

**POLI 205 E: Introduction to International Relations
Syllabus – Winter 2019**

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Office: H 1225-40 Hours: Tuesdays 10:30-12:30; Wednesdays 13:30-15:30; & by appointment	Office: H 1235 Hours: Wednesdays, 16:00-17:00

Class Location & Times: H 415 SGW / Mondays & Wednesdays 11:45 am -1:00 pm
Course Websites: <http://poli205.henin.net> & <http://moodle.concordia.ca>

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Course Description

'International Relations' is the study of how interests, institutions, ideas, and identities shape the politics that extend beyond countries' boundaries. It seeks to answer questions such as why countries go to war, make alliances, sign treaties and join organizations. Given the complexity of social interactions, answering these types of questions might seem daunting. However, academics and practitioners of international relations attempt to do so by analyzing differences across countries and time.

To facilitate finding explanations (and to know where to look), they rely on different theories – logically coherent propositions on how the 'real' world operates that some subset of individuals believe are supported by evidence and are useful for analysis. Thus, this introductory course is a mix of the theoretical and the empirical. Students not only learn about predominant theories, but practice using these to generate different explanations for political phenomena. Over a period of thirteen weeks, students hone their ability to perceive the world through different theoretical lenses by simulating, discussing, writing, and reading about international politics in the issue areas of security, international political economy, human rights, gender and race, and the environment. This course seeks to not only provide students with a greater understanding of international relations, but provide them with tools enabling them to analyze and interpret politics beyond the cases discussed.

Expected Learning Outcomes

By the end of this course, successful students will have demonstrated the ability to:

- Think critically about the incentives, structures, and norms that shape the behavior of international actors.
- Analyze phenomena using different theoretical perspectives.
- Identify and understand the principle arguments from complex and difficult academic literature efficiently.
- Use new concepts to reflect and reinterpret their past experiences and knowledge.
- Use theory and empirical evidence to present a compelling argument.
- Empathize with individuals or actors who hold very different experiences, interests, and/or ideas.

Teaching Philosophy

We are all responsible for contributing to each other's learning experience. This course is designed to foster on-going learning. As such, students are expected to have read and thought about the material before attending class. To encourage this, I incorporate small 'journal' assignments and quizzes. These are designed to be short and effective – if you've been doing the readings and attending class, they should be relatively easy.

Recognizing that sometimes people have a bad week or may struggle with some of the material, the quizzes and assignments are designed to be flexible. Although all are mandatory, only your best ones will count towards your grade.

Students that are willing to put in a few hours a week into the course usually do well. Rather than having to ‘cram’ at the last minute to study for an exam or write a paper, on-going learning requires a continual commitment.

Contact Outside of Class

During the semester, the TA and I are prepared to meet at our offices with all students enrolled in the course.

For questions related to quizzes, journals or your op-ed outlines, students should first contact the TA. For all other questions, including those related to the content of the course, students should contact me.

Students are welcome drop in anytime during office hours, but preference is given to those who sign up on the sheet outside my office door (H 1225-40, inside the political science department on the 12th floor of the Hall Building).

To contact me, students may either send a message through Moodle (preferred), or e-mail. Please include your course code in the subject of your e-mail. **NOTE: Please do not reply to class-wide announcements sent through Moodle. I do not receive these e-mails.**

Requirements

The major outputs of this course are:

- 20 % Quizzes (Best 10 of 11)
- 20 % Midterm
- 15 % Journal Reflection Responses (Best 10 of 11)
- 20 % Writing Assignment
- 25 % Final Exam

Lateness Policy

Deadlines are final. There will be no makeup quizzes; or journals, or paper outlines accepted after their respective deadlines. Exceptions may only be granted in extraordinary circumstances. Ideally, students should provide documentation and receive prior approval at least a week in advance. For final paper submissions, late assignments will be penalized 2.5 % per day and will not be accepted beyond a week past the deadline. **If you run into unforeseen challenges during the semester, please speak with me ASAP.** It is easier to work things out before deadlines pass.

