



<b>Instructor:</b> Marcos S. Scauso	
<b>Course:</b> Introduction to International Relations (PO 211-02)	<b>Term:</b> Fall 2019
<b>Time:</b> Monday 6:30pm – 9:10pm	<b>Location:</b> Tator Hall 317
<b>Office Hours:</b> Monday at 3pm – 5pm and by appointment	<b>Office:</b> CAS3 - 310
<b>Email:</b> <a href="mailto:marcos.scauso@quinnipiac.edu">marcos.scauso@quinnipiac.edu</a>	<b>Personal Website:</b> <a href="http://www.marcosscauso.com">www.marcosscauso.com</a>
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**We wish to acknowledge the learning that will take place on unceded Eansketambawg land and honor their community: past, present, and into the future**

### **Course description**

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The diverse relationships and events that take place in international politics are far too complex to understand inductively, without a set of theoretical lenses, or neutrally. It is impossible to observe everything and everyone in order to find patterns and understand “what goes on.” It is impossible to focus on everything at the same time, without prioritizing some events, actors, actions, institutions, relationships, contexts, etc. Instead, students of international relations often choose what and who matters *a priori*. They also choose how to analyze the different events that shape our world. Theories and approaches are thus sets of concepts, coherently connected and shaping the way in which we see the world. Each set has its own assumptions about what actors we should focus on, how they act, how research should be done and when it is valid. Whether tacitly or explicitly, they also have normative tendencies, leanings, and biases.

In this class, we will analyze the different approaches and concepts currently deployed by different scholars to understand international relations. We will focus on the assumptions underlying each approach and the main concepts they use. Then, we will deploy these lenses to analyze cases, historical events, and phenomena that are connected to international relations and to our own daily experiences. After all, we live in the world, are affected by it, and influence it in ways seldom explicit to us. Finally, the class aims to analyze the main contributions, limitations, and normative tendencies of different approaches. As Robert W. Cox stated, “...theory is always for someone, and for some purpose” (1981, p.128).

### **Course methodology**

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During our **fall semester**, we will begin by discussing some basic concepts of International Relations and the “western” understanding of its history. Then, we will focus each week on one of the approaches often used within the discipline. These discussions will allow us to view the world from different lenses, while also discussing particular cases and concepts that are key to the discipline. Given the current diversity of theories and approaches, I chose to expand beyond the most salient or dominant theories of International Relations. We will thus begin with Realism and Liberalism, but will then expand onto “other” approaches such as Marxism, Constructivism, Post-structuralism, Feminism, Post-colonialism, Decoloniality, and Green Theory. This strategy allows us to survey some of the different lenses used to understand international relations, deploy particular concepts to analyze specific cases and phenomena, and examine the deeper assumptions made within each approach. Through this diversity of theories, we will be learning to analyze some of the assumptions, limitations, and normative tendencies found in each set of lenses, while also using their enabling sides to understand our worlds and experiences. Finally, the last week of classes, we will read and discuss about the more general tendencies of the discipline, its enabling capacity, the boundaries that still limit it, and the future possibilities that it might have.



For most **classes**, we will begin by describing the main characteristics, assumptions, and concepts of a theoretical approach. Once the approach has been discussed, we will question some of the aspects missing from each perspective as well as their biases. In order to achieve this goal, students will present about a relationship between a case and a theory. These presentations will begin and set up the section of the class designed to promote discussions, which will highlight the enabling aspects of each approach, while also unveiling the voices, actors, actions, and relationships that become hidden underneath the limitations of each perspective. Students will be expected to use each approach to understand a particular phenomenon, but they will also need to turn the cases upon the theories. Additionally, students will need to connect these cases and theories to their own daily experiences. They will examine what aspects of their own experiences become highlighted and more clearly understood through each approach, while also examining what becomes silenced and hidden. This strategy is designed to teach students how approaches may contribute to the understanding of phenomena while also sustaining important limitations.

