

**POLS 3620 | Introduction to International Relations Theory**  
Department of Political Science

Dr. Andrew Delatolla

**Course Resources:**

Available on Blackboard. Students are expected to check the Blackboard site of the course on a weekly basis, where any important announcement on class readings, scheduling and assessment will be posted.

**Course Description**

This interdisciplinary course introduces students to the main theories, approaches, perspectives and debates in International Relations (IR). The course familiarizes students with the foundational theoretical schools of IR by placing them into wider debates and discussions. Throughout the course, these theoretical schools, approaches and perspectives in IR will be examined and discussed using specific case studies as examples. The investigations and discussions in this course are designed to contribute a preliminary understanding of central issues and substantive concerns in the study of IR.

**Learning Outcomes**

- *Knowledge and attitudes:* By engaging in social scientific inquiry, students will be exposed to diverse perspectives of global history and politics, developing a critical understanding of intertwined global, regional, and local dimensions of history and politics.
- *Critical reading and thinking:* A combination of lecturing and classroom discussion will facilitate critical thinking skills, building on weekly response papers will provide students the opportunity to develop three skills: critical reading and comprehension skills, argumentation, and writing.
- *Written and oral communication/information:* Building on response papers and class discussions, students will complete two essay-question exams. Students will be required to formulate arguments based on analysis and engage in academic research beyond the class material. Inherent to these skills is to develop professionalization in writing through citation practices and oral communication.
- *Teamwork:* Through class discussions and small group work, when possible, students will develop effective interpersonal skills, reflexive engagement in argumentation, and constructive conversation with the aim of shared analysis and critique.
- *Ethics and civic engagement:* The course examines a number of issues from race, gender, development, politics, and ethics. Students will be expected to relate the theoretical discussions to the case studies presented in class and encouraged to draw links to other, relevant, examples - including cultural products. The aim is to facilitate critical engagement, not only in the classroom, but with products that are part of the everyday experience.

**Course Format and Teaching Methods**

This course engages in a mix of the traditional and flipped classroom. Students can expect introductory lectures to the topics covered but there is an expectation of student ownership of discussion and

learning outcomes based on critical engagement with the assigned material. The course convenes twice a week for a total of 2.5 hours.

### List of Foundational Texts

Each week students will be required to complete and take notes on the required texts assigned. Completion of the required texts is necessary for active participation in the class. These texts will make essay research and writing easier and are essential for this course.

In addition to the required texts are recommended texts that address other aspects of the debates, histories, or traditions covered in that week. These texts are not compulsory and do not necessarily have to be addressed. Addressing them will be beneficial, but these recommended texts are primarily useful for essay research and writing.

Students must do all of the assigned readings and make sure to bring them to class.

- Agathangelou, Anna and LHM Ling, 2009, *Transforming World Politics: From Empire to Multiple Worlds*, Routledge.
- Anievas, Alexander, Nivi Manchanda, and Robbie Shilliam, 2015, *Race and Racism in International Relations: Confronting the Global Colour Line*, Routledge.
- Brown, Carolyn A, 2015, African Labor in the Making of World War II, Ch 3, eds. Judith A Byfield, Carolyn A Brown, Timothy Parsons, and Ahmad Alawad Sikainga *Africa and World War II*, Cambridge University Press.
- Buzan, Barry and George Lawson, 2015, *The Global Transformation: History, Modernity, and the Making of International Relations*, Cambridge University Press.
- Hobson, John, 2012, *The Eurocentric Conception of World Politics: Western International Theory, 1760-2010*, Cambridge University Press.
- Hobson, John, 2004, *The Eastern Origins of Western Civilization*, Cambridge University Press.
- Hutchings, Kimberly, 2008, *Time and World Politics: Thinking the Present*, Manchester University Press.
- Ling, LHM, 2002, *Postcolonial International Relations: Conquest and Desire Between Asia and the West*, Palgrave.
- Nexon, Daniel H. 2009, *The Struggle for Power in Early Modern Europe: Religious Conflict, Dynastic Empires, and International Change*, Princeton University Press.
- Marx, Anthony W. 2003. *Faith in Nation: Exclusionary Origins of Nationalism*, Oxford: Oxford University Press, selections.
- Parsons, Timothy, 2015, The Military Experiences of Ordinary Africans in World War II, Ch 1, eds. Judith A Byfield, Carolyn A Brown, Timothy Parsons, and Ahmad Alawad Sikainga *Africa and World War II*, Cambridge University Press.
- Peterson, V. Spike, 1992, *Gendered States: Feminist (re)Visions of International Relations Theory*, Lynne Rienner.
- Ranciere, Jacques, "Who Is the Subject of the Rights of Man?" *The South Atlantic Quarterly*. Volume 103, Issue 2/3, (2004): pp. 297-310.
- Smith, Anthony D. "The Origins of Nations," *Ethnic and Racial Studies*. 12, 3, 1989: 340-367.
- Spivak, Gayatri Chakravorty, 2010, *Nationalism and the Imagination*. New York: Seagull Books, selections.
- Suzuki, Shogo, 2009, *Civilization and Empire: China and Japan's Encounter with European International Society*, Oxford University Press.
- Teschke, Benno, 2011, *The Myth of 1648: Class, Geopolitics and the Making of Modern International Relations*, Verso.
- Tickner, J. Ann, 2001, *Gender in International Relations*, Cambridge University Press.
- Wekker, Gloria, 2016, *White Innocence: Paradoxes of Colonialism and Race*. Duke University Press.
- Zarakol, Ayse, 2010, *After Defeat: How the East Learned to Live with the West*, Cambridge University Press.

