

PS 240 – INTRODUCTION TO INTERNATIONAL RELATIONS

(All times listed in the syllabus are *Central US time zone*)

Lead Faculty: Dr. Horia M. Dijmarescu (pronouns: he/him/his)

Student hours: Monday & Wednesday, 10am-2pm, via Zoom. Student hours are times I have blocked off in my schedule to meet with you to discuss any concerns you might have, including, but not limited to: questions about course materials / concepts / deadlines, accessibility / life events / anything else that affects your safety or performance in class, stress related to current events, career plans, etc.

Teaching Assistants: TBA

Course Description

This is an introductory course in *world politics* (historical and contemporary phenomena, events, practices, and processes that take place among global political entities) and *International Relations (IR)* (the dominant academic discipline through which we study world politics). Using a variety of analytical/methodological tools and theoretical frameworks developed by IR scholars, the course will examine five interrelated themes, including: (1) identity; (2) power relations; (3) order, institutions, and society; (4) cooperation and conflict; and (5) legitimacy. With readings on topics such as colonialism, lived experience during war, impacts of international organizations and law, ways of exercising state sovereignty, etc., the course is especially attentive to the centrality of race, gender, sexuality, socio-economic class, and nationality to global interactions.

Objectives and Learning Outcomes

The course has three objectives. First, students will improve understanding of major scholarly debates about world politics, putting dominant and critical perspectives into conversation with one another. Second, students will learn about specific contemporary and historical events that shape(d) world politics. Third, students will improve their writing and reasoning skills through course assignments. Upon completing this course, students will be better able to ask focused research questions concerning world politics, identify a diverse array of theoretical paradigms with which to approach those questions, and critically engage with foreign policy proposals and IR scholarship.

Inclusive Learning, Sensitive Materials, and Resources

This course serves all students, whatever their backgrounds, experiences, and identities. The class is a safe space in which to respectfully exchange ideas about the substantive and methodological merits of the arguments presented in the course materials. Our personal lived experiences undoubtedly inform how we analytically assess the world. Scholars' perspectives are also informed by their own backgrounds, experiences, and identities. With respect to scholars, we must try to situate them in their historical and biographical contexts, though we may vehemently disagree with their arguments. With respect to one another, we must be generous and kind in how we frame our critiques, especially when we strongly disagree with one another's points of view.

As part of an effort to protect and cultivate the diversity students bring to the classroom and given the sensitive nature of some of the topics we cover, it is imperative that we build an atmosphere of trust and

safety in the classroom. Some of the material in this course may evoke strong emotions. Please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in or beyond the classroom, by either myself or other students, is troubling or makes you uncomfortable. It is my intent to present materials and activities that are respectful of differences of gender, sexuality, disability, age, socioeconomic status, ethnicity, religion, political affiliation, race, culture, nationality, linguistic background, and immigration status. Class rosters are provided to the instructor(s) with students' legal names. We will address you by name(s) and pronoun(s) with which you are comfortable, so please let us know if the roster information doesn't correctly reflect your identity. I encourage and appreciate suggestions for how to improve the effectiveness of the course for you personally or for others.

Please also let me know if you have concerns about accessibility. If you require any accommodations, please register with **Accessible NU** (<https://www.northwestern.edu/accessiblenu/>) as early as possible and also tell me and your TA that you have done so. Additionally, if any class meetings conflict with religious events, illness, medical appointments, family obligations, etc., we can make arrangements for you. Northwestern also offers counseling at **CAPS** (<https://www.northwestern.edu/counseling/>) and I encourage you to proactively protect your mental health. If you have technological trouble, please reach out to **NU IT** (<https://www.it.northwestern.edu/>). Finally, if you feel unsafe, please dial 9-1-1 for emergencies and contact **NU Help** (<https://www.northwestern.edu/nuhelp/>) for non-emergencies.