If you are a parent and (might) require extra accommodations, please speak with me. I’m happy to work with you to ensure you can be successful in the course .

Quizzes

There are ten quizzes. Your best nine will be worth 20 % of your final grade. The quizzes focus exclusively on the content from the weeks before. Some questions are derived from material only discussed in class (and deliberately not included on PowerPoint slides), some from the readings. **The quizzes are designed to penalize those that do not attend class or complete the readings.**

Writing Assignment: Analyze an Op-Ed in the New York Times

The writing assignment for this course (worth 20 % of your final grade) is a critical analysis of arguments presented in an Op-Ed from the *New York Times*. First, you will select an Op-Ed written after 1 September 2018. Then you will analyze and critique this piece using the theoretical perspectives you have learnt in this course. Is it logical, compelling and factually correct in its analysis and findings?

The aim of this paper is to demonstrate your ability to identify arguments, classify them according to theories we have discussed, and provide compelling analysis. This is not an opinion piece (e.g., I think that...), nor a critique of the style of Op-Ed. Imagine you are crafting a response to the position presented by the author. Any assertions you make must be supported with evidence, logic and citations.

Breakdown of assignment's grade:

- By Week 6: Bring Op-Ed to class and identify three arguments, and three possible sources you might cite while analyzing it (10 %)
- By Week 10: Bring rough draft to class for peer-review (5 %)
- By Week 12: Submit final draft (85 %)

Journal Responses

Before each class, students are expected have answered journal prompts on the assigned readings, for a total of 11 responses during the course. Students will be allowed to miss one prompt, without penalty, throughout the term.

Prompts will be provided at least three days prior to the class. Responses should be approximately 250 words, written in an exam booklet and handed in at the start of class. Full grade for entries will be given when:

1. The entry provides some indication that the student read the required readings.
2. The student demonstrates that some time was taken for reflection.

Midterm and Final Exams

Your midterm and final exams are worth 20 % and 25 %, respectively, of your grade. Whereas the quizzes are non-cumulative, exams focus on overarching questions and core concepts of the course.

Readings

There is no textbook for this course, all readings are online. As identified in this syllabus, some texts are provided on Moodle, others are available through the university's subscriptions to journal databases. To access these texts, you have several options. You may (a) use a computer in the library, (b) use your own computer on the university wireless network, or (c) connect to the university network from home using a VPN (<https://www.concordia.ca/it/services/vpn.html>). Students are not responsible for the content of optional readings. Those interested in a topic or pursuing further studies in international relations are encouraged to read these additional texts.

To help students read difficult material efficiently, each week I provide reading questions.

The Globe and Mail or *The New York Times*—subscribe to read one of these papers on-line, or get a real paper delivered. Be ready to discuss recent articles at the beginning of many classes. You are responsible for knowledge of major current events.

Academic Honesty

Don't cheat. Today's technology makes it very easy to catch cheaters. All your assignments will be verified online. Everything in your assignments must be your own work. Neither ignorance of these policies nor the lack of an intention to cheat or plagiarize will be considered a legitimate defense. Raise questions you have with me before problems arise.

Department of Political Science Statement on Plagiarism

The Department has zero tolerance for plagiarism.

1. What is plagiarism? The University defines plagiarism as “the presentation of the work of another person, in whatever form, as one’s own or without proper acknowledgment.” (Concordia Undergraduate Calendar 2017–2018, page 55-56). Plagiarism is an academic offence governed by the Code of Conduct (Academic). To find out more about how to avoid plagiarism, see <http://www.concordia.ca/students/academic-integrity/plagiarism.html>.

2. What are the consequences of getting caught? The Dean may impose the following sanctions on students caught plagiarizing: a. Reprimand the student; b. Direct that a piece of work be resubmitted; c. Direct that the examination be taken anew; d. Enter a grade reduction for the piece of work in question or enter a grade of "0" for the piece of work in question; e. Enter a grade reduction in the course or enter a failing grade for the course; f. Enter a failing grade and ineligibility for a supplemental examination or any other evaluative exercise for the course; g. Impose the obligation to take and pass courses of up to twenty-four (24) credits, as specified by the Dean, in addition to the total number of credits required for the student’s program. If the student is registered as an Independent student, the sanction will be imposed only if he or she applies and is accepted into a program.