### Assessment

Response papers (6% each, due weeks 6, 10, 14, 21, 25 for a total of 30%)

Students are required to write a short response papers to the discussion questions (maximum 4pages), these responses must note the arguments raised in the readings and put the authors into conversation with one another.

*Knowledge and attitudes*

*Written communication/information literacy*

*Critical reading and thinking*

Discussion and Participation (10%)

Discussion and participation includes attending class on time, actively taking notes, participating in small group work and class discussions.

*Knowledge and attitudes*

*Critical reading and thinking*

*Oral communication/information literacy*

*Teamwork*

*Ethics and civic engagement*

Mid-Term Exam (30%)

Students will have 1.5hours to answer one essay question on the previous weeks' readings.

*Critical reading and thinking*

*Written communication/information literacy*

Take Home Exam (30%) (3000 words excluding bibliography and cover page)

Students will have a week to produce answer one essay question, this is a take home exam and students should privilege the material covered in class.

*Knowledge and attitudes*

*Critical reading and thinking*

*Written communication/information literacy*

*Ethics and civic engagement*

### Important Notes Regarding Written Assignments

- All written assignments are due *in print*, stapled, with all pertinent information on a cover page, submitted to the instructor at the beginning of class.
- Students are required to include their name, course code, student number, Title Page and Bibliography, including standard formatting written in Times New Roman, 12pt font, and double-spaced.
- Make sure to include correct referencing for any materials used from the readings following the in-text Chicago for citation (LAST NAME YEAR, PAGE).
- Do not exceed the assigned word/page count as indicated above.
- All written assignments are graded on both form and content. This means that you are graded both on what you argue as well as how you present your ideas and claims. Please see the grading criteria attached.
- Penalties and deductions for any limitations or discrepancies regarding the above for written assignments may be applied at the *discretion of the instructor*.

### Grade Scale

A	93+	C+	77-79	F	59 and below
A-	90-92	C	73-76		
B+	87-89	C-	70-72		

B	83-86	D+	67-69
B-	80-82	D	60-66

### **Grade Policy**

The instructor reserves the right to refuse any late assignments. If the instructor accepts a late assignment without a justified excuse, a full 5% will be deducted/day. The grade that you receive at the end of the semester is the sum of grades received for your completed coursework and participation. This is not negotiable and no additional coursework will be provided to supplant grades. Grades are not altered based on a curve.

### **Attendance Policy and Participation**

**No attendance mark is assigned in this course. However, the following policies will be strictly adhered to:**

- Students are expected to attend the seminars (including rescheduled ones) AND take part regularly in class discussions, showing knowledge of – and engagement with – the essential readings. Students who are physically present in class but are unable or unwilling to contribute to the class discussions or are otherwise distracted (for instance by using their mobile devices during the session), will have marks deducted from the participation grade or be considered as absent at the discretion of the instructor.
- Students who, without a valid justification, arrive to class more than 5 minutes late, leave more than 5 minutes early or leave the teaching room repeatedly during the session will be considered as absent.
- Students unable to attend class for justifiable reasons should contact the instructor ideally before class, and in any case no later than seven days after the missed class. Only serious and documented family or health emergencies and documented participation in formal AUC activities will be accepted as valid justifications.
- The procedure for correct documentation of such absences is outlined in the university-wide attendance policy.
- Unexcused absences equivalent to at least THREE weeks of teaching (6 classes) will result in an automatic “F” grade for the course. The policies related to late drops, as spelled out in the attendance policy included in the AUC Catalog, apply.
- If an attendance sheet is circulated in class, each student is expected to sign only for him-/herself. Falsifying signatures is considered as a breach of academic integrity by AUC and the students involved in this practice will be immediately referred to the AUC Academic Integrity Committee.
- Students on their cellphones will have marks deducted from their attendance and participations grade.
- Students that are not actively taking notes – preferably with pen/pencil and paper – will have marks deducted from their attendance and participation grade.

