 17(2): 295-319.

Week 5: Feminist International Relations**Feb 27, student presentation**

Jill Steans and Lloyd Pettiford (2010) Introduction to International Relations, 3rd edition, (Pearson, Harlow), Chapter on Feminism

March 3

V. Spike Peterson (1992), "Transgressing Boundaries: Theories of Knowledge, Gender and International Relations," Millennium - Journal of International Studies 21.

Week 6: Dependency and World Systems Analysis**March 6, student presentation**

Andre Gunder Frank, (1966) 'The Development of Underdevelopment', Monthly Review, Vol. 18, No. 4 pp. 17-31.

March 10

Theda Skocpol, (1977) 'Wallerstein's World Capitalist System: A Theoretical and Historical Critique', American Journal of Sociology, Vol. 82, No. 5, pp. 1075-90.

Week 7: Post-Structuralism and Constructivism**March 13, student presentation**

Jill Steans and Lloyd Pettiford (2010) Introduction to International Relations, 3rd edition, (Pearson, Harlow), Chapters on Social Constructivism and Postmodernism.

* *Mid-Term Essays Due (20%)**

Tuesday March 19 @ 2:30-4:00pm (Makeup)

Paul Rabinow and Nikolas Rose (eds.), "Introduction" in *The Essential Foucault* (New York and London: The New Press).

Etienne Balibar, "What is a Border?" *Politics and the Other Scene* (London: Verso, 2002): Chapter 04.

* *All Reflection Papers due by final class in Week 7**

Week 8: Neo-Liberalism, Imperialism, Globalization**March 20, student presentation**

Wendy Brown (2003) 'Neo-liberalism and the End of Liberal Democracy' Theory and Event 7:1.

March 24

David Harvey (2004) 'The New Imperialism: Accumulation by Dispossession,' Socialist Register 40: 63-86.

Mark B. Salter. "The Global Visa Regime and the Political Technologies of the International Self: Borders, Bodies, Biopolitics." *Alternatives: Global, Local, Political* 31, no. 2 (April 2006): 167-189.

Week 9: Human Rights and Sovereignty**March 27, student presentation**

Hannah Arendt, 'The Decline of the Nation-State and the End of the Rights of Man,' in *The Origins of Totalitarianism*. [1951] (New York: Schocken Books, 2004) 341-84.

March 31

Giorgio Agamben, *Homo Sacer*. "Introduction," "The Paradox of Sovereignty", and selections of "Homo Sacer." Daniel Heller-Roazen, (Trans.) Stanford: Stanford University Press, 1998.

Giorgio Agamben, "Beyond Human Rights," in *Means Without End: Notes on Politics*. (Minneapolis: University of Minnesota Press, 2000) pp. 15-26.

Week 10: Hegemony and Empire**April 3, student presentation**

Michael Hardt & Antonio Negri (2001) 'Preface' and 'World Order' in *Empire*, Harvard UP. Available from: http://www.angelfire.com/cantina/negri/HAREMI_unprintable.pdf

April 7

Tarak Barkawi and Mark Laffey (2002) 'Retrieving the Imperial: Empire and International Relations', *Millennium* 31(1): 109-27.

Martin Coward (2005) "The Globalisation of Enclosure: Interrogating the Geopolitics of Empire." *Third World Quarterly*, Vol. 26, No. 6, pp. 855-871.

Week 11: Anarchy and World Order**April 10, student presentation**

Alexander Wendt (1992), 'Anarchy Is What States Make of It: The Social Construction of Power Politics,' *International Organization* 46(2).

April 14

Ashley, R. K. (1988), 'Untying the sovereign state: a double reading of the anarchy problematique', *Millennium: Journal of International Studies*, Vol. 17, No. 2, pp. 227-62

Proposals Due (15%)

-- SPRING BREAK --

Week 12: Clash of Civilizations?**May 5, student presentation**

Samuel P. Huntington (1993). 'The Clash of Civilizations.' *Foreign Affairs* vol. 72, no. 3: 22-49.

Hamid Dabashi (2001). 'For the Last Time: Civilizations.' *International Sociology* vol. 16, no. 3 (September): 361-368.

Matthew Melko, "The Nature of Civilizations," Chapter One. 1995.

Week 13: Securitization and Surveillance**May 8, student presentation**

Didier Bigo, 'Global (in)security : the field of the professionals of unease management and the Ban-opticon,' *Traces: a multilingual series of cultural theory*. Volume 4 (2005).

Elia Zureik and Mark B. Salter, eds. *Global surveillance and policing: borders, security, identity*. Cullompton: Willan Publishing, 2005. Ch.1 & Ch.3.

May 12

John Torpey, "Coming and Going: On the State Monopolization of the Legitimate 'Means of Movement', *Sociological Theory* Volume 16, No. 3, (1998): pp. 239-259.

Week 14: Wrap-up, Contemporary International Relations**May 15**

Collective student discussions on final papers

DURING EXAM PERIOD: **Final Research Essay Due (30%)**