Structure of Lectures and Seminars

Due to serious concerns about the safety of students, faculty, and university administrators amid the COVID-19 pandemic, this course will take place entirely online. The course will have two components:

- (1) Video lectures, which will be posted to CANVAS on Mondays at 9am. Under normal conditions, we would all be meeting at the same time in a lecture hall. Under pandemic conditions, however, lectures will be pre-recorded (rather than live) because some students may be accessing online components of this class while living in different time zones. Since the enrollment cap for the course is 120 students, the value added of live online lectures would be limited by the potential for technical and other difficulties. **Please watch all video lectures. Their purpose is not to summarize the readings. Instead, they will complement the readings by introducing and exploring additional concepts and ideas.**
- (2) Discussion seminars on Zoom, during which students and their TA will meet. TAs will circulate Zoom invitations for your seminar via CANVAS. If that is an undue burden on you (for instance, if seminar time is 2am where you are) please let us know as soon as possible and we will do our best to find a solution.

Although we are trying to mitigate the risk of contracting COVID-19 in the classroom with online learning, danger persists in many other areas of life. Please therefore take a moment to review the University's general COVID-19 health and safety guidelines: <https://www.northwestern.edu/coronavirus-covid-19-updates/campus-return/guidelines/index.html>

Required Materials

Tzvetan Todorov, *The Conquest of America: The Question of the Other* (Univ. of Oklahoma Press, 1999[1982]). ISBN: 9780806131375.

All readings are available on CANVAS. Because we are reading the entirety of Todorov's book, you might find it easier on your eyes to purchase a physical copy. Please note that we will be reading Todorov during weeks 1, 2, 5, and 11. An electronic copy is also on reserve at the Northwestern Library but only one student can open it at a time. Used physical copies are available for around \$10 on Amazon.

Assignments

Discussion seminar attendance and participation:

Discussion seminars will take place on Zoom (if you need help downloading Zoom on your electronic device, do not have regular access to an electronic device, or are sharing electronic devices with folks who need them at the same time as your seminar, please contact me as soon as possible so we can work out a solution). **Regular and active attendance and participation in discussion seminars is required, and you should come to each meeting prepared to discuss that week's topics in detail. Please complete all the readings and watch all lecture videos for that week before discussion seminar begins. Please also have the texts and your notes with you during discussions so you can reference them when appropriate.** While you are not required to turn on your video, we encourage you to have a photo of yourself on Zoom. **TAs may call on you to speak up during Zoom seminars.** Active participation entails demonstrating critical thinking by connecting concepts from various themes of the course, engaging with your TA and fellow classmates, being an attentive listener to others, and creatively applying theoretical concepts to real world situations. **You may have one unexcused absence during the quarter. Any absence beyond that should be discussed with your TA. TAs will be lenient in excusing absences, but you may be required to write additional responses in the response forum for weeks that you have excused absences.** TAs can use attendance and participation records to determine whether to round up your grade at the end of the quarter (i.e. from B+ to A-, if you're on the cusp).

Here are some questions you might think about as you prepare for discussion:

- Is there anything from the readings that requires additional clarification?
- Where do the theories from the readings pop up in the real world?
- How would you defend each author's arguments (even if you disagree)?
- How would you critique each author's arguments (even if you agree)?
- What unspoken assumptions does an author make? Are their arguments appropriate/correct/valid if those assumptions do not hold?
- Does the evidence an author uses support their argument? What other evidence might you like to see in order to assess the authors' claims?
- What's at stake in the reading, and for whom?
- What other questions should we ask about the material?

Short analytical papers (3 x 10% = 30%):

Each student will be responsible for producing three (max. 1.5 pages, single-spaced) short analytical papers. They should focus on the argument(s) of one or more authors assigned during the week the paper is due. Your paper will be available for others in course to see and respond to (see the *responses to short analytical papers* assignment for more details). **So that submissions are distributed evenly throughout the quarter, please sign up here: [LINK](#)**

Analytical papers are not summary papers. Assume the reader is familiar with the main arguments of the paper. Use your analytical paper to thoughtfully *react* to ideas presented in the readings. Your voice and argument(s) should clearly come through. They should be written in your own words. Please do not quote extensively. The goal of this assignment is to assess how you are digesting and understanding the course materials. Analytical papers are also not unevidenced opinion pieces. They should also be well-supported by course readings, including putting various authors in conversation with one another to help sustain your own arguments. Short analytical papers should cite the readings and include proper citations and footnotes where appropriate. Please make sure to proofread your submissions.