### **Academic Integrity**

Teaching is based on a relation of mutual trust between the teacher and the students. When we research, we use other people’s work to help develop our own: this is an essential part of the academic world. However, when you use someone else’s work, you must cite it. This lets the reader know which parts of the work are your own, and which parts come from other sources. What that means it that anytime you draw from someone’s ideas or use their actual words, you must give the name of the author and the book in proper citation form.

**All students are expected to be familiar with  
the AUC code of practice on academic integrity which is available at:**

<https://documents.aucegypt.edu/Docs/Policies/Code%20of%20Ethics.pdf>

Please pay particular attention to the regulations on plagiarism, collaborative work and falsification of signatures. All breaches of the code of practice will be acted upon promptly and firmly, resulting at least in zero marks for the relevant piece of assessment and possibly in further action being taken by the instructor, depending on the severity of the offense. If in doubt as to what constitutes plagiarism, do not hesitate to contact the instructor.

### **Academic Freedom and Intellectual Interaction**

In this course you will deal with a number of topics that are often controversial. You are free to offer the class any disagreement you may have with the readings or lecture. You will not be penalized for disagreeing with other students, the readings, or the instructor, but your perspective must be based on documentable evidence from the course or other readings. Freedom of speech and ideas is a basic principle of academic life (and of universal human rights) and every student will have a chance to express her/his opinion as long as it is voiced in a respectful manner. However, varied points of view must be expressed in a manner that is sensitive to differences in abilities, ethnicity, religion, gender and lifestyle, and should not be expressed so as to be perceived as a personal attack. In short, respect for others' differences is one of the most important prerequisites for us working together in this course.

### **Note on Recording Devices in Class**

To enable open and uncensored discussion and protect the privacy of students, there is a zero-tolerance policy on any and all recording/surveillance devices in and around the classroom. Discovery of such devices will result in automatic reprimand and removal from the classroom. This is fundamental to ensure a fruitful discussion. Exceptions will be made for students who are differently-abled and require adjustments.

### **Students Who Are Differently-Abled**

If you believe that you are differently-abled/have a disability that impacts your studies, or you have documentation of such, please contact the instructor as soon as possible. The instructor is happy to hear from you even if you do not have a formal proof; however, you may be asked to provide a note from the AUC Disability Services [<https://www.aucegypt.edu/student/well-being/disability-services>]. When your condition requires substantial adjustments (e.g. to the structure of the exams etc.).

If you require assistance with regards to writing, reading, presentations, and time management. The Mohamed Taymour Writing and Communication Center can help. You can book appointments at <http://pacs.aucegypt.edu/wcconferencing/>. Undergraduates can book a 30minute slot and graduate students can book 1hour. You can also receive feedback on a paper without an appointment by submitting it to <http://pacs.aucegypt.edu/writinglab/slogin.aspx> - this will take 3working days.

### **Course Schedule and Readings**

**WEEK 1**

## 1. Introduction

*What is international relations theory?*

- Martin Griffiths, 2007, Worldviews and IR Theory: Conquest or coexistence? in *International Relations Theory for the Twenty First Century*, ed. Martin Griffiths. Routledge.

## 2. History of the Discipline

- a. Concepts and Keywords
- b. Colonial origins

- Brian C Schmidt, 2012, On the History and Historiography of International Relations, in *The Handbook of International Relations*, 2<sup>nd</sup> Edition, eds. Walter Carlsnaes, Thomas Risse, Beth A. Simmons. Sage.
- Benjamin de Carvalho, Halvard Leira, and John M. Hobson, 2011, The Big Bangs of IR: The Myths That Your Teachers Still Tell You about 1648 and 1919, *Millennium Journal of International Studies*, 39.3: 735-758.