### **Communication:**

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- **Office hours:**
  - Monday's at 3pm-5pm in CAS3-310.
  - Students can set up appointments at other times.
  - I will also answer my office phone (203-582-7519) during M/W/F at 12pm- 1:45pm.
- **Emails:** During the week, I will try to respond e-mails within 24 hours. If you have an urgent enquiry, please feel free to add the word "urgent" to the subject of the e-mail and I will try to respond as soon as possible.
- **Anonymous and open survey:** I created a survey that is completely anonymous and continuously open (<https://es.surveymonkey.com/r/2M9GL5X>) for students to be able to provide feedback to me throughout the entire semester. This is one of the tools that students can use to democratize the class and to make changes before it is too late. Students can write positive or negative feedback anytime. The survey can be used by the same person many times.
- In general, I will try to make myself **available to you**. Please use these opportunities to avoid missing assignments and to get as much as you can from your education.
- Finally, if you read the syllabus and find this statement within the first week of classes, send me an e-mail with the phrase "I read it. I promise" as the subject, and you will get 0.5 extra credit points.



### Course goals/student learning objectives

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- **Understanding:** Knowledge and understanding of the scope of political theory, history, diverse human interests and cultures, and a wide range of political phenomena. This goal can be achieved by reading the material, listening to the lectures, and participating in discussions about the different approaches of International Relations. Additionally, the last week of the course is primarily designed to reflect on the scope of the discipline and its future paths.
- **Empirical inquiry:** Ability to assess diverse theories and empirical evidence in the political science field. This goal can be achieved by participating in discussions that encourage us to apply concepts upon new cases and information. Additionally, students will have to deploy concepts, examine information, analyze data, and study cases in their presentation and in a final written assignment.
- **Normative Inquiry:** Capacity for normative analysis of politics, founded on knowledge of the core concepts and history of political theory. Students will need to think about various approaches of International Relations by analyzing the assumptions of particular theories and their limitations.
- **Responsible Engagement:** Capability for reflection on one's own experiences of action in civic or political engagement, in a way which synthesizes empirical inquiry, normative inquiry, ethical responsibility, and respect for diverse perspectives in the political world. The entire class is designed around the possibility of analyzing phenomena through diverse lenses while also connecting these insights with our own experiences.
- **Communication:** Verbal and written ability to communicate one's political judgments in clear, organized, concise and reasoned persuasive arguments, supported by analysis of moral norms, empirical evidence. The class will encourage these skills through participation in discussions, presentations, exams, and written assignments.

### Work and assignments:

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- **In-class attendance** is very important in order to assure your success. If each student reads the assigned material and participates in class, it is very likely that we will achieve all of our goals. In order to grade attendance, I will pass out a signup sheet every time we meet. Attendance is worth 10% of the grade.
- In order to grade **participation**, I will use sticky notes. During each class, I will give one sticky note (worth 0.5 points) to those students that contribute with relevant, critical, and profound commentaries or questions. Students will be expected to write their names and turn the sticky note back to me at the end of each class. Participation points can also be acquired through office visits. Participation is 5% of the grade.
- Additionally, students will be required to do one **presentation** (worth 10% of the grade), which will aim to apply a particular approach to a case or an on-going issue of their choosing. Students will be expected to deploy a concept from the readings, add bibliography from other academic sources such as Jstor or other journal repositories, and analyze a particular aspect of a case in 5 minutes. In order to achieve this goal, students can use an itemized presentation format and they can pass out electronic handouts at least the night before the due date. The



analysis should unveil the hidden and normative tendencies surrounding the ways in which an issue is most saliently constructed. Presentations will be due after the break during each class. Please sign up and select your presentation date as soon as possible: [Click Here](#)

- Intro. to I.R. also requires a **midterm exam** (worth 25% of the grade) and a **final exam** (worth 25% of the grade). These exams will include multiple choice, true or false, and essay questions.
- Finally, students will need to write a **final paper outline/summary** (maximum of 5 pages + bibliography). This assignment is designed to understand and deploy a particular approach of International Relations to examine a case or phenomenon. Each student will choose one of the approaches included in the class and will use it to understand a current phenomenon of international relations. Then, she/he will analyze the contributions, limitations, and normative tendencies of the chosen approach. The final paper outline/summary is worth 25% of the grade.
- **Extra credit opportunity:** students can turn in a maximum of three commentaries (worth 1% of the grade each) for extra credit. These commentaries have to be two pages long and they ought to deploy an approach of International Relations to unveil an aspect of a phenomenon that is implicit or hidden by the assumptions of another theory. I might also offer additional extra credit points for documented participation in particular talks and events.