An Academic Hearing Panel may impose the following sanctions: a. Any or all of the sanctions listed above; b. Impose a suspension for a period not to exceed six (6) academic terms. Suspensions shall entail the withdrawal of all University privileges, including the right to enter and be upon University premises; c. Expulsion from the University. Expulsion entails the permanent termination of all University privileges. (Undergraduate Calendar, page 56.)

Complete regulations can be found beginning on page 54 of the Undergraduate Calendar or (<http://www.concordia.ca/academics/undergraduate/calendar/current/17-10.html>).

3. See also The Political Science Department's "Resources on Avoiding Plagiarism" at: http://alcor.concordia.ca/~mlipson/01Plagiarism_Home.html

Accessibility

The University of Concordia is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the [Access Centre for Students](#)

[with Disabilities \(ACSD\)](#) as soon as possible so that this office can assist with the necessary accommodations.

Policy on Audio and/or Video Recording of Lectures

Pursuant to [Concordia's Policy on Audio and/or Video Recording of Lectures](#), you may not record lectures without prior written permission, and when granted, you may not distribute these recordings online or through any other medium.

Policy on Distribution of Course Materials

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. **There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.**

The Use of Electronic Devices in the Classroom

Studies suggest that compared to taking written notes, using a laptop hinders learning (e.g., [Mueller and Oppenheimer, 2014](#)). Moreover, browsing the internet and using electronic devices during class is distracting. To avoid affecting the learning experience of other students, texting during class is prohibited and students that insist on using laptops must sit in the last row of the room.

Sexual Harassment

As a professor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. If you have experienced sexual harassment, sexual violence or discrimination, Concordia's Sexual Assault Resource Centre provides information available resources: <https://www.concordia.ca/students/sexual-assault.html>

On-Campus Resources for Students

Student Success Centre (Tutoring, Mentoring, Workshops)

<http://www.concordia.ca/students/success.html>

SGW: [514-848-2424](tel:514-848-2424), ext. 3921

LOY: [514-848-2424](tel:514-848-2424), ext. 3555

Room H-440

Access Centre for Students with Disabilities

<http://www.concordia.ca/students/accessibility.html>

Phone: [514-848-2424](tel:514-848-2424), ext. 3525

Room GM-300

Counseling and Psychological Services
<http://www.concordia.ca/students/counselling.html>
SGW: (514) 848-2424, ext. 3545
LOY: (514) 848-2424, ext. 3555
Room H-440

Sexual Assault Resource Centre
<http://www.concordia.ca/students/sexual-assault.html>
514-848-2424 ext. 3461
Room H-645

Changes to the Syllabus

I reserve the right to amend the schedule of meetings and assignments listed in this syllabus as might become necessary based on events throughout the semester. Any changes to the syllabus will be announced and the most up to date syllabus can be found online.

Reading Schedule

Week 1: Introduction to International Relations

Chapters 1 & 2: Kaarbo, Juliet, and James Ray. *Global Politics*. Cengage Learning, 2010.
Available on Moodle and online (Google Books):
<https://books.google.ca/books?id=5cdsCgAAQBAJ&lpg=PP1&pg=PA52#v=onepage&q&f=false>

(External Website) Watch “Fog of War.” <https://vimeo.com/149799416>

Optional:

Walt, Stephen M. "International relations: one world, many theories." *Foreign Policy* (1998): 29-46. <http://www.jstor.org/stable/1149275>

Snyder, J. (2004). “One world, rival theories.” *Foreign Policy*, (145), 52.
<http://search.proquest.com/docview/224031565>

Week 2: Introduction to Realism

Quiz #1

Hans J. Morgenthau, *Politics Among Nations: The Struggle for Power and Peace*, Fifth Edition, Revised, (New York: Alfred A. Knopf, 1978, pp. 4-15). Available on Moodle and <https://www.mtholyoke.edu/acad/intrel/morg6.htm>

Kenneth N. Waltz, “The Origins of War in Neorealist Theory” Waltz, Kenneth N. “The Origins of War in Neorealist Theory.” *The Journal of Interdisciplinary History*, vol. 18, no. 4, 1988, pp. 615–628. <http://www.jstor.org/stable/204817>

John J. Mearsheimer, “Anarchy and the Struggle for Power,” from *The Tragedy of Great Power Politics* (2001), pp. 29-54. Available on Moodle.