**WEEK 2**

Gendered origins of IR

## 3. Feminist Theory

- Cynthia Enloe, 2007, Feminism, in *International Relations Theory for the Twenty First Century*, ed. Martin Griffiths. Routledge.
- Chandra Talpade Mohanty, 1984, Under Western Eyes: Feminist Scholarship and Colonial Discourses, *Boundary 2*, 12.3: 333-358.

*Optional*

- Cynthia Enloe, 2014, *Bananas, Beaches, and Bases: Making Feminist Sense of International Politics*. University of California Press.  
Chapter 1: Gender Makes the World Go Round: Where Are the Women?  
Chapter 3: Nationalism and Masculinity: The Nationalist Story is Not Over – and It Is Not a Simple Story.

## 4. Understanding Masculinity

- Charlotte Hooper, 2001, *Manly States: Masculinities, International Relations, and Gender Politics*. Columbia University Press.  
Chapter 2: Masculinities and Masculinism, 39-76.  
Chapter 3: Masculinities in International Relations, 79-116.

**WEEK 3**

## 5. Realism / Neo-Realism

- Hans J. Morgenthau, 2005, *Politics Among Nations: The Struggle for Power and Peace*. McGraw Hill.  
Chapter 1: A Realist Theory of International Politics, 3-17.

## Chapter 11: The Balance of Power, 179-208.

- Kenneth Waltz, 1979, Anarchic Orders and Balances of Power, in *Theory of International Politics*. McGraw Hill.

## 6. Critiques and Discussion:

Is realism/neo-realism a gendered theoretical framework to understand politics? Why/Why not?

*Students must come prepared to discuss, critique, and question the foundations of the theoretical and conceptual propositions of the previous weeks' readings. Students are expected to explore how these propositions work together and against each other in order to facilitate a better overall understanding.*

**WEEK 4**

## Sexuality &amp; Social Reproduction and IR

## 7. Queer Theory

- Cynthia Weber, 2016, *Queer International Relations*. Oxford University Press.  
Introduction: Sovereignty, Sexuality and the Will to Knowledge, 1-26.  
Chapter 3: The 'Perverse Homosexual' in International Relations, 48-72.

*Optional*

- Cynthia Weber, 2016, Queer Intellectual Curiosity as International Relations Method: Developing Queer International Relations Theoretical and Methodological Frameworks, *International Studies Quarterly*, 60.1: 11-23.

## 8. Liberalism

- Edwin van de Haar, 2009, Liberalism and International Relations Theory, in *Classical Liberalism and International Relations Theory*. Palgrave Macmillan.

**WEEK 5**

## 9. Democratic Peace Theory

- Sebastian Rosato, 2003, The Flawed Logic of Democratic Peace Theory, *American Political Science Review*, 97.4: 585-602.
- Michael Doyle (1996) 'Kant, Liberal Legacies and Foreign Affairs' in M Brown (ed) *Debating the Democratic Peace*. MIT Press.

## 10. Critiques and Discussion

What critique does queer theory make about a 'liberal' theories in international relations?  
*Students must come prepared to discuss, critique, and question the foundations of the theoretical and conceptual propositions of the previous weeks' readings. Students are expected to explore how these propositions work together and against each other in order to facilitate a better overall understanding.*

**WEEK 6**

11. IN CLASS MID-TERM

## 12. (International) Social Reproduction

- Isabella Bakker, 2007, Social Reproduction and the Constitution of a Gendered Political Economy, *New Political Economy*, 12:4, 541-556.
- <https://www.plutobooks.com/blog/social-reproduction-theory-ferguson/>

**WEEK 7**

## 13. Marxism &amp; Historical Materialism

- Mark Rupert, 2007, Marxism, in *International Relations Theory for the Twenty First Century*, ed. Martin Griffiths. Routledge.
- Ellen Meiksens Wood, 2002, Global Capital, National States, in *Historical Materialism and Globalisation: Essays on Continuity and Change*, eds. Mark Rupert and Hazel Smith. Routledge.
- Cosma Sorinel, 2010, Immanuel Wallerstein's World System Theory, *Annals of the University of Oradea: Economic Science*, 19.2: 220-224.

## 14. Critiques and Discussion

What do Marxist analyses of [global] capital fail to take seriously in thinking about economic production, reproduction, and class?

