



Instructor: Marcos S. Scauso	Office: SST 659
Course: Int. St. 140A / Pol. Sci. 144A	Time: M-W from 1:00 pm to 3:50 pm in SSL 145
Office Hours: MW 4-5pm.	Term: Summer, Section II, 2017.
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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 often choose what and who matters *a priori*. They also choose how to analyze the different events that shape our world. Theory thus appears as a set of concepts coherently connected and shaping the way 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 often have normative tendencies or leanings.



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In this class, we will 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 disciplines of International Relations and, more broadly, International Studies. 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 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 will also encourage them to examine the deeper assumptions made within each approach, which can only be grasped through the analysis of the theoretical differences excluded by mainstream approaches and made visible through other lenses. Through the diversity of theories, we will be learning to analyze some of the assumptions, limitations, and normative tendencies found in each set of lenses.

For most **classes**, I will begin by describing a historical scenario, political phenomenon, or case (e.g., the cold war, the terrorist attacks of September 11, the emergence of human rights, the Syrian refugee crisis, colonialism, etc.). In order to illustrate these cases and phenomena, students will have the opportunity to access 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 before class in order to be ready for the debates or in-class activities. Participation is an important part of the grade.

Each class will include a particular case, which I will select based on its proximity with the theoretical approach discussed during that day. My own description of the case or phenomenon will also emphasize certain aspects, which will guide students towards questions that beg the utilization of the approach discussed during that day. Then, students are encouraged to discuss some of the patterns, regularities, and characteristics of international relations that can be found in each case. Throughout my description and the discussions or activities of students, the cases will then introduce the questions, actors, behaviors, relationships, etc. that each theory prioritizes.

After a 10-minute recess, I will resume by describing the main characteristics of the theoretical approach. This section is designed to display the basic assumptions of each approach systematically and to define explicitly the concepts or ideas that each approach uses to answer some of the questions that emerge in the historical discussions of phenomena. Once the approach has been defined, I will encourage students to question some of the aspects missing from each approach as well as their biases. In order to achieve this goal, students will be able to return to



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the discussions of the particular historical cases or phenomena that were used at the beginning of class, but they can also bring into the debate any other information that may be relevant.

In general, 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. They will examine who is excluded or what is not said when using each approach. This strategy is designed to teach students how a theory may contribute to the understanding of phenomena while also sustaining important limitations.

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.

Finally, I created an open and anonymous **survey** (<https://es.surveymonkey.com/r/THM2KPZ>) for students to be able to provide feedback to me throughout the entire section. This is one of the tools students can use to democratize the class and make changes before it is too late. Students can write positive or negative feedback. They can encourage me to continue doing something they found helpful or discourage me from continuing doing something that was confusing or ineffective. The survey can be used by the same person as many times as she/he desires.

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 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



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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.

During each week, I will also post an **on-line quiz** on 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 13th via e-mail (let us save some trees) in a 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 1) illness or injury of 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 (2016: 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:



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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 7 st	Introduction to the debates.	1. Required: <ol style="list-style-type: none"> a. I. R. Theory book: Introduction (1-14) and Ch. 1 (14-36). b. Sources to debate: Assumptions and violence. <ol style="list-style-type: none"> i. Ted: https://youtu.be/IUq0TXS2jpw ii. Trump: https://youtu.be/f0UB06v7yLY iii. Obama: New York Times Article. iv. Bush’s axis of Evil: https://youtu.be/VAALGqKPaT4 2. Recommended: <ol style="list-style-type: none"> a. Cox, R. “Social Forces, States and World Orders: Beyond International Relations Theory.” Millennium 10 (1981): 126-55.
	2- August 9 th	Realisms	1. Required: <ol style="list-style-type: none"> a. I. R. Theory book: Ch. 3 (59-77) and Ch. 4 (77-93) (read Ch. 4 first and then go to Ch. 3) b. Sources to debate: Power and rationality. <ol style="list-style-type: none"> i. US military power: weapons!!! ii. Mearsheimer and China: https://youtu.be/YziIIP2BeMk iii. K. Waltz, “Why Iran Should get the bomb: Nuclear Balancing would mean Stability.” (find in Google Scholar or Jstor) iv. General Collins and Iraq: coalition seeking. v. China and defense systems for nukes: https://www.bloomberg.com/news/articles/2017-06-07/china-missiles-able-to-send-nukes-to-western-pacific-u-s-says