Optional

Thucydides, *The Peloponnesian War*. See Book 5 section 84 to 116 (beginning page 301) and Book 1, sections 18 – 98. Available through Concordia library e-book

<http://0-lib.mylibrary.com.mercury.concordia.ca/Open.aspx?id=233653#>

and Book 5 also available here: <https://www.mtholyoke.edu/acad/intrel/melian.htm>

Thomas Hobbes, “Chapter XIII: Of the Natural Condition of Mankind as Concerning Their Felicity and Misery,” *Leviathan* (1676). Available online:

<https://ebooks.adelaide.edu.au/h/hobbes/thomas/h68l/chapter13.html>

Week 3: Realism (Continued)

Quiz #2

Walt, S. (1987). *The Origins of Alliances* (Cornell studies in security affairs). Ithaca: Cornell University Press, pp. 17-32. Available on Moodle.

Nexon, Daniel H. "The Balance of Power in the Balance." *World Politics* 61, no. 2 (2009): 330-59. <http://www.jstor.org.lib-ezproxy.concordia.ca/stable/40263485>.

Monteiro, Nuno P. 2012. "Unrest Assured: Why Unipolarity Is Not Peaceful." *International Security* 36 (3):9-40. Available online (click download options):

http://dx.doi.org/10.1162/ISEC_a_00064

Paul, T. V. "Soft Balancing in the Age of U.S. Primacy." *International Security* 30, no. 1 (2005): 46-71. <http://www.jstor.org.lib-ezproxy.concordia.ca/stable/4137458>.

Optional

Grieco, Joseph M. “Anarchy and the Limits of Cooperation: A Realist Critique of the Newest Liberal Institutionalism.” *International Organization*, vol. 42, no. 3, 1988, pp. 485–507.

Available Online: <http://www.jstor.org/stable/2706787>

Feaver, P. and I. Popescu. 2012. “Is Obama’s foreign policy different to George W. Bush’s?” *E-International Relations*. Available Online: <http://www.e-ir.info/2012/08/03/is-obamas-foreign-policy-different-to-bushs/>

Hans J. Morgenthau, “The Balance of Power, Different Methods of the Balance of Power, and Evaluation of the Balance of Power,” from *Politics Among Nations*, pp. 179 – 208. Available on Moodle.

Rose, Gideon. "Neoclassical realism and theories of foreign policy." *World Politics* 51.1 (1998): 144-172. Available Online: <https://muse.jhu.edu/article/36415>

Week 4: Liberalism

Quiz #3

Doyle, Michael W. "Liberalism and World Politics." *American Political Science Review* 80.04 (1986): 1151-1169. Available online: <http://www.jstor.org/stable/1960861>

Oye, Kenneth A. "Explaining Cooperation under Anarchy: Hypotheses and Strategies." *World Politics*, vol. 38, no. 1, 1985, pp. 1–24. Available online: <http://www.jstor.org/stable/2010349>.

Keohane, R. O. 1998. International institutions: can interdependence work? *Foreign Policy* (110): 82-96. Available online: <http://www.jstor.org/stable/1149278>

Andrew Moravcsik, "Liberal Theories of International Relations: A Primer," unpublished manuscript, Princeton University, 2010. Available online: <http://www.princeton.edu/~amoravcs/library/primer.doc>

Optional

Immanuel Kant, "Perpetual Peace: A Philosophical Sketch" (1795). Available online: <https://www.mtholyoke.edu/acad/intrel/kant/kant1.htm>

Wilson, Woodrow. "Fourteen points." Address to Congress. Vol. 8. 1918. Available online: <https://www.ourdocuments.gov/doc.php?doc=62>