Here are some questions you might think about as you write your short analytical papers (these are just suggestions to guide you; feel free to think of other ways to engage with the readings):

- What is *your* argument about the subject you are writing on and why?
- How should policymakers make sense of the arguments made in the reading(s)?
- What arguments and/or omissions from the reading do you find especially consequential?
- What are some of the strengths and weaknesses of the reading you focus on?
- How do the arguments in the reading you are analyzing relate to other course concepts?
- If you are writing about more than one reading, how do the arguments made by two different authors hang together or conflict with one another?
- Does any of the evidence presented in the work contradict the authors' arguments?
- What assumptions does the author make about the subject or audience, and why are such assumptions significant? Are these assumptions convincing? Are these assumptions clearly articulated and well-thought out, or are they uninterrogated by the author?
- Is the author being sufficiently attentive to various kinds of power relations?
- How should we assess the author's expertise and credibility?

PAPERS ARE DUE WEDNESDAYS AT 11:59PM ON THE WEEKS YOU SIGN UP FOR

Responses to short analytical papers (2 per week x 10 weeks x 2% each = 40%):

With an online course, we lose some of the benefits of in-person discussion. This assignment is a way to overcome that limitation and for you to interact more directly with your peers. As mentioned above, short analytical papers will be available for all of us to read via a *response forum*. Each discussion seminar will have its own response forum. Only students in your sections and the teaching team will have access to the forum; please help us protect everyone's privacy by ensuring posts are kept confidential.

Each week, every student should read the short analytical papers that others submitted. Each student must then write at least **two** thoughtful and constructive responses (minimum 150 words each) each week. Please note that you must complete this assignment even if you submitted a short analytical paper during the week in question. You can respond to an analytical paper OR to someone else's response to an analytical paper. In your responses, you should cite course readings when appropriate. If your response is in the form of a question, you should follow-up once others have responded (and always try to answer your own questions!). If you see questions among the responses, try to answer them. The TAs and I may also enter the discussion by posing additional questions or asking folks to reflect on certain assumptions, etc. Please make sure to proofread your responses. **This is an academic forum; please keep all responses professional, respectful, and generous of the efforts and ideas of other students.**

Each response you write is 2% of your grade. To get the maximum score on each response, you should: (1) thoughtfully and constructively discuss the subjects and arguments brought up in the posted short analytical papers, and (2) incorporate the readings / course concepts. A response that does not fulfill those criteria can earn half credit (1%) as long as it is on-topic. If you submit fewer than two responses in a given week, you will receive 0% for each missed response. For this to work well, everyone should add to the forum multiple times each week.

Here are some questions you might think about as you write your responses:

- What are the theoretical or policy implications of the discussions you're entering into?
- Are there themes that we talked about during other weeks in the course that you see popping up in this week's discussion that we should spend more time thinking about?
- Is the argument in the short analytical paper you're responding to the only way someone can approach the readings that are being referenced? What value might alternative interpretations bring to the discussion?
- How might the author(s) of the course reading react to the arguments made about their work in the short analytical paper?
- What other questions should we ask about the material?

YOUR FIRST RESPONSE IS DUE THURSDAY AT 11:59PM EACH WEEK

YOUR SECOND RESPONSE IS DUE FRIDAY AT 11:59PM EACH WEEK

(Because of the holiday weekend, due dates are different during week 11 – *see below*)

Long Essay (30%):

Throughout the quarter, you will be working on a long essay that incorporates relevant class readings and concepts. Your essay should touch on how two of the course themes—(1) identity; (2) power relations; (3) order, institutions, and society; (4) cooperation and conflict; and (5) legitimacy—come together to help or hinder our understanding of an international event of your choosing. Because you are writing about an event of your choosing, you are required to do a little bit of external research (using academic sources) for your essay. It should be about 6 pages single-spaced. Because it is helpful to start working on it early in the quarter and to talk with your TA (and with me!) about your approach, there are a few deadlines to keep track of:

You should consult with your TA about an international event and which themes you would like to focus on by October 12. You should submit on CANVAS a detailed conceptual outline in which you set up the flow, arguments, and counterarguments of your essay by October 28. The final version of the essay can be submitted via CANVAS between November 25 and December 8. The essay gives you the opportunity to develop and demonstrate (a) your understanding and application of course materials and concepts, (b) your analytical skills, and (c) the conclusions and questions you take away from the course. Because this essay is a means by which to assess your understanding of class concepts, you should work on it individually and engage with readings from class / concepts presented during lecture that are relevant for your argument. **Because this essay is like a final exam, not submitting it will result in a “X” grade (see guidelines below).**