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			<p>2. Recommended:</p> <p>a. Mearsheimer, John. “Realism, The Real World and the Academy.” (Find it in Jstor)</p>
	Online quiz #1: due on Thursday (August 10 th)		<p>a. Introduction, Ch. 1, Ch. 3 and Ch. 4.</p>
2	3- August 14 th	Liberalisms	<p>1. Required:</p> <p>a. I. R. Theory book: Ch. 5 (94-114) and Ch. 6 (114-132).</p> <p>b. Sources to debate:</p> <p>i. Moravscik: What is Liberalism?</p> <p>ii. Failure in Somalia?: United Nations report in 1994</p> <p>iii. Support for dictators?: https://youtu.be/h2VbzscLa1Y</p> <p>iv. Human Rights: https://youtu.be/A9VIQkPH1U8</p> <p>2. Recommended:</p> <p>a. John R. Oneal, Bruce Russett and Michael L. Berbaum. “Causes of Peace: Democracy, Interdependence, and International Organizations, 1885-1992.”</p> <p>b. Robert O. Keohane. “After Hegemony: Cooperation and Discord in the World Political Economy.” (1984)</p>
	4- August 16 th	The English School	<p>1. Required:</p> <p>a. I. R. Theory book: Ch. 7 (132-153)</p> <p>b. Sources to debate: International Societies?</p> <p>i. Universal Rights: https://youtu.be/nDgIVseTkuE</p> <p>ii. TPP: https://youtu.be/DnC1mqyAXmw</p>



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			2. Recommended: a. Barry Buzan. “The English School: An Underexploited Resource in IR.” (Jstor.org)
	Online quiz #2: due on Thursday (August 17 th)		a. Ch. 5, Ch. 6 and Ch. 7.
3	5- August 21 st	Critical Theory	1. Required: a. I. R. Theory book: Ch. 8 (153-171) and Ch. 9 (171-187) b. Sources to debate: i. Cheap clothing: https://youtu.be/vP1cXvQKluA ii. The story of Stuff: https://youtu.be/9GorqroigqM iii. Henry Kissinger and "strategy." 2. Recommended: a. James H. Mittelman, “Coxian Historicism as an Alternative Perspective in International Studies.” (Jstor.org) b. Robert Cox. “Social Forces, States and World Orders: Beyond International Relations Theory.” (1981).
	6- August 23 th	Constructivism	1. Required: a. I. R. Theory book: Ch. 10 (187-205) b. Sources to debate: i. Ole Waever: What is Securitization? ii. Bush: https://youtu.be/hJyhqlkaHB0 iii. Trump: https://youtu.be/Jaz1J0s-cL4



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			<p>2. Recommended:</p> <ul style="list-style-type: none"> a. A. Wendt “Anarchy is what states make of it.” (1992) (Jstor.org) b. Nicholas G. Onuf. “World of Our Making: Rules and Rule in Social Theory and International Relations.” Studies in International Relations (1989). c. Charlotte Epstein. “The Power of Words in International Relations: Birth of an Anti-Whaling Discourse.” (2008). d. Audie Klotz and Cecelia M. Lynch. “Strategies for Research in Constructivist International Relations.” (2009).
	Online quiz #3: due on Thursday (August 24 th)		<ul style="list-style-type: none"> a. Ch. 8, Ch. 9 and Ch. 10.
4	7- August 28 th	Feminism	<ul style="list-style-type: none"> 1. Required: <ul style="list-style-type: none"> a. I. R. Theory book: Ch. 11 (205-223) b. Sources to debate: <ul style="list-style-type: none"> i. Hutchings: What is Feminism? ii. Walking as a woman in New York. iii. Women as objects: https://youtu.be/uP1Vxu2erq4 iv. Ashley Judd: “I am a nasty woman” speech during the Women’s March in DC (2017). https://www.youtube.com/watch?v=ffb_5X59_DA 2. Recommended: <ul style="list-style-type: none"> a. J. Ann Tickner. “You Just Don’t Understand: Trouble Engagements Between Feminists and IR Theorists.” (find it in google scholar) b. Cynthia Enloe. “Ethnic soldiers: State security in divided societies.” University of Georgia Press (1980).



