

**POL3620-01 | International Relations**  
**Department of Political Science**  
**Spring Semester 2020**

**Course Information**

**Course Convener:** Dr. Shourideh C. Molavi

**Class Meeting:** Sundays & Wednesdays, 2:00-3:15pm

**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](mailto:shourideh.molavi@auc.egypt.edu)

**Phone:** Ext. 1897

**Office:** 2014 HUSS

**Office hours:** Sundays and Wednesdays 1:00-2:00pm, please email for appointment

**Course Description**

This interdisciplinary course introduces students to the main theories, approaches, perspectives and debates in International Relations (IR). The course familiarizes students with the foundational theoretical schools of IR. From there, it goes on to cover 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 preliminary understanding of central issues and substantive concerns in the study of IR, with some attention to critical thought and literature in the field.

**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.

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) Four Reflection Papers:**

**40%.**

Students are required to write four (4) Reflection Papers each covering any one of the weekly themes of their choice that is assigned from Weeks 2-6. The Reflection Paper must be centered around a reading, and summarize, discuss and critically analyze the assigned text.

Rather than regurgitating the chosen reading as outlined, student papers are expected to reflect a level of independent and critical thinking. Length should be 2-3 pages maximum (double spaced and not including references). No outside readings are allowed.

*\* All reflection papers must be submitted by the end of Week 6, March 11 \**

### **3) Mid-Term Essay**

**15%**

Students are required to submit an essay of 1,800-2,000 words, selecting one of the questions provided by the instructor ahead of time. The essay must clearly answer the question selected by the student while: (i) engaging with the topics and readings provided in class (ii) reflecting an in-depth awareness of the core issues being explored in the lectures and seminar and (iii) being properly referenced.

This paper must apply at least 3-4 readings from the class syllabus to inform the writing.

*\* Due Week 7, March 18 at beginning of class in print (15%) \**

#### 4) Final Research Paper

##### (i) Proposal

**10%**

Students are required to submit a Proposal that describes the subject, question or problematic in related to the themes and content of the course that they will analyze and critically examine in their Final Research Papers. The instructor will provide detailed instructions on the expected format and content of the Proposals beforehand.

The purpose of this Proposal is to give the instructor a sense of the student's intellectual direction and essay topic, enabling her/him 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.

*\* Due Week 11, Sunday April 22, beginning of class in print \**

##### (ii) Research Essay

**25%**

Students have to submit a Research Essay of 2,000-2,500 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 Thurs. May 21, end of day, via email \**

#### **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 does not accept late assignments. If extenuating circumstances apply and 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 is 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**

**Feb 2**, Introduction and course outline

**Feb 5**

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**

#### **Class moved to Tuesday February 11**

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

**Feb 12**

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

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

### **Week 3: Liberalism**

**Feb 16**

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

**Feb 19**

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 23**

Robert W. Cox (1981) 'Social Forces, States and World Orders: Beyond International Relations Theory'. *Millennium*. Vol. 10, No. 2, pp. 162-75.

**Feb 26**

B. K. Gills, (1987). Historical Materialism and International Relations Theory. *Millennium*, 16 (2), 265–270.

**Week 5: Feminist International Relations****March 1**

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

**March 4**

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

**Week 6: Dependency and World Systems Analysis****March 8**

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

**March 11**

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

*\* If pending, all Reflection Papers must be submitted by beginning of class in print \**

**Week 7: Post-Structuralism and Constructivism****March 15**

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

**March 18**

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

*\* Mid-Term Essay due beginning of class in print (15%)\**

**Week 8: Environmentalism and International Relations****March 22**

D. Deudney, "The Case Against Linking Environmental Degradation and National Security." *Millennium: Journal of International Studies*, vol. 19, no. 3, 1990, pp. 461–476.

**March 25**

Angelica Faotto. "Environmentalism in IR Theory", *Atlas Institute for International Affairs*, January 2019, retrieved from:  
<https://www.internationalaffairshouse.org/environmentalism-in-ir-theory/>.

## **Week 9: Neo-Liberalism, Imperialism, Globalization**

### **March 29**

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

### **April 1**

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

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

### **April 5**

Stephen Krasner (2001) "Sovereignty," *Foreign Policy* 122 (Jan.-Feb.): 20-29.

### **April 8**

Samuel Moyn, "Human Rights in History," *The Nation* (August 11, 2010): <https://www.thenation.com/article/human-rights-history/>

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.

## **Spring Break: April 12-20**

## **Week 11: Hegemony and Empire**

### **April 22**

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

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

\* Proposal due beginning of class in print (10%) \*

## **Week 12: Anarchy and World Order**

### **April 26**

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

### **April 29**

Anne-Marie Slaughter (1997) "The Real New World Order," *Foreign Affairs* 76(5): 183-197.

**Week 13: Clash of Civilizations?****May 3**

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

**May 6**

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

**Week 14: Securitization and Surveillance****May 10**

Tarek Barkawi and Mark Laffey (2006) "The Postcolonial Moment in Security Studies," *Review of International Studies* 32 (2): 329-352.(online)

**May 13**

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

*\*Final Research Essay due Thurs. May 21, end of day, via email (25%)\**