## Grading:

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### Evaluation Method

Assignment	Points for each Assignment	Total
Attendance		10
In class discussion and participation (sticky notes)	0.5	5
Presentation		10
Midterm		25
Final paper outline/summary		25
Final exam		25
Extra Credit	1	3
Total		100



Grading System (<https://www.qu.edu/content/dam/qu/documents/academic-catalogs/2018-2019-academic-catalog.pdf>):

Letter Grade	Numerical Range	Grade Pt. Value
A	93-100	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D	60-69	1.00
F	0-59	0.00

### Late Work

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Every assignment for this class is time-sensitive. Late work will be accepted only if there is a documented excuse. Acceptable reasons for delayed deadlines or missed quizzes are the same as those for an excused absence. An “excuse” absence is defined as 1) illness or injury of the student, 2) death, injury, or serious illness of an immediate family member, 3) religious reasons, 4) jury duty or government obligations, 5) university sanctioned activities (artistic performances, intercollegiate athletics, etc.). Documentation must be provided for an excused absence. The student is responsible for all missed work. In the event of an excused absence the instructor will offer make up work and no penalty will be imposed.

In the event of an **unexcused** missed deadline, students will be able to make up **one** assignment and they will receive a maximum of 70% of the original grade. Despite this policy, presentations can only be rescheduled when the absence is excused. Similarly, final exams can only be taken on the assigned date or rescheduled when the absence is excused. In the case of unexcused missed classes, the students that are not presenting will be allowed to make up **one** class attendance by submitting a small (2 pages) summary of the readings assigned for that day.





## **Required texts/material**

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- **International Relations Theories, Discipline and Diversity**. FOURTH EDITION. Tim Dunne, Mirja Kurki, Steve Smith, Oxford University Press (2016).
- **The videos, chapters, and articles** that will be assigned can be accessed through the links provided below and in our course website. Please contact me if you have difficulties accessing any of these items.

## **Class policy**

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### **Student Accessibility** (<https://catalog.qu.edu/university-policies/disability-policy/>)

Quinnipiac University is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me.

If you have a disability, or think you may have a disability, you may also want to meet with the Office of Student Accessibility, to begin this conversation or to request reasonable accommodations. Quinnipiac University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

Please contact the Office of Student Accessibility by emailing [access@qu.edu](mailto:access@qu.edu), or by calling (203) 582 – 7600. If you have already been approved for accommodations through the Office of Student Accessibility, please meet with me so we can develop an implementation plan together.

### **Title IX** (<https://catalog.qu.edu/university-policies/titleix-policy/>)

Quinnipiac University is committed to providing an environment free from gender-based discrimination and harassment. Consistent with its commitment to addressing gender-based misconduct, the university complies with Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in educational programs or activities that receive federal financial assistance. As such, Quinnipiac University is dedicated to fostering a healthy and safe environment in which members of the community can realize their full potential in an educational, working and living environment free from all forms of gender or sex discrimination and sexual misconduct.

Quinnipiac seeks to ensure that no student, faculty or staff member is excluded from participation in or denied the benefits of any university program or activity on the basis of sex. This includes all university activities, including, without limitation, academic, athletic, campus life, residential life



programs and all aspects of employment. Students, faculty or staff who believe they have been subjected to or witnessed gender-based misconduct are encouraged to report these incidents. As discussed below, faculty, administration, athletic, human resources, public safety and student affairs staff are considered responsible employees under Title IX and are required to immediately report any incidents of sexual violence they observe. Upon receiving a report, the university will respond promptly, equitably and thoroughly. In addition, the university will take steps to prevent the recurrence of the misconduct and correct its effects, if appropriate.

