



<b>Instructor:</b> Marcos S. Scauso	<b>Office:</b> SST 659
<b>Course:</b> Int. St. 140A / Pol. Sci. 144A	<b>Time:</b> M-W from 1:00 pm to 3:50 pm in SBSG G200
<b>Office Hours:</b> MW 4-5pm.	<b>Term:</b> Summer, Section II, 2016.
<b>Website:</b> <a href="https://eee.uci.edu/16z/64060">https://eee.uci.edu/16z/64060</a>	<b>Email:</b> <a href="mailto:mscauso@uci.edu">mscauso@uci.edu</a>

### Course Description

The diverse relationships that take place in the international realm are far too complex to understand inductively or without a set of theoretical lenses. It is impossible to observe everything and everyone in order to find patterns and understand “what goes on.” Instead, students of international relations always choose what and who matters. They also choose how to analyze the different events that shape our world. Theory thus always appears as a set of concepts coherently connected and shaping the way we see the world. Each set has its own



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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 often have normative tendencies or leanings. In this class, we will thus analyze the different approaches currently deployed by different scholars to understand international relations. We will focus on the assumptions underlying each approach and the main concepts they use. This will lead us to understand what actors and behaviors they primarily focus on. We will, then, analyze their main contributions, limitations and normative tendencies. After all, "...theory is always for someone, and for some purpose" (Cox 1981, p.128).

### Course Methodology

During our **summer section II**, I will focus each class on one of the approaches often used within the discipline of international relations. Given the current diversity of theories and approaches within the discipline, I chose to expand beyond the most salient or dominant theories. We will thus begin with Realism and Liberalism, but will then expand onto "other" approaches such as the English School, Marxism, Constructivism, Post-structuralism, Feminism, Post-colonialism and Green Theory. This strategy will allow students to survey the different lenses used to understand international relations, but it will also encourage them to examine the deeper assumptions made within each approach, which can only be reached through the analysis of the theoretical differences excluded by mainstream approaches and made visible through other lenses. Through the diversity of international relations theories, we will be learning to analyze some of their assumptions, limitations and normative tendencies.

During most of the **classes**, I will begin with a lecture and will describe some of the main characteristics of a particular approach. I will use different kinds of media in order to illustrate the cases and the kind of phenomena that each approach emphasizes. After a 10-minute break, I will finally discuss the normative tendencies and the limitations of the particular approach chosen for that class. This discussion will be brief and designed to prepare students to begin different kinds of group or in-class activities. During this part of the class, students will have to deploy some of the tools provided by each theory in order to analyze a particular historical case. Students will have the opportunity to access information about these cases through videos, newspaper articles, documentaries and other forms of media listed below. I may use small fragments of these media in class, but students are recommended to access these materials previous to class in order to be ready for the debates or in-class activities. Here, students will be expected to use each approach to understand a particular phenomenon, but they will also turn the cases upon the theories. They will examine who is excluded or what is not said when using each approach. This strategy is designed to understand how a theory may contribute and have limitations at the same time.

Classes will be complemented by weekly **office hours**:

- Monday from 4 to 5pm in SST 659.
- Wednesday from 4 to 5pm in SST 659.
- Students can also set up appointments at other times.



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Finally, I created an open and anonymous **survey** (<https://es.surveymonkey.com/r/KBSNJHF>) for you to be able to provide feedback to me throughout the entire section. This is one of the tools you can use to democratize the class and make changes before it is too late, but please use it responsibly. You can write positive or negative feedback. You can encourage me to continue doing something you found helpful or discourage me from continuing doing something that was confusing or ineffective.

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.

### **Course Goals/Student Learning Objectives**

This course is organized around **three main goals**: 1) increasing students' knowledge of contemporary international relations approaches; 2) developing students' skills applying theoretical tools in order to systematically analyze phenomena within the international realm; and 3) developing students' critical thinking skills, as applied to international problems, questions and approaches. Thus, having successfully completed Int. St. 140A / Pol. Sci. 144A, students will have expanded their critical and analytical skills, developed oral and written communicational skills, and increased their knowledge about current theoretical approaches as well as the debates of the discipline.