Russett, Bruce. "Peace in the Twenty-First Century?." *Current History* 109.723 (2010): 11. Available online: <https://0-search.proquest.com/mercury.concordia.ca/docview/200762868?accountid=10246>

Keohane, Robert O., and Joseph S. Nye. "Globalization: What's New? What's Not? (And So What?)." *Foreign Policy*, no. 118, 2000, pp. 104–119. <http://www.jstor.org/stable/1149673>

Moravcsik, Andrew. "Taking Preferences Seriously: A Liberal Theory of International Politics." *International Organization*, vol. 51, no. 4, 1997, pp. 513–553. <http://www.jstor.org/stable/2703498>

Week 5: Constructivism

Quiz #4

Wendt, Alexander. "Anarchy Is What States Make of It: The Social Construction of Power Politics." *International Organization*, vol. 46, no. 2, 1992, pp. 391–425. <http://www.jstor.org/stable/2706858>

Fierke, Karin M. "Constructivism." *International Relations Theories: discipline and diversity* (2007): 166-184. Available on Moodle

Optional Readings on Constructivist Theory

Jeffrey Checkel: "The Constructivist Turn in International Relations Theory" (1998).
<http://www.jstor.org/stable/25054040>

Ronnie Lipshutz: "Because People Matter: Studying Global Political Economy" (2001).
Available Online: <http://rdcu.be/uUF5/>

Parsons, Craig. "Constructivism and interpretive theory." *Theory and Methods in Political Science* (2010): 80-98. Available on Moodle and Online:
<https://books.google.ca/books?id=m70cBQAAQBAJ&lpg=PA80&ots=SI352FC-59&lr&pg=PA80#v=onepage&q&f=false>

March, James G., and Johan P. Olsen. "The Logic of Appropriateness." In *The Oxford Handbook of Political Science*: Oxford University Press, 2011-07-07.
<http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199604456.001.0001/oxfordhb-9780199604456-e-024>.

Week 6: Nuclear Weapons

Simulation on Nuclear Non-Proliferation

Submit First Step of Writing Assignment (Upload and bring to class)

Quiz #5

Jervis, R. 1978. Cooperation under the security dilemma. *World Politics* 30(2): 167-214.
<http://www.jstor.org/stable/2009958>

Kenneth N. Waltz, "Why Iran Should Get the Bomb: Nuclear Balancing Would Mean Stability"
http://heinonline.org/HOL/Page?handle=hein.journals/fora91&g_sent=1&collection=journals&id=630

Tannenwald, Nina. "Stigmatizing the bomb: Origins of the nuclear taboo." *International Security* 29.4 (2005): 5-49. <http://www.jstor.org/stable/4137496>

Mahoney-Norris, Kathleen and Derek S. Reveron. "Incorporating Human Security into National Strategy." *Georgetown Public Policy Review* 17, no. 2 (2012): 61-78. Moodle and
https://repository.library.georgetown.edu/bitstream/handle/10822/712701/ACCESS_GPPR_2011-2012_17-02.pdf?sequence=4

Optional

Drezner, D. W. (2010). Night of the Living Wonks. *Foreign Policy*, (180), 34-38,10.
<https://search.proquest.com/docview/578318697?accountid=10246>

Waltz, Kenneth N. "Policy Paper 15: Peace, Stability, and Nuclear Weapons." Institute on Global Conflict and Cooperation (1995). <https://escholarship.org/uc/item/4cj4z5g2>

Carl von Clausewitz, "War as an Instrument of Policy" from *On War*. Vol. 1. London, N. Trübner & Company, 1873.
<http://www.clausewitz.com/readings/Compare/OnWar1873/Bk8ch06.html>

Fearon, James D. "Rationalist Explanations for War." *International Organization*, vol. 49, no. 3, 1995, pp. 379–414. <http://www.jstor.org/stable/2706903>

Price, Richard. "A Genealogy of the Chemical Weapons Taboo." *International Organization*, vol. 49, no. 1, 1995, pp. 73–103. <http://www.jstor.org/stable/2706867>