**Academic Dishonesty** (<https://catalog.qu.edu/university-policies/academic-integrity-policy/#policiestext>)

### **Integrity: The Foundation of Quinnipiac University**

In its Mission Statement, Quinnipiac University emphasizes its commitment to be an academic community. As an academic community, our students, faculty and staff work together to acquire and extend knowledge, develop skills and competencies and serve the greater good of our nation and local communities. Our individual and collective inquiry and pursuit of knowledge are only possible when each of us in the community is aware of and strives to maintain a code of ethical practice and integrity. All communities, though diverse in their individual members, are based on a shared set of beliefs and values that serve as their foundation. **At Quinnipiac, our community has chosen integrity as one of its guiding principles.**

Integrity means upholding a code or standard of values. In its most general sense integrity also means being complete. As an academic community, the completeness that we seek includes asking each individual to see her/his life as a whole, and to understand how the actions that he/she takes affect self, others and the community. Individual actions also impact the community of higher education as a whole. In keeping with this commitment to the Quinnipiac community and the larger community of higher learning, Quinnipiac is a member of the Center for Academic Integrity (CAI), a consortium of institutions of higher education committed to the principle of integrity. Our Academic Integrity Policy is based on the five fundamental values outlined by the CAI: honesty, trust, responsibility, fairness and respect.

Quinnipiac expects all members of our community, students, faculty and staff, to uphold these five standards of integrity and to contribute to our larger culture of integrity.

### **Honesty**

Honesty is the bedrock upon which integrity is based. Academic and professional honesty require that each individual conduct herself or himself openly and in keeping with the truth. Even more importantly, honesty requires actively searching for and upholding the truth. Honesty is critical for the production and exchange of knowledge and ideas that are the hallmark of an institution of higher learning.





## **Trust**

Trust is essential for an academic community. Academic work almost always builds upon or extends from the work of others and all members of the community must respect the work of others. Each individual must trust that community members undertake their work in such a way that we build our knowledge, while freely and openly admitting our dependence upon the work of others. Community members also must endeavor to be worthy of the trust others have placed in us. This foundation of trust is vital to our community of inquiry and learning.

## **Responsibility**

An academic or professional community provides its members with support, fellowship and intellectual stimulation. The price of these benefits is responsibility to the community. Therefore, all members of the university community must not only be committed to ethical practices themselves, but also must bear the responsibility of helping to encourage integrity among all community members.

## **Fairness**

True communities celebrate the differences among their members while upholding the general principle that each individual should be treated equally. This basic principle of fairness to all is an aspect of integrity that guarantees each of us freedom to express our own individuality. This standard of fairness also carries the burden, however, of fair sanctions to those who violate the standards of the community.

## **Respect**

The university is a gathering place where students and faculty come to learn about different ideas, cultures and ways of thinking — even those with which we may strongly disagree. This learning environment can be maintained only with mutual respect. This respect must be present in the classroom, in our everyday encounters with each another, and in our individual work. Respect means listening to others, evaluating and criticizing their ideas fairly, and properly acknowledging all sources of material that are not originally ours.

**Plagiarism, Misrepresentation and Fabrication** (<https://catalog.qu.edu/university-policies/academic-integrity-policy/#appendicestext>)

### **1. Plagiarism**

Plagiarism refers to representing another person's words or ideas as one's own in any academic exercise, whether intentional or not. Examples include:

- Copying information word for word from a source, without using quotation marks and giving proper acknowledgment/citation.
- Paraphrasing (i.e., putting into one's own words) a source's text, without providing proper acknowledgment/citation. This violation occurs when the ideas or arguments of another are



presented in such a way as to lead the reader to believe that these ideas originated with the writer.

- Presenting as one's own any work (or portion thereof) that which has been prepared in whole or in part by someone other than oneself. This includes using unauthorized assistance in preparing one's work and acquiring written work from an outside source. Outside sources include other persons, commercial organizations, electronic sources and other sources.
- Reproducing (without proper citation) any other form of work of another person, such as a graphic element, a musical phrase, a proof, experimental data, experimental results, data or laboratory reports, in full or in part. This includes turning in work of another student as one's own work.
- *It is the responsibility of all students to understand the methods of proper attribution and to apply those principles in all written, oral and electronic submissions.*

## **2. Misrepresentation**

Examples include, but are not limited to:

- Arranging for another student to substitute for oneself in class, during an examination session or in the completion of any course work.
- Taking credit for work not done, such as taking credit for a team assignment without participating or contributing to the extent expected.
- "Double Dipping" (multiple uses of the same work) or presenting the same or substantially the same written work (or portion thereof) as part of the course requirement for more than one project or course, without the express prior written permission of the instructor(s) involved.
- If a student does wish to use another assignment as a base for additional credit, faculty should give the student the opportunity to submit in writing an explanation of the unique educational benefits of the new project.