Unlike the implicit goals of many courses of international relations, this class explicitly seeks to survey a broader array of lenses while also analyzing the assumptions and normative tendencies of each approach. Through the analysis of the discipline beyond Realism and Liberalism, as well as through the understanding of many of the "post-..." or "critical" approaches, this class seeks to encourage students to analyze the underlying assumptions that often go unquestioned in the study of international relations. In this sense, I do not hope to foreclose any theoretical doors. To the contrary, I hope to encourage more reflexive choices that understand how particular lenses may unfold towards particular orientations *a priori*. Who do they favor? Who do they exclude? Who do they impose upon? What kind of project do they favor? What kind of future do they seek? Etc., etc., etc.

### **Work and Assignments:**

**In-class attendance** as well as participation are very important in order to assure your success. If each student reads the assigned material and participates in class, it is very likely we will achieve all of our goals. In order to grade attendance, I will pass a signup sheet every time we meet. Each class attendance is worth 1 point (total of 10 points).

In order to grade **participation**, I will use sticky notes. During each class, I will give students a sticky note (worth 2 points) for their first **relevant** participation. Students will be expected to write their names and turn the sticky note back to me at the end of each class. In order to create incentives for further participation, I may also give a second sticky note (worth 1 point) to those who contribute several times to in-class discussions and show that the assigned material was carefully read. The maximum of participation points is 20 points.



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During each week, I will also post an **on-line quiz** through EEE. Students will be asked to answer basic questions about the material covered each week. They will need to access EEE and find the weekly quiz assigned to them each Thursday. The quizzes will be available Thursdays all day long, but will automatically close at midnight. Once each student accesses the quiz, she/he will have 45 minutes to complete it. Please note that you will only have one opportunity to take each quiz, which means that once you open it, you need to finish it. Students will have five quizzes available to them throughout the section, but will have to choose only four (worth 8 points each).

Finally, students will need to write a **final paper** (between 1500 and 2000 words) designed to understand, deploy and analyze a particular approach of international relations. 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 theory. The papers will be due on September 7<sup>th</sup> via e-mail (let us save some trees) in word document format (doc or docx).

**Grading:**

Evaluation Method

Assignment	Points for each Assignment or class	Total
Attendance.	1	10
In class discussion and participation (sticky notes)	2	20
Online Quizzes (choose 4 out of 5)	8	32
Final Paper		38
Total		100 (4.0)

**Late Work**

All work for this class is time-sensitive, and so late work will be accepted *without penalty* only if there is a university-approved, 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



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1) illness or injury the student, 2) death, injury or serious illness of an immediate family member, 3) religious reasons (as defined by California Education Code section 8932), 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 assignment, students will be able to make up work and the student will receive a maximum of 70% of the original grade. In the case of unexcused missed classes, students will lose the opportunity to gain participation points, but they will be allowed to make up **one** class attendance by sending in a small (2 pages) summary of the readings assigned for the missed class.

### Required Texts/Readings

**International Relations Theories, Discipline and Diversity.** THIRD EDITION. Tim Dunne, Mirja Kurki, Steve Smith, Oxford University Press (2013).

**Marcos S. Scauso, “Indianismo and Decoloniality: voices of resistance,”** in *Religious activism in the global economy: promoting, reforming, or resisting neoliberal globalization?* Edited by Peter Smith and Sabine Dreher (forthcoming, Rowman & Littlefield International). I will send it via e-mail before week 4.

**The videos and articles** that will be suggested for participation can be accessed through the links provided below. In the case of academic articles, you can go to Google Scholar or Jstor and easily find them. In order to access most of these articles you will need to be on campus or sign into the UCI VPN (connect from off campus): <http://www.lib.uci.edu/connect-campus>

### Class policies

**Academic Dishonesty** (<http://honesty.uci.edu>)

Academic dishonesty applies equally to electronic media and print, and involves text, images, and ideas. It includes but is not limited to the following examples:

#### Cheating

1. Copying from others during an examination.
2. Communicating exam answers with other students during an examination.
3. Offering another person's work as one's own.
4. Taking an examination for another student or having someone take an examination for oneself.
5. Sharing answers for a take-home examination or assignment unless specifically authorized by the instructor.
6. Tampering with an examination after it has been corrected, then returning it for more credit.
7. Using unauthorized materials, prepared answers, written notes or information concealed in a



blue book or elsewhere during an examination.

