Course Description:
This course provides students with an advanced introduction to theoretical approaches and contemporary issues within the study of International Relations. The first part of the course examines explanatory theories of IR and approaches to foreign policy and global governance. The second part of the course examines ongoing issues in IR through the lens of current cases. Specific topics examined in the course include: the evolution of IR theory; IR’s fourth debate; the integration of IR and comparative theories, realist and neoconservative visions of foreign policy and global governance; liberal visions of foreign policy and global governance; theories of international political economy; basic economics and the great recession; climate change; covert operations in IR; foreign policy tools and rogue states; humanitarian intervention and the R2P; and the Middle East conflict.

Course Structure:
The course meets weekly on Tuesday afternoons from 12:30-2:30 and will consist of 13 sessions of approximately 2 hours each. Seminars will be comprised of group and class discussions focused around the readings assigned for each week as well as 15 minute mini-lectures at the start of each class.

Required Readings:
All required readings for this course are available online.

Course Evaluation:
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<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
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<tr>
<td>Mini-Lecture</td>
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<tr>
<td>Analysis of IR Theory/Policy Brief</td>
<td>20%</td>
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| Research Essay                 | 40%    | Due 10 March
**Participation 20%**

Attendance will be taken and students are expected to have completed, and thought about, all assigned readings prior to coming to class and to actively contribute to seminar discussions. For every class, each student must prepare a typed list of 2 discussion questions or points of analysis for each reading (include your name and the date). Questions should be detailed and make specific reference to the readings through the use of quotes etc. If you miss the class, you must email the questions to me. Students will receive comments on their first question sheet only to ensure they understand what is expected. After that, they will simply receive a final participation grade that takes into account attendance, question sheet quality and seminar participation.

**Mini-Lectures (or Op-Ed) 20%**

Each student will give one 15 minute (max) mini-lecture, using PowerPoint, at the start of each class. The lecture will present a brief argument based on the week’s assigned question and should include and introduction with a clearly stated thesis and brief outline of the lecture. While the course readings can be used, the lecture does not need to address all or any of them. Instead, it should focus on making a clear argument based on the assigned question. Students can reformulate the question if desired but must get the instructor’s permission to do so. The lecture must make use of PowerPoint and must include:

- a 1-2 page typed outline of the presentation with enough copies for the instructor and all students
- a printout of the Power Point presentation in the “handout, 6 slides per page” format for the instructor only

Students will be graded on the organization of their argument, their use of PowerPoint, their oral presentation skills and their response to questions. The emphasis will be on giving a presentation rather than on the specific content of the argument.

If the class has more than 12 students, some MA students will be assigned to write an 800 word op-ed making an argument related to an assigned class’ subject matter. (An op-ed is an ‘opinion-editorial’ piece such as a column on the Comment page of a newspaper). The op-ed will be due one week before the assigned class and the student must provide copies for the instructor and all students. The argument presented in the op-ed will be discussed in the assigned class.

**Analysis of IR Theory (PhDs) 20%**

PhD students will complete one analysis of an IR theory or ‘great debate’ from the list below. The analysis will be 8-10 typed, double-spaced, pages in length and must be framed as an argument. The introduction must include a one sentence thesis statement. Late papers will be penalized at a rate of 3% per day including weekends and papers longer than 10 pages will be penalized. Extensions will only be given for documented illnesses, emergencies, etc and will not be given for workload. Students must choose a topic that is different from their mini-lecture/op-ed and from their research essay. Students must choose one of the following theories or ‘great debates’:

- The idealism vs classical realism debate (first debate)
- The traditionalism vs scientific method debate (second debate)
- Neorealism (first approach in third debate)
- Liberalism (second approach in third debate)
• Marxism/structuralism/historical materialism (third approach in third debate)
• The inter-paradigm debate in IPE (economic neoliberalism, Keynesian-welfare, economic nationalism)
• Positivism, Constructivism and Post-Structuralism (epistemological part of fourth debate)
• Feminism and Post-Colonialism (ontological part of the fourth debate)