## **3. Fabrication**

Fabrication refers to falsifying or misusing data in any academic exercise. Examples include, but are not limited to:

- Falsifying data collected for any academic purpose.
- Making up or presenting falsified data in papers, manuscripts, books or other documents submitted for publication or as course or degree requirements.
- Making up a source for use in any assignment.
- Citing a source one did not use.
- Falsifying material cited.
- Attempting to deceive any instructor by altering and resubmitting for additional credit assignments, tests, quizzes or exams that have been graded and returned.
- Attempt to deceive any instructor or supervisor with respect to attendance in any class, internship or clinical setting.



- Falsifying any information on any document relating to any course, internship or co-curricular activity (including signatures, hours, etc.)

#### **4. Cheating and Stealing**

Cheating refers to using (or attempting to use) unauthorized assistance in any academic exercise. It includes the stealing or unauthorized acquisition of a test or test answers or impeding the fair process of an examination in any way. Examples of this violation include, but are not limited to:

- Copying from someone else's exam, paper or assignment.
- Looking at someone else's exam before or during an examination.
- Unauthorized use or possession of notes, supplemental notes, access passwords or any unauthorized materials during an examination, quiz or other assignment or evaluation.
- Possessing an electronic device that contains unauthorized information for a test or assignment (e.g., programming one's computer or calculator inappropriately).
- Using unauthorized materials (e.g., notes, textbooks, calculators, computers or other online sources) in the preparation of a test or assignment.
- Violating test and assignment procedures and restrictions established by the instructor. If a student is uncertain or unaware of the instructor's expectations/procedures, the student must consult with the instructor beforehand.
- Communicating or attempting to communicate answers, hints or suggestions during an examination.
- Collaborating (without instructor permission) in the preparation and presentation of reports, laboratory reports or take-home examinations or other course assignments such as copying or giving aid or otherwise failing to abide by the university's or instructor's rules governing the exercise or examination.
- Using another person's answers for an assignment.
- Soliciting, obtaining, possessing or providing to another person an examination or portions of an exam, prior or subsequent to the administration of the exam, without the authorization of the instructor. Unless the instructor has given permission, students may not provide test questions to other students in any form--oral, written or electronic.
- Stealing, or attempting to steal, an examination or answer key.
- Sharing answers for or collaborating on a take-home assignment or examination without explicit permission from the instructor.
- Signing an attendance sheet for another student or having another student sign an attendance sheet on your behalf when attendance is a part of the course grade.
- Recording any portion of a classroom lecture or other instructional activity, or any conversation related to academics or the academic integrity process, without the express consent of the instructor, adviser or administrator.
- The unauthorized sale, purchase, posting, dissemination or use of academic lectures, academic computer software, instructional materials, papers/essays or research for papers/essays.



**Course Schedule:** Please note that I might change the media and articles suggested for the discussions.

Week	Class	Topics	Readings and Assignments
1	August 26 <sup>th</sup>	Introduction to the class	1. Required: a. Syllabus
		Introduction to International Relations	1. Required: a. Carefully read this timeline: <a href="#">Click Here</a> b. Dunne et al. "International Relations Theories: Disciplines and Diversity." i. Ch. 1
		Discussion: Eurocentrism and I.R.	1. Required: a. Participation b. Westphalian Eurocentrism ( <a href="#">Click Here</a> ) 2. Recommended: a. Cox, R. "Social Forces, States and World Orders: Beyond International Relations Theory." Millennium 10 (1981).
2	Sep. 2 <sup>nd</sup>		<b>1. No classes</b>
3	September 9 <sup>th</sup>	Classical Realism	1. Required: a. Dunne et al. i. Ch. 2
		Neo-realism	1. Required: a. Dunne et al. i. Ch. 3
		Discussion: U.S. power and China	1. Required: a. Participation b. Mearsheimer, structures, and China: <a href="#">Click here</a> c. China's defense system: <a href="#">Click here</a> <b>d. Presentations on Realism are due after the break</b> 2. Recommended: a. K. Waltz, "Why Iran Should get the bomb: Nuclear Balancing would mean Stability." ( <a href="#">Click here</a> )