8. Allowing others to do the research and writing of an assigned paper (including use of the services of a commercial term-paper company).

### **Dishonest Conduct**

1. Stealing or attempting to steal an examination or answer key from the instructor.
2. Changing or attempting to change academic records without proper sanction.
3. Submitting substantial portions of the same work for credit in more than one course without consulting all instructors involved.
4. Forging add/drop/change cards and other enrollment documents, or altering such documents after signatures have been obtained.
5. Intentionally disrupting the educational process in any manner.
6. Allowing another student to copy off of one's own work during a test.

### **Plagiarism**

Plagiarism is intellectual theft. It means use of the intellectual creations of another without proper attribution. Plagiarism may take two main forms, which are clearly related:

1. To steal or pass off as one's own the ideas or words, images, or other creative works of another.
2. To use a creative production without crediting the source, even if only minimal information is available to identify it for citation.

Credit must be given for every direct quotation, for paraphrasing or summarizing a work (in whole, or in part, in one's own words), and for information which is not common knowledge.

### **Collusion**

Any student who knowingly or intentionally helps another student perform any of the above acts of cheating or plagiarism is subject to discipline for academic dishonesty.



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**Course Schedule:** Please note that I may add or change the media suggested for the debates and discussions.

Week	Class	Topics	Readings and Assignments
1	1- August 1 <sup>st</sup>	Introduction to the debates.	<p>1. Required:</p> <ul style="list-style-type: none"> <li>a. I. R. Theory book: Introduction (1-14) and Ch. 1 (14-36).</li> <li>b. Sources to debate: Assumptions and violence.               <ul style="list-style-type: none"> <li>i. Ted: <a href="https://youtu.be/1Uq0TXS2jpw">https://youtu.be/1Uq0TXS2jpw</a></li> <li>ii. Trump: <a href="https://youtu.be/f0UB06v7yLY">https://youtu.be/f0UB06v7yLY</a></li> <li>iii. Obama: <a href="#">New York Times Article</a>.</li> </ul> </li> </ul> <p>2. Recommended:</p> <ul style="list-style-type: none"> <li>a. Cox, R. “Social Forces, States and World Orders: Beyond International Relations Theory.” Millennium 10 (1981): 126-55.</li> </ul>
	2- August 3 <sup>rd</sup>	Realisms	<p>1. Required:</p> <ul style="list-style-type: none"> <li>a. I. R. Theory book: Ch. 3 (59-77) and Ch. 4 (77-93).</li> <li>b. Sources to debate: Power and rationality.               <ul style="list-style-type: none"> <li>i. US military power: <a href="#">weapons!!!</a></li> <li>ii. Mearsheimer and China: <a href="https://youtu.be/YziIIP2BeMk">https://youtu.be/YziIIP2BeMk</a></li> <li>iii. K. Waltz, “Why Iran Should get the bomb: Nuclear Balancing would mean Stability.” (find in Google Scholar or Jstor)</li> <li>iv. General Collins and Iraq: <a href="#">coalition seeking</a>.</li> <li>v. China and new nukes: <a href="https://youtu.be/A9VIQkPH1U8">https://youtu.be/A9VIQkPH1U8</a></li> </ul> </li> </ul> <p>2. Recommended:</p> <ul style="list-style-type: none"> <li>a. Mearsheimer, John. “Realism, The Real World and the Academy.” (Find it in Jstor)</li> </ul>