*Students must come prepared to discuss, critique, and question the foundations of the theoretical and conceptual propositions of the previous weeks' readings. Students are expected to explore how these propositions work together and against each other in order to facilitate a better overall understanding.*

**WEEK 8**

Racial origins of IR

## 15. The Global Colour Line

- W.E.B. du Bois, 2014, The Present Outlook for the Dark Races of Mankind, in *The Problem of the Global Color at the Turn of the Twentieth Century: The Essential Early Essays*, ed. Nahum Dimitri Chandler. Fordham University Press.
- Marilyn Lake and Henry Reynolds, 2008, Racial Equality? The Paris Peace Conference, 1919, in *Drawing the Global Colour Line: White Men's Countries and the Questions of Racial Equality*. Cambridge University Press.

## 16. The English School

- Alex J. Bellamy, 2007, The English School, in *International Relations Theory for the Twenty First Century*, ed. Martin Griffiths. Routledge.
- Cornelia Navari, 2015, World Society and English School Methods, in *System, Society and the World: Exploring the English School of International Relations*, ed. Robert W Murray, E-International Relations Publishing.

**WEEK 9**

## 17. Standards of Civilization

- Brett Bowden, 2004, In the Name of Progress and Peace: The 'Standard of Civilization' and the Universalizing Project, *Alternatives*, 29.1: 43-68.
- Joanne Yao, 2019, 'Conquest from barbarism': The Danube Commission, international order and the control of nature as a Standard of Civilization. *European Journal of International Relations* 25(2): 335-359

## 18. Orientalism &amp; Post-Colonialism

- Edward Said, 2003, Introduction, in *Orientalism*. Penguin Classics.

**WEEK 10**

## 19. Constructivism

- Ted Hopf, 1998, The Promise of Constructivism in International Relations Theory. *International Security*, 23.1: 171-200.
- Stefano Guzzini, 2000, A Reconstruction of Constructivism in International Relations. *European Journal of International Relations*, 6.2: 147-182.

## 20. Copenhagen School and Securitization

- Barry Buzan, Ole Waever, Jaap de Wilde, 1998, Security Analysis: Conceptual Apparatus, in *Security: A New Framework for Analysis*. Lynne Rienner Publishers.
- Alison Howell and Melanie Richter Montpetit, 2019, Is Securitization Theory Racist? Civilizationism, Methodological Whiteness, and Antiracist thought in the Copenhagen School. *Security Dialogue*.

**WEEK 11**

## 21. Critiques and Discussion

What role does race play in thinking about international society and civilization? How does this impact ideas of threat and security in global politics?

*Students must come prepared to discuss, critique, and question the foundations of the theoretical and conceptual propositions of the previous weeks' readings. Students are expected to explore how these propositions work together and against each other in order to facilitate a better overall understanding.*

## 22. Decolonialism

- Frantz Fanon, 1963, On Violence, Ch. 1, *The Wretched of the Earth*, Penguin Classics.
- Karen Tucker, 2018, Unraveling Coloniality in International Relations: Knowledge, Relationality and Strategies for Engagement, *International Political Sociology*, 12: 215-232.

**WEEK 12**

## 23. Cosmopolitanism(s)

- Mary Kaldor, 2003, The Idea of Global Civil Society, *International Affairs*, 79.3: 583-593.
- Toni Erskine, 2008, Introduction, in *Embedded Cosmopolitanism*. Oxford University Press.

## 24. Cosmopolitanism(s)

- Gurminder K. Bhambra, 2015, Whither Europe? Postcolonial versus Neocolonial Cosmopolitanism, *Interventions* 18.2: 187-202.
- Mvuselelo Ngcoya, 2015, Ubuntu: Toward an Emancipatory Cosmopolitanism? *International Political Sociology*, 9: 248-262.

**WEEK 13**

## 25. Critiques and Discussion

Using Frantz Fanon and Karen Tucker, what are the critiques of cosmopolitanism? Can cosmopolitanism be emancipatory?

*Students must come prepared to discuss, critique, and question the foundations of the theoretical and conceptual propositions of the previous weeks' readings. Students are expected to explore how these propositions work together and against each other in order to facilitate a better overall understanding.*

## 26. Critical Geography

- John Agnew, 1994, The Territorial Trap: The Geographical Assumptions of International Relations Theory, *Review of International Political Economy*, 1.1: 53-80.
- Fiona McConnell, 2010, The Fallacy and the Promise of the Territorial Trap: Sovereign Articulations of Geopolitical Anomalies, *Geopolitics*, 15.4: 762-768.

**WEEK 14**

## 27. Post-Structuralism

- Jenny Edkins, 2007, Poststructuralism, in *International Relations Theory for the Twenty First Century*, ed. Martin Griffiths. Routledge.

## 28. Instructions and Q&amp;A for the take home exam.