4	September 16 <sup>th</sup>	Liberalism	<ol style="list-style-type: none"> <li>1. Required:             <ol style="list-style-type: none"> <li>a. Dunne et al.                 <ol style="list-style-type: none"> <li>i. Ch. 4</li> </ol> </li> </ol> </li> </ol>
		Discussion: the European Union and Brexit	<ol style="list-style-type: none"> <li>1. Required:             <ol style="list-style-type: none"> <li>a. Participation</li> <li>b. The Origins and development of the European Union 1945-2008: Sections I and III (<a href="#">Click here</a>)</li> <li>c. What is Brexit: <a href="#">Click here</a></li> <li><b>d. Presentations on Liberalism are due after the break</b></li> <li>e. Turn in <b>extra credit #1</b> (please submit in our course website under “assignments”)</li> </ol> </li> <li>2. Recommended:             <ol style="list-style-type: none"> <li>a. John R. Oneal, Bruce Russett and Michael L. Berbaum. “Causes of Peace: Democracy, Interdependence, and International Organizations, 1885-1992.” (<a href="#">Click Here</a>)</li> </ol> </li> </ol>
5	September 23 <sup>rd</sup>	Neo-liberalism	<ol style="list-style-type: none"> <li>1. Required:             <ol style="list-style-type: none"> <li>a. Dunne et al.                 <ol style="list-style-type: none"> <li>i. Ch. 5</li> </ol> </li> </ol> </li> </ol>
		Discussion: W.T.O. and trade wars	<ol style="list-style-type: none"> <li>1. Required:             <ol style="list-style-type: none"> <li>a. Participation</li> <li>b. The W.T.O. and its woes: <a href="#">Click here</a></li> <li>c. Trump and the W.T.O. : <a href="#">Click here</a></li> <li><b>d. Presentations on Neo-liberalism are due after the break</b></li> </ol> </li> <li>2. Recommended:             <ol style="list-style-type: none"> <li>a. Robert O. Keohane. “After Hegemony: Cooperation and Discord in the World Political Economy.” (1984): Find a hard copy in our Library</li> <li>b. Andrew Moravcsik’s lecture on Liberalism: <a href="#">Click Here</a></li> </ol> </li> </ol>



6	September 30 <sup>th</sup>	Marxism	<ol style="list-style-type: none"> <li>1. Required:             <ol style="list-style-type: none"> <li>a. Dunne et al.                 <ol style="list-style-type: none"> <li>i. Ch. 7</li> </ol> </li> </ol> </li> <li>2. Optional:             <ol style="list-style-type: none"> <li>a. Attend Albert Schweitzer’s event: October 3<sup>rd</sup>, 5-6:15pm in the CCE Auditorium (<b>extra credit</b> applicable)</li> </ol> </li> </ol>
		Discussion: War and oil	<ol style="list-style-type: none"> <li>1. Required:             <ol style="list-style-type: none"> <li>a. Participation</li> <li>b. Bush, the “civilized world,” and “danger:” <a href="#">Click here</a> (until min. 4:47)</li> <li>c. Iraq and Oil: <a href="#">Click here</a></li> <li>d. The story of Stuff: <a href="#">Click here</a></li> <li>e. <b>Presentations on Marxism are due after the break</b></li> </ol> </li> </ol>
7	October 7 <sup>th</sup>	<b>Midterm</b>	<ol style="list-style-type: none"> <li>1. Required:             <ol style="list-style-type: none"> <li>a. Everything that we have discussed thus far</li> <li>b. Printed questionnaire and paper will be provided</li> </ol> </li> <li>2. Optional:             <ol style="list-style-type: none"> <li>a. Turn in <b>extra credit #2</b> (please submit in our course website under “assignments”)</li> </ol> </li> </ol>
8	October 14 <sup>th</sup>	Constructivism	<ol style="list-style-type: none"> <li>1. Required:             <ol style="list-style-type: none"> <li>a. Dunne et al.                 <ol style="list-style-type: none"> <li>i. Ch. 9</li> </ol> </li> </ol> </li> </ol>
		Discussion: the War on “Terror”	<ol style="list-style-type: none"> <li>1. Required:             <ol style="list-style-type: none"> <li>a. Participation</li> <li>b. Ole Waever: What is Securitization? (<a href="#">Click here</a>)</li> <li>c. Bush: <a href="#">Click here</a></li> <li>d. Trump: <a href="#">Click here</a></li> <li>e. <b>Presentations on Constructivism are due after the break</b></li> </ol> </li> <li>2. Recommended:             <ol style="list-style-type: none"> <li>a. A. Wendt “Anarchy is what states make of it.” (1992) (<a href="#">Click here</a>)</li> <li>b. Nicholas G. Onuf. “World of Our Making: Rules and Rule in Social Theory and International Relations.” Studies in International Relations (1989).</li> <li>c. Audie Klotz and Cecelia M. Lynch. “Strategies for Research in Constructivist International Relations.” (2009). (<a href="#">Click here</a>)</li> </ol> </li> </ol>