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	Online quiz #1: due on Thursday (August 4 <sup>th</sup> )		a. Introduction, Ch. 1, Ch. 3 and Ch. 4.
2	3- August 8 <sup>th</sup>	Liberalisms	<p>a. Introduction, Ch. 1, Ch. 3 and Ch. 4.</p> <p>1. Required:</p> <ul style="list-style-type: none"> <li>a. I. R. Theory book: Ch. 5 (94-114) and Ch. 6 (114-132).</li> <li>b. Sources to debate:               <ul style="list-style-type: none"> <li>i. Moravscik: <a href="#">What is Liberalism?</a></li> <li>ii. Failure in Somalia?: <a href="#">United Nations report in 1994</a></li> <li>iii. Support for dictators?: <a href="https://youtu.be/h2VbzscLalY">https://youtu.be/h2VbzscLalY</a></li> <li>iv. <a href="#">Interdependence:</a> <a href="https://youtu.be/Sm8wONkoxBI">https://youtu.be/Sm8wONkoxBI</a></li> </ul> </li> </ul> <p>2. Recommended:</p> <ul 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.”</li> <li>b. Robert O. Keohane. “After Hegemony: Cooperation and Discord in the World Political Economy.” (1984)</li> </ul>
	4- August 10 <sup>th</sup>	The English School	<p>1. Required:</p> <ul style="list-style-type: none"> <li>a. I. R. Theory book: Ch. 7 (132-153)</li> <li>b. Sources to debate: International Societies?               <ul style="list-style-type: none"> <li>i. <a href="#">Human Rights and the UN.</a></li> <li>ii. TPP: <a href="https://youtu.be/DnC1mqyAXmw">https://youtu.be/DnC1mqyAXmw</a></li> </ul> </li> </ul> <p>2. Recommended:</p> <ul style="list-style-type: none"> <li>a. Barry Buzan. “The English School: An Underexploited Resource in IR.” (Jstor.org)</li> </ul>
	Online quiz #2: due on Thursday (August 11 <sup>th</sup> )		a. Ch. 5, Ch. 6 and Ch. 7.





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3	5- August 15 <sup>th</sup>	Critical Theory	<p>1. Required:</p> <ul style="list-style-type: none"> <li>a. I. R. Theory book: Ch. 8 (153-171) and Ch. 9 (171-187)</li> <li>b. Sources to debate:             <ul style="list-style-type: none"> <li>i. Cheap clothing: <a href="https://youtu.be/vP1cXvQKluA">https://youtu.be/vP1cXvQKluA</a></li> <li>ii. The story of Stuff: <a href="https://youtu.be/9GorqroigqM">https://youtu.be/9GorqroigqM</a></li> <li>iii. <a href="#">Henry Kissinger and "strategy."</a></li> </ul> </li> </ul> <p>2. Recommended:</p> <ul style="list-style-type: none"> <li>a. James H. Mittelman, “Coxian Historicism as an Alternative Perspective in International Studies.” (Jstor.org)</li> <li>b. Robert Cox. “Social Forces, States and World Orders: Beyond International Relations Theory.” (1981).</li> </ul>
	6- August 17 <sup>th</sup>	Constructivism	<p>1. Required:</p> <ul style="list-style-type: none"> <li>a. I. R. Theory book: Ch. 10 (187-205)</li> <li>b. Sources to debate:             <ul style="list-style-type: none"> <li>i. Ole Waever: What is Securitization?</li> <li>ii. Bush: <a href="https://youtu.be/hJyhqlkaHB0">https://youtu.be/hJyhqlkaHB0</a></li> <li>iii. Trump: <a href="https://youtu.be/Jaz1J0s-cL4">https://youtu.be/Jaz1J0s-cL4</a></li> </ul> </li> </ul> <p>2. Recommended:</p> <ul style="list-style-type: none"> <li>a. A. Wendt “Anarchy is what states make of it.” (1992) (Jstor.org)</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. Charlotte Epstein. “The Power of Words in International Relations: Birth of an Anti-Whaling Discourse.” (2008).</li> </ul>