Sagan, Scott D. "Why Do States Build Nuclear Weapons?: Three Models in Search of a Bomb." *International Security* 21, no. 3 (December 1, 1996): 54-86.
https://muse.jhu.edu/journals/international_security/v021/21.3.sagan.html

Week 7: The European Union

Quiz #6 + MIDTERM EXAM

Parsons, Craig. "Showing ideas as causes: the origins of the European Union." *International Organization* 56.1 (2002): 47-84. <https://muse.jhu.edu/article/14310>

Moravcsik, Andrew. "Preferences and power in the European Community: a liberal intergovernmentalist approach." *JCMS: Journal of Common Market Studies* 31.4 (1993): 473-524. <http://rdcu.be/uUGQ/>

Rosato, Sebastian. "Europe's troubles: Power politics and the state of the European project." *International Security* 35.4 (2011): 45-86. <https://muse.jhu.edu/article/423538>

Optional

Moravcsik, Andrew. "Did power politics cause European integration? Realist theory meets qualitative methods." *Security Studies* 22.4 (2013): 773-790.
<http://dx.doi.org/10.1080/09636412.2013.844511>

- Parsons, Craig. "Power, patterns, and process in European union history." *Security Studies* 22.4 (2013): 791-801. <http://dx.doi.org/10.1080/09636412.2013.844512>
- Rosato, Sebastian. "Theory and evidence in Europe United: A response to my critics." *Security Studies* 22.4 (2013): 802-820. <http://dx.doi.org/10.1080/09636412.2013.844513>

Week 8: International Institutions

Milner, Helen V. "Globalization, Development, and International Institutions: Normative and Positive Perspectives." *Perspectives on Politics* 3, no. 4 (2005): 833-54.
<http://www.jstor.org/stable/3688183>.

Barnett, Michael N., and Martha Finnemore. "The Politics, Power, and Pathologies of International Organizations." *International Organization* 53, no. 4 (1999): 699-732.
<http://www.jstor.org/stable/2601307>.

Mearsheimer, John J. "The False Promise of International Institutions." *International Security* 19, no. 3 (1994): 5-49. <http://www.jstor.org/stable/2539078>

Optional

Koremenos, Barbara, et al. "The Rational Design of International Institutions." *International Organization*, vol. 55, no. 4, 2001, pp. 761–799. <http://www.jstor.org/stable/3078615>

Week 9: Normative Theories

Quiz # 7

Tickner, J. Ann. "You Just Don't Understand: Troubled Engagements between Feminists and IR Theorists." *International Studies Quarterly* 41, no. 4 (1997): 611-32.

<http://www.jstor.org/stable/2600855>.

V. Spike Peterson. Feminist Theories Within, Invisible To, and Beyond IR. *Brown Journal of World Affairs* X, 2 (Winter/Spring 2004): 35-46.

http://heinonline.org/HOL/Page?handle=hein.journals/brownjwa10&g_sent=1&collection=journals&id=323

<http://www.u.arizona.edu/~spikep/Publications/VSP%20Fem%20in&bey%20IR%20BrownJ%20P&P2004.pdf>

Chandhoke, N. (2013), The Great Global Poverty Debate: Is Something Missing?. *Global Policy*, 4: 420–424. <http://onlinelibrary.wiley.com/doi/10.1111/1758-5899.12091/full>

Optional

Le Melle, T. J. 2009. Race in international relations. *International Studies Perspectives* 10(1): 77–83. <https://doi.org/10.1111/j.1528-3585.2008.00359.x>

Keohane, R. O. 1989. International relations theory: contributions of a feminist standpoint. *Millennium* 18(2): 245-253.

<http://journals.sagepub.com/doi/pdf/10.1177/03058298890180021001>

Weber, C. 1994. Good girls, little girls and bad girls: male paranoia in Robert Keohane's critique of feminist international relations. *Millennium* 23(2): 337-349.