Some world political events from the past 30 years that could be anchors for your essay include, but are not limited to: Rwandan genocide, NATO intervention in Kosovo, Russia's invasion of Crimea, North Korea's nuclear tests, Brexit, US departure from the Paris Agreement, impacts of the War on Drugs in Colombia, the humanitarian crisis in Yemen, border conflicts in Kashmir,

fall of Gaddafi regime in Libya, influx of refugees to the EU, end of South African apartheid, trade disputes between US and China, the second Palestinian Intifada, development of the concept of “responsibility to protect (R2P)”, coup d’état in Egypt in 2013, International Criminal Court’s indictment of Sudanese President Omar al-Bashir, impact of 2008 economic crisis on a specific country or region, Ebola epidemic, Australian wildfires, Ukraine’s Revolution of Dignity, Haiti earthquake of 2010, etc. **Most importantly, pick something you’re interested in!**

Grading Policies

Grades in this course follow Weinberg (WCAS) guidelines, with the corresponding percentages:

A	4.0	(94% - 100%)
A-	3.7	(90% - 93.9%)
B+	3.3	(87% - 89.9%)
B	3.0	(84% - 86.9%)
B-	2.7	(80% - 83.9%)
C+	2.3	(77% - 79.9%)
C	2.0	(74% - 76.9%)
C-	1.7	(70% - 73.9%)
D	1.0	(60% - 69.9%)
F	0	(<59.9%)
X	Failed to earn credit, missed final examination (0 Grade Point)	
Y	Failed to earn credit, work incomplete (0 Grade Point)	

An A signifies outstanding work, while an A- stands for excellent work. Grades in the B range signify work that is very good (B+), good (B) or more than adequate (B-). Grades in the C range signify work that is acceptable in varying degrees. For a detailed rubric of the quality of work required for each grade level, please take a look at the guidelines developed by the Northwestern University Department of History: <https://www.history.northwestern.edu/undergraduate/major-minor/grading-guidelines.html>.

Assigning grades for your assignments is primarily the responsibility of your TA. While we will always try our best to get assignments back to you in a timely manner, because of the volume of materials TAs have to review, please be patient in receiving grades. Our goal is to be as fair as possible in assessing the quality of your work while also recognizing the effort you put into it. Northwestern students are outstanding, and evaluations are by necessity somewhat comparative. If you are concerned about your understanding of course materials and concepts, be proactive and reach out to me and your TA as early as possible. If you would like to improve your writing skills, we have resources for that too. Northwestern also provides writing support via **The Writing Place**: <https://www.writing.northwestern.edu/>.

If you are unhappy with your grade on a specific assignment, you may draft a 1-page memo for your TA in which you state why you think the substance of your work merited a higher grade. The memo is required because your TA will use it as a guide for re-examining your work. If you have gone through the review process with your TA and are still unhappy with your grade, you may write a memo to appeal the grade determination to me. I will grade your assignment from scratch (which means your grade may go up or down). That said, if you are concerned about your understanding of course materials, it is best to be proactive. Talk to your TA (and to me) before an assignment is due. We are here to help.

Academic Integrity

All students are also expected to adhere to all policies and requirements of Northwestern University and to abide by all applicable laws and regulations. In taking this class you agree to abide by an honor code. This includes but is not limited to the following duties: (1) not to seek an unfair advantage over other students, including but not limited to giving or receiving unauthorized assistance during completion of academic requirements; (2) to truthfully represent fact and self at all times; (3) to respect the personal rights of all members of the Northwestern community; (4) to avoid plagiarism (please note that CANVAS has tools that allows instructors to see whether parts of papers are improperly lifted from other sources). To learn more about plagiarism, please check out this resource: <https://www.plagiarism.org/article/what-is-plagiarism>. If you have questions about whether something qualifies as plagiarism, please talk me or your TA before you turn in your assignment. If any student cheats, plagiarizes, or in any manner violates Northwestern rules regarding appropriate academic conduct, the incident will be reported, and the relevant information will be forwarded to the Associate Dean for Undergraduate Studies for appropriate action. If a violation of Northwestern's rules of academic conduct is deemed to have taken place, the student may receive an automatic **F for the class**. For Weinberg academic integrity resources please visit this link: <https://www.weinberg.northwestern.edu/undergraduate/courses-registration-grades/integrity/>