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			d. Audie Klotz and Cecelia M. Lynch. “Strategies for Research in Constructivist International Relations.” (2009).
	Online quiz #3: due on Thursday (August 18 <sup>th</sup> )		a. Ch. 8, Ch. 9 and Ch. 10.
4	7- August 22 <sup>nd</sup>	Feminism	<p>1. Required:</p> <ul style="list-style-type: none"> <li>a. I. R. Theory book: Ch. 11 (205-223)</li> <li>b. Sources to debate: <ul style="list-style-type: none"> <li>i. Hutchings: <a href="#">What is Feminism?</a></li> <li>ii. <a href="#">Walking as a woman in New York.</a></li> <li>iii. Women as objects: <a href="https://youtu.be/uP1Vxu2erq4">https://youtu.be/uP1Vxu2erq4</a></li> </ul> </li> </ul> <p>2. Recommended:</p> <ul style="list-style-type: none"> <li>a. J. Ann Tickner. “You Just Don’t Understand: Trouble Engagements Between Feminists and IR Theorists.” (find it in google scholar)</li> <li>b. Cynthia Enloe. “Ethnic soldiers: State security in divided societies.” University of Georgia Press (1980).</li> </ul>
	8- August 24 <sup>th</sup>	Post-structuralism	<p>1. Required:</p> <ul style="list-style-type: none"> <li>a. I. R. Theory book: Ch. 12 (223-247)</li> <li>b. Sources to debate: <ul style="list-style-type: none"> <li>i. Kissinger: <a href="#">power and knowledge.</a></li> <li>ii. Refugee crisis, terrorism and threats: <a href="https://youtu.be/7sXrPhkaTns">https://youtu.be/7sXrPhkaTns</a></li> <li>iii. Foucault: “...the universality of our knowledge has been acquired at the cost of exclusions.” <a href="https://youtu.be/ajAWGztPUiU">https://youtu.be/ajAWGztPUiU</a></li> <li>iv. “Facts” and war: <a href="#">Collins and Iraq.</a></li> </ul> </li> </ul> <p>2. Recommended:</p> <ul style="list-style-type: none"> <li>a. R.B.J. Walker. “Inside/outside: international relations as political theory.” (1993).</li> </ul>



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			<ul style="list-style-type: none"> <li>b. Richard K. Ashley and R. B. J. Walker. "Introduction: Speaking the Language of Exile: Dissident Thought in International Studies."</li> <li>c. Maja Zehfuss. "Forget September 11." <i>Third World Quarterly</i>, Vol. 24, No. 3 (Jun., 2003), pp. 513-528. (Jstor)</li> <li>d. Maja Zehfuss. "Constructivism in International Relations: The Politics of Reality." (2002).</li> </ul>
	Online quiz #4: due on Thursday (August 25 <sup>th</sup> )		<ul style="list-style-type: none"> <li>a. Ch. 11 and Ch. 12</li> </ul>
5	9- August 29 <sup>th</sup>	Post-colonialism	<ul style="list-style-type: none"> <li>1. Required:               <ul style="list-style-type: none"> <li>a. I. R. Theory book: Ch. 13 (247-266)</li> <li>b. Marcos Scauso. "Indianismo and Decoloniality: Voices of Resistance." (sent via e-mail)</li> <li>c. Sources to debate:                   <ul style="list-style-type: none"> <li>i. Obama and Universal values: <a href="https://youtu.be/4qYeXxGnSIA">https://youtu.be/4qYeXxGnSIA</a></li> <li>ii. Coca: <a href="https://youtu.be/3agI9ZYBAos">https://youtu.be/3agI9ZYBAos</a></li> </ul> </li> </ul> </li> <li>2. Recommended:               <ul style="list-style-type: none"> <li>a. Abebe Zegeye and Maurice Vambe. "African Indigenous Knowledge Systems."</li> <li>b. Talal Asad. "On Suicide Bombing." (2007).</li> <li>c. E. W. Said. "Orientalism." (1979).</li> </ul> </li> </ul>
	10- August 31 <sup>st</sup>	Green Theory	<ul style="list-style-type: none"> <li>1. Required:               <ul style="list-style-type: none"> <li>a. I. R. Theory book: Ch. 14 (266-287)</li> <li>b. Marcos Scauso. "Indianismo and Decoloniality: Voices of Resistance." (see section about Buen Vivir and Complementarity)</li> </ul> </li> <li>c. Debate Resources:               <ul style="list-style-type: none"> <li>i. Denial: <a href="https://youtu.be/IPgZfhnCAI">https://youtu.be/IPgZfhnCAI</a></li> </ul> </li> </ul>



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			<ul style="list-style-type: none"> <li>ii. John Oliver and Climate Change: <a href="https://youtu.be/cjuGCJJUGsg">https://youtu.be/cjuGCJJUGsg</a></li> </ul> <p>2. Recommended:</p> <ul 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> </ul>
	Online quiz #5: due on Thursday (September 1 <sup>st</sup> )		<ul style="list-style-type: none"> <li>a. Ch. 13 and Ch. 14</li> </ul>
Finals Week	September 7 <sup>th</sup>	IR in the world.	Final Paper