<http://journals.sagepub.com/doi/pdf/10.1177/03058298940230021401>

Fukuyama, Francis. "Women and the Evolution of World Politics." *Foreign Affairs* 77, no. 5 (1998): 24-40. doi:10.2307/20049048. <http://www.jstor.org/stable/20049048>

Tickner, J. Ann. "Why Women Can't Run the World: International Politics According to Francis Fukuyama." *International Studies Review* 1, no. 3 (1999): 3-11.

<http://www.jstor.org/stable/3186329>.

Week 10: Human Rights and Justice

Bring rough draft of writing assignment to class for peer-review (and upload)

Quiz #8

Justice Simulation

Shue, Henry. "Global Environment and International Inequality." *International Affairs* (Royal Institute of International Affairs 1944-) 75, no. 3 (1999): 531-45.
<http://www.jstor.org/stable/2623635>.

Neumayer, E. (2005). "Do International Human Rights Treaties Improve Respect for Human Rights?" *The Journal of Conflict Resolution*, 49(6), 925-953.
<http://www.jstor.org/stable/30045143>

Mutua, Makau. "Savages, Victims, and Saviors: The Metaphor of Human Rights." *Harv. Int'l LJ* 42 (2001): 201. Moodle and http://0-heinonline.org.mercury.concordia.ca/HOL/Page?men_tab=srchresults&handle=hein.journals/hilj42&size=2&collection=journals&id=218

Optional

Roth, Kenneth. "The Case for Universal Jurisdiction." *Foreign Affairs* 80, no. 5 (2001): 150-54.
<http://www.jstor.org/stable/20050258>

Kissinger, Henry A. "The Pitfalls of Universal Jurisdiction." *Foreign Affairs* 80, no. 4 (2001): 86-96. <http://www.jstor.org/stable/20050228>

Simmons, Beth A. "The future of the human rights movement." *Ethics & International Affairs* 28.2 (2014): 183-196. <https://doi.org/10.1017/S0892679414000227>

Pogge, Thomas. "World Poverty and Human Rights." *Ethics & International Affairs* 19, no. 1 (2005): 1-7. <https://doi.org/10.1111/j.1747-7093.2005.tb00484.x>

Power, S. 2001. Bystanders to genocide. *Atlantic Monthly* 288(2): 84-108.
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Week 11: International Environmental Politics

Quiz #9

Tragedy of the Commons Simulation

Bring laptops to class

Play a practice game at: <http://pages.uoregon.edu/rmitchel/commons/1cow/index.shtml>

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<https://rmitchel.uoregon.edu/sites/rmitchel1.uoregon.edu/files/resume/chapters/2002-HandbookofIR.pdf>

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Week 12: International Political Economy

Upload and bring Op-Ed assignment to class Trade and Economic Development Activity Quiz #10

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Krugman, Paul R. "What Do Undergrads Need to Know About Trade?" *The American Economic Review* 83, no. 2 (1993): 23-26. <http://www.jstor.org/stable/2117633>.

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Rodrik, Dani. "Trading in Illusions." *Foreign Policy*, no. 123 (2001): 55-62. <http://www.jstor.org/stable/3183155>

Ghemawat, Pankaj. "Why the World Isn't Flat." *Foreign Policy*, no. 159 (2007): 54-60. <http://www.jstor.org/stable/25462146>

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Week 13: Future of International Relations

This section very likely to change

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Stephan Frühling. "Managing escalation: missile defence, strategy and US alliances," *International Affairs*, Volume 92, Issue 1, 1 January 2016, Pages 81–95, <https://doi.org/10.1111/1468-2346.12501>

Optional

Gordon, Philip H. "Can the War on Terror Be Won? How to Fight the Right War." *Foreign Affairs* 86, no. 6 (2007): 53-66. <http://www.jstor.org/stable/20032508>.

Fortna, Virginia Page. "Do Terrorists Win? Rebels' Use of Terrorism and Civil War Outcomes." *International Organization* 69, no. 3 (2015): 519–56. <https://doi.org/10.1017/S0020818315000089>

Finals Week

Quiz #11 + Final Exam

Final exam as scheduled on exam calendar see:

<http://www.concordia.ca/students/exams/schedule.html>