9	October 21 <sup>st</sup>	Feminism	<ol style="list-style-type: none"> <li>1. Required:             <ol style="list-style-type: none"> <li>a. Dunne et al.                 <ol style="list-style-type: none"> <li>i. Ch. 10</li> </ol> </li> </ol> </li> </ol>
		Discussion: Sanctions on whom?	<ol style="list-style-type: none"> <li>1. Required:             <ol style="list-style-type: none"> <li>a. Participation</li> <li>b. Sanctions on Iraq: <a href="#">Click here</a></li> <li>c. Child deaths in Iraq: <a href="#">Click here</a></li> <li>d. Iraq: from bad to worse (<a href="#">Click here</a>)</li> <li><b>e. Presentations on Feminism are due after the break</b></li> </ol> </li> <li>2. Recommended:             <ol style="list-style-type: none"> <li>a. What is Feminism: <a href="#">Click here</a></li> <li>b. J. Ann Tickner. "You Just Don't Understand" (<a href="#">Click here</a>)</li> <li>c. Cynthia Enloe. "Ethnic soldiers: State security in divided societies." University of Georgia Press (1980).</li> </ol> </li> </ol>
10	October 28 <sup>th</sup>	Post-structuralism	<ol style="list-style-type: none"> <li>1. Required:             <ol style="list-style-type: none"> <li>a. Dunne et al.                 <ol style="list-style-type: none"> <li>i. CH. 11</li> </ol> </li> <li>b. M. Foucault: <a href="#">Click here</a></li> </ol> </li> </ol>
		Discussion: "actors," "refugees," "victims," or "terrorists"	<ol style="list-style-type: none"> <li>1. Required:             <ol style="list-style-type: none"> <li>a. Participation</li> <li>b. The Syrian crisis: <a href="#">Click here</a></li> <li>c. Refugee crisis, terrorism, and threats: <a href="#">Click here</a></li> <li><b>d. Presentations on Post-structuralism are due after the break</b></li> </ol> </li> <li>2. Recommended:             <ol style="list-style-type: none"> <li>a. R.B.J. Walker. "Inside/outside: international relations as political theory." (1993).</li> <li>b. Maja Zehfuss. "Forget September 11." <i>Third World Quarterly</i>, Vol. 24, No. 3 (Jun., 2003), pp. 513-528. (<a href="#">Click here</a>)</li> </ol> </li> </ol>