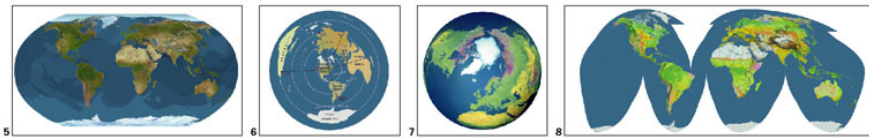
Research Study Participation Requirement

Students enrolled in this course are required to complete a research assignment that can include up to 4 hours of research study participation. This Fall it will require that students set up times to complete participation in online surveys. Students will learn how studies are conducted and will receive a synopsis at the conclusion of the quarter describing the study's goal, result, and relevance to the class. Students who prefer not to participate in research as a subject may opt for an alternative that entails reading a book chapter about political science research and writing a five-page reaction paper (the typical chapter is about 20 pages and thus reading it and writing a five-page paper should take approximately four hours). **If COVID-19 makes participating difficult in any way, you may request an exemption this quarter.**

Schedule of Topics & Readings

Below is the list of required lectures and readings for each week. In general, I recommend you read articles/chapters in the order they are listed in the syllabus. To help you manage your time effectively, I've included the page numbers for each assigned reading. Since the volume of readings fluctuates depending on the weekly subject matter, please take a look ahead to get a sense of the time you might need to set aside. I have included discussion questions for each week; these are intended as guides to help you pinpoint specific ideas in the readings. You may also find them helpful for when you draft your assignments or as you prepare for discussion seminar. Lecture videos and their transcripts/captions are available on CANVAS on Monday of each week. **Lectures are not just summaries of readings. Lectures and readings complement each other. Keeping up with lectures *and* readings is therefore essential to get as much as possible out of the class and to do the written assignments well.** The course introduces a *variety of lens* through which to view international politics. In that spirit, and related to the questions we will ask throughout the quarter, take a moment to reflect on this view of the world:

Take the quiz! Compare country size.
 Which of the images on both sides of this placemat are "area accurate?" How is the Hobo-Dyer projection below different from the one on the reverse side? Answers and details about all the images are at www.odt.org/hdp. To the right:
 (5) Van Sant's Geosphere,
 (6) Guelke's Toronto-centered projection,
 (7) the Oxford Globe, and
 (8) Goode's Homolosine



ISBN 1-931057-11-7
 To order: ODT, Inc. 1-800-736-1293
 Int'l Calls: 1-413-549-1293
www.odt.org
 E-mail: odtstore@aol.com
 Fax: 1-413-549-3503
 Box 134, Amherst, MA 01004 USA



Week 1 – Introduction: What is “International”?

Week of Wednesday, September 16

Please read this syllabus all the way through.

Part 1 (pp. 1-50), Tzvetan Todorov, *The Conquest of America: The Question of the Other* (Univ. of Oklahoma Press, 1999[1982]).

Discussion questions:

- What do you consider entirely *international* or entirely *NOT international*? What criteria do you use to distinguish between *international* and *non-international*?
- Are “levels of analysis” useful for understanding world politics? What are some limitations?
- Todorov describes Columbus as unable to see the way other people do things as different valid forms of action. Have you ever experienced situations in which you could not understand someone else (due to differences of language, experience, ideology/worldview, etc.)? How did you work through your differences?
- What is Todorov explaining?

Preparing for next week: To help you manage your time accordingly, I want to give you a heads up that week 2 has the heaviest reading load of the entire quarter. Please also note that Part 3 of Todorov includes descriptions of extraordinary violence; if you would like to discuss how those descriptions

make you feel, please talk with me during student hours. Please sign up for weeks to submit your short analytical papers and complete the syllabus quiz on CANVAS by Sunday, September 20.

Week 2 – Power

Week of Monday, September 21

Article (pp. 5-16), Pınar Bilgin and Berivan Eliş, “Hard Power, Soft Power: Toward a More Realistic Power Analysis,” *Insight Turkey* 10, no. 2 (2008).

Excerpt (pp. 92-96), Michel Foucault, *The History of Sexuality Vol. I* (Vintage Books, 1990[1978]).