Each summary should include:
• the main arguments and assumptions of the theoretical approach including how it explains national preferences and how/when international cooperation is likely to occur
• the main strands of the theoretical approach and their differences (i.e. offensive vs defensive realism or the different strands of liberalism)
• the explanatory vs advocacy aspects of the approach where relevant (i.e. what the approach advocates vs how it explains events)
• the main authors associated with the approach and its strands
• the main critiques of the approach (i.e. those from other approaches in the debate)
• the historical context of the approach (i.e. the historical context of the broader great debate it is part of)
• the relation of the approach to its earlier or later version (i.e. classical realism and neorealism or idealism and liberalism)
• key sub-theories associated with the approach (i.e. regime theory and liberalism)
• bibliography of all sources with a minimum of ten

Students should make use of a variety of sources including IR textbooks, chapters in books on IR theory as well as original sources.

Policy Brief (MAs) 20%
MA students will complete one foreign policy briefing paper on a contemporary international issue. The briefing paper will be 8-10 typed, double-spaced, pages in length and must be framed as an argument in favour of a specific policy option written for a specific policy-maker (Canadian or otherwise). The introduction must include a one sentence thesis statement. Late papers will be penalized at a rate of 3% per day including weekends and papers longer than 10 pages will be penalized. Extensions will only be given for documented illnesses, emergencies, etc and will not be given for workload. All policy briefs must also be submitted to turnitin.com through the course website as outlined in class. Students must choose a topic that does not overlap with their mini-lecture/op-ed or research essay. The policy briefing paper will include:
• an introduction noting the policy options being discussed and a clear thesis in terms of which policy will be argued for
• empirical background on the issue
• the domestic and geopolitics of the issue including the views and policies advocated by relevant domestic interests (i.e. NGOs, think tanks, provinces, political parties, etc) and key international actors (other states, IOs, INGOs)
• the politics should focus on the political costs and obstacles of all the policy options but particularly on the option being advocated i.e. make the policy case for your policy option and then discuss what are the political obstacles are to getting it implemented and the political costs for the policy-maker
the pros and cons of different policy options (in both policy and political terms)

• an argument in favour of a specific policy option

Examples of potential issues include: a response to an international crisis such as a natural disaster, civil war affecting Canadian citizens abroad, or the actions of a ‘rogue state’; preparations for an upcoming international negotiation or summit on trade agreements, climate change, etc; or development of policy on an ongoing issue such as foreign aid, Canada-US relations, the middle-east conflict, etc.

Research Essay 40%

Each student will complete one research essay, with 10-12 typed double-spaced pages of text plus a bibliography. The essay will be a standard, thesis-based research paper where students will construct an argument around their chosen topic. The introduction must include a one sentence thesis statement. Students may choose any topic that falls within the areas of IR and which differ from other course essays. The intent is to get students started towards their MRPs/dissertations and topics should ideally be directed towards these. All topics must be approved by the course instructor. Grading will be based on research, organization and presentation of the argument as well as on strong analysis and creativity of thought. Late papers will be penalized at a rate of 3% per day including weekends and papers longer than 12 pages will be penalized. Extensions will only be given for documented illnesses, emergencies, etc and will not be given for workload. All essays must also be submitted to turnitin.com through the course website as outlined in class.

Graduate Health and Wellness:

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. Information regarding health- and wellness-related services available to students may be found at http://www.health.uwo.ca/. Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html.

COURSE SCHEDULE AND READINGS

Jan. 6 Introduction

This class will be used to introduce the general subject matter of the course and to outline the course structure, readings and requirements. We will also have short discussions on techniques for PowerPoint presentations and IR research.

Jan. 13 Review: The Evolution of IR Theory

This seminar reviews the three “great debates” in the evolution of IR theory including: 1. the idealism/realism debate; 2. the traditionalism/behaviouralism debate; and 3. the inter-paradigm debate between neorealism, liberalism and critical theory. In doing so, we examine the key
theoretical terminology, assumptions and historical context of each of the approaches/debates.

**Required Readings:**


Handout on the “Chronology and Components of IR’s Four Great Debates”, pp. 1-2.

**Mini-Lecture Question:**
In terms of how they explain national preferences, how would realism and liberalism, as explanatory theories, explain why President Bush (Jr) decided to invade Iraq and which one offers the best explanation?