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	8- August 30 th	Post-structuralism	<p>1. Required:</p> <ul style="list-style-type: none"> a. I. R. Theory book: Ch. 12 (223-247) b. Sources to debate: <ul style="list-style-type: none"> i. Kissinger: power and knowledge. ii. Refugee crisis, terrorism and threats: https://youtu.be/7sXrPhkaTns iii. Foucault: "...the universality of our knowledge has been acquired at the cost of exclusions." https://youtu.be/qzoOhhh4aJg iv. "Facts" and war: Collins and Iraq. <p>2. Recommended:</p> <ul style="list-style-type: none"> a. R.B.J. Walker. "Inside/outside: international relations as political theory." (1993). b. Richard K. Ashley and R. B. J. Walker. "Introduction: Speaking the Language of Exile: Dissident Thought in International Studies." c. Maja Zehfuss. "Forget September 11." <i>Third World Quarterly</i>, Vol. 24, No. 3 (Jun., 2003), pp. 513-528. (Jstor) d. Maja Zehfuss. "Constructivism in International Relations: The Politics of Reality." (2002).
	Online quiz #4: due on Thursday (August 31 st)		<ul style="list-style-type: none"> a. Ch. 11 and Ch. 12
5	9- September 6 th	Post-colonialism	<p>1. Required:</p> <ul style="list-style-type: none"> a. I. R. Theory book: Ch. 13 (247-266) b. Marcos Scauso. "Indianismo and Decoloniality: Voices of Resistance." (sent via e-mail) c. Sources to debate: <ul style="list-style-type: none"> i. Obama and Universal values: https://youtu.be/4qYeXxGnSIA ii. Coca: https://youtu.be/3agI9ZYBAos iii. The Middle East and Colonialism: John Stewart https://youtu.be/HSlriHaSIWA



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			<ul style="list-style-type: none"> iv. E. Said and Orientalism: https://youtu.be/4QYrAqrpshw 2. Recommended: <ul style="list-style-type: none"> a. Abebe Zegeye and Maurice Vambe. “African Indigenous Knowledge Systems.” b. Talal Asad. “On Suicide Bombing.” (2007). c. E. W. Said. “Orientalism.” (1979).
	10- September 11 th	Green Theory	<ul style="list-style-type: none"> 1. Required: <ul style="list-style-type: none"> a. I. R. Theory book: Ch. 14 (266-287) b. Marcos Scauso. “Indianismo and Decoloniality: Voices of Resistance.” (see section about Buen Vivir and Complementarity) c. Debate Resources: <ul style="list-style-type: none"> i. Climate Denial: https://youtu.be/IPgZfhnCAAdI ii. John Oliver and Climate Change: https://youtu.be/cjuGCJJUGsg iii. Severn Suzuki’s Speech: https://youtu.be/TQmz6Rbpnu0 2. Recommended: <ul style="list-style-type: none"> 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. b. Waskar Ari. “Earth Politics: Religion, Decolonization, and Bolivia’s Indigenous Intellectuals” (2014).
	Online quiz #5: due on Thursday (September 7 th)		<ul style="list-style-type: none"> a. Ch. 13 and Ch. 14
Finals Week	September 13 th	IR in the world.	Final Paper