11	November 4 <sup>th</sup>	Post-colonialism	<ol style="list-style-type: none"> <li>1. Required:             <ol style="list-style-type: none"> <li>a. Dunne et al.                 <ol style="list-style-type: none"> <li>i. Ch. 12</li> </ol> </li> </ol> </li> </ol>
		Discussion: Iran and the United States	<ol style="list-style-type: none"> <li>1. Required:             <ol style="list-style-type: none"> <li>a. Participation</li> <li>b. E. Said and Orientalism: <a href="#">Click here</a></li> <li>c. John Stewart and Colonialism: <a href="#">Click here</a></li> <li>d. <b>Presentations on Post-colonialism are due after the break</b></li> </ol> </li> <li>2. Recommended:             <ol style="list-style-type: none"> <li>a. Abebe Zegeye and Maurice Vambe. "African Indigenous Knowledge Systems." (<a href="#">Click Here</a>)</li> <li>b. Talal Asad. "On Suicide Bombing." (2007).</li> <li>c. E. W. Said. "Orientalism." (1979).</li> </ol> </li> </ol>
12	November 11 <sup>th</sup>	Decoloniality and under-development	<ol style="list-style-type: none"> <li>1. Required:             <ol style="list-style-type: none"> <li>a. Taylor, Lucy: <a href="#">Click here</a></li> <li>b. Méndez, María José: <a href="#">Click here</a></li> <li>c. <b>Final paper outline/summary is due at the beginning of class (6:30pm)</b> (please submit in our course website under "assignments")</li> </ol> </li> </ol>
		Discussion: Our colonialities	<ol style="list-style-type: none"> <li>1. Required:             <ol style="list-style-type: none"> <li>a. Participation</li> <li>b. Our role in colonialism: <a href="#">Click here</a></li> <li>c. Struggles in Argentina and Bolivia: <a href="#">Click here</a></li> <li>d. <b>Presentations on Decoloniality are due after the break</b></li> </ol> </li> <li>2. Recommended:             <ol style="list-style-type: none"> <li>a. Rivera, Silvia Cusicanqui. Liberal Democracy and Ayllu Democracy in Bolivia (1990): <a href="#">Click here</a></li> <li>b. Mignolo, Walter. Local histories/global designs: coloniality, subaltern knowledges, and border thinking (2000).</li> </ol> </li> </ol>



13	November 18 <sup>th</sup>	Green Theory	<ol style="list-style-type: none"> <li>1. Required:             <ol style="list-style-type: none"> <li>a. Dunne et al.                 <ol style="list-style-type: none"> <li>i. Ch. 14</li> </ol> </li> </ol> </li> </ol>
		Discussion: Climate change and ecocide?	<ol style="list-style-type: none"> <li>1. Required:             <ol style="list-style-type: none"> <li>a. Participation</li> <li>b. Climate change denial: <a href="#">Click here</a></li> <li>c. John Oliver and climate change: <a href="#">Click here</a></li> <li>d. Severn Suzuki's speech: <a href="#">Click here</a></li> <li><b>e. Presentations on Green Theory are due after the break</b></li> </ol> </li> <li>2. Recommended:             <ol style="list-style-type: none"> <li>a. Simon Dolby. "What Happens if We Don't Take Nature for Granted." In "Global Politics: a New Introduction," edited by Jenny Edkins and Maja Zehfuss.</li> <li>b. Waskar Ari. "Earth Politics: Religion, Decolonization, and Bolivia's Indigenous Intellectuals" (2014).</li> </ol> </li> </ol>
14	November 25 <sup>th</sup> - 30 <sup>th</sup>	<b>Fall Break</b>	1- No readings
15	December 2 <sup>nd</sup>	I.R. theory and globalization	<ol style="list-style-type: none"> <li>1. Required:             <ol style="list-style-type: none"> <li>a. Dunne et al.                 <ol style="list-style-type: none"> <li>i. Ch. 15</li> </ol> </li> </ol> </li> </ol>
		Discussion and review: What do we do now?	<ol style="list-style-type: none"> <li>1. Required:             <ol style="list-style-type: none"> <li>a. Everything that we have discussed thus far</li> <li>b. <b>Presentations on I.R. theory and Globalization are due after the break</b></li> </ol> </li> </ol>



16	December 9 <sup>th</sup> at 8:15pm  (this time can change, please check e-mails)	<b>Final Exam</b>	<ol style="list-style-type: none"><li>1. Required:<ol style="list-style-type: none"><li>a. Everything since the midterm and basic knowledge of previous material</li></ol></li><li>2. Optional:<ol style="list-style-type: none"><li>a. Turn in <b>extra credit #3</b> (please submit in our course website under “assignments”)</li></ol></li></ol>
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