**Jan. 20 IR’s Fourth Debate**
This seminar examines the epistemological aspects of IR’s “fourth great debate” including constructivism and post-structuralism as challenges to positivism.

**Required Readings:**


Morton Kaplan. 1966. “The New Great Debate”, World Politics. 19(1): pp. 1-20. (This article is on IR’s second great debate - just skim it in order to see how it relates to fourth debate).

**Mini-Lecture Question:**
Using an example (such as child labour, the invasion of Iraq, etc), outline what constructivism and poststructuralism would have to say and whether you think they offer any useful insights?

**Jan. 27 Integrating IR and Comparative Theories**
This seminar examines the similarities and differences between key IR and comparative theories such as neoliberal institutionalism, historical institutionalism, functionalism, liberal-pluralism, rational choice theory, public choice theory and others.

**Required Readings:**
John Hobson. 2009. “Comparative Politics and International Relations” in T. Landman and N.


**Mini-Lecture Question:**
Outline and explain the key assumptions of historical institutionalism, functionalism and the public choice approach.

Feb. 3 **Foreign Policy and Global Governance: Realist and Neoconservative Visions**
This seminar examines the normative (advocacy) aspects of realism and neoconservatism as guides to foreign policy and global governance.

**Required Readings:**


**Mini-Lecture Question:**
What are the main differences between realism and neoconservatism and which is a better guide to US foreign policy?

Feb. 10 **Foreign Policy and Global Governance: Liberal and Critical Visions**
This seminar examines the normative (advocacy) aspects of liberalism and critical theory as guides to foreign policy and global governance including key concepts such as human security, global public goods and soft power.

**Required Readings:**


Mini-Lecture Question:
Is PM Harper’s approach to Canadian foreign policy better or worse for Canada than the previous Axworthy doctrine with its focus on a human security and soft power?

Feb. 17  Reading Week - No Class

Feb. 24  IPE Theories
The seminar examines the inter-paradigm debate in international political economy including economic liberalism/neoliberalism, the Keynesian-welfare approach and economic nationalism.

Required Readings:

Mini-Lecture Question:
Which approach, neoliberal globalization or social democratic multilateralism, offers a better approach to globalization?

Mar. 3  The Basics of Economics and the Great Recession
This seminar will take the form of a lecture and is designed to give students a basic conceptual understanding of both domestic and international economics. We will also briefly look at the debate between neoliberalism and the Keynesian-welfare approach over the current great recession and the euro crisis.

Required Readings:

Mini-Lecture Question:
Was stimulus or austerity a better response to the Great Recession?
Mar. 10 Climate Change
This seminar examines the domestic and geopolitics of climate change as well the different policy tools which have been proposed to address it.

Required Readings:

Mini-Lecture Question:
What are the arguments for and against a carbon tax and should Canada adopt one?

Mar. 17 Ethnic Conflict, International Intervention and Iraq/Syria
This seminar examines key concepts related to international interventions, ethnic conflict and post-ethnic conflict state-building using the current situation in Iraq and Syria as a case study.

Required Readings:

Mini-Lecture Question:
Was Obama right to have re-intervened in Iraq? Discuss in the context of providing an update on the current situation.

Mar. 24 Foreign Policy Tools and Russia as a Rogue State
This seminar examines various foreign policy tools and evaluates them in terms of the West’s response to Russia’s actions in Ukraine.

Required Readings:


**Mini-Lecture Question:**
In the context of providing an update on the current situation, evaluate U.S and Western foreign policy towards Russia in terms of the Ukraine crisis.

**Mar. 31 Covert Operations in IR**
This seminar examines the growing use of covert operations – including drone strikes, special forces raids, intelligence operations and cyber-warfare – as a foreign policy tool.

**Required Readings:**


**Mini-Lecture Question:**
What are the pros and cons of covert operations and do you think they should be discontinued or reformed?

**Apl. 7 The Middle East Conflict**
This seminar examines the history and contemporary situation in the Arab-Israeli conflict including key actors and issues, regional dynamics as well as US and Canadian foreign policy towards the region.

**Required Readings:**


**Mini-Lecture Question:**
Does Mearsheimer and Walt’s article on the domestic Israel lobby contradict their realist assumptions?