Part 2 (pp. 51-124) and Part 3 (pp. 125-182), Tzvetan Todorov, *The Conquest of America: The Question of the Other* (Univ. of Oklahoma Press, 1999[1982]).

Discussion questions:

- How does reading Todorov’s graphic descriptions of colonial violence make you feel?
- Is it possible to escape power relations?
- What are some ways that power is on display in Todorov’s account?
- How does power manifest differently in an imperial project of *enslavement* versus an imperial project of *colonization*? What are some similarities in how power manifests in both?
- Can you think of any instances in which you tried to understand someone who did things differently than you by comparing them (favorably or otherwise) to yourself or how you do things? Do you agree with Todorov’s critique of such comparison as the basis for understanding?
- Why is the map (on the previous page of the syllabus) not our standard world map? How would we see the world differently if we adopt an inverted map instead of standard ones? What does this have to do with power?

Preparing for next week: One of next week’s readings talks at length about the Lord of the Rings (LOTR) trilogy. Though that reading references the books, rather than the movies, if you’re not familiar with LOTR lore in general, it might be fun to have a movie marathon this weekend. Don’t forget to check the response forums between films!

Week 3 – Great Theoretical Debates

Week of Monday, September 28

Chapter 3 (pp. 43-75), Abigail E. Ruane and Patrick James, “Middle-Earth and Three Great Debates in International Relations,” in *The International Relations of Middle Earth* (Univ. of Michigan Press, 2012).

Article (pp. 611-632), J. Ann Tickner, “You Just Don’t Understand: Troubled Engagements between Feminists and IR Theorists,” *International Studies Quarterly* 41, no. 4 (1997).

Article (pp. 647-659), Amitav Acharya, “Global International Relations (IR) and Regional Worlds: A New Agenda for International Studies,” *International Studies Quarterly* 58, no. 4 (2014).

Chapter 13 (pp. 1-30), John M. Hobson, “Introduction: constructing Eurocentrism and international theory as Eurocentric construct,” *The Eurocentric Conception of World Politics: Western International Theory, 1760-2010* (Cambridge Univ. Press, 2012).

Discussion questions:

- Last week our focus was on the exercise of power in world political phenomena. How does power also manifest in the academic discipline of International Relations?

- Are there ways that power manifestations in the academic discipline of International Relations might reproduce or challenge power manifestations in the practice of world politics?
- How is a concept like “security” defined depending on the lens[es] (i.e. reference man lens, gendered lens, non-Eurocentric lens, race lens, class lens, etc.) with which you approach it?
- Does Eurocentrism make us more likely to view the empowerment of non-Europeans as a threat?
- If *the state* is the central unit of world politics, what (and who) gets left out?
- What is *neomarginalization* and how does it play out in theory and practice?
- Is it possible for theory to be value-neutral? (And does your answer line up with your answer to the question I posed last week: “is it possible to escape power relations?”)

Week 4 – Kinds of Explanations and Knowledge Production

Week of Monday, October 5

Chapter 1 (pp. 1-23), Patrick Thaddeus Jackson, *Conduct of Inquiry in International Relations: Philosophy of Science and Its Implications for the Study of World Politics* (Routledge, 2010).

Chapter 1 (pp. 1-22), Sandra Harding, *Is Science Multicultural?: Postcolonialisms, Feminisms, and Epistemologies* (Indiana Univ. Press, 1998).

Introduction & Chapter 1 (pp. 1-58), Séverine Autesserre, *Peaceland: Conflict Resolution and the Everyday Politics of International Intervention* (Cambridge Univ. Press, 2014).

Article (pp. 3139-3148), Ambuj Sagar and Milind Kandlikar, “Knowledge, Rhetoric and Power: International Politics of Climate Change,” *Economic and Political Weekly* 32, no. 49 (1997).

Discussion questions:

- How are *scientific* practices distinguishable from *other forms* of practice (i.e. politics, faith, etc.)?
- How does power manifest in *how we conduct* social science research or in *how we talk about* the boundaries of “proper” social science research?
- Is *objectivity* possible in social science? Is it desirable?
- In what ways do *science* and *politics* co-construct one another?
- What kind of ethical reflections should people who “produce knowledge” engage in?
- What are the *practical stakes* of debates over methodology and sources of knowledge production?

Week 5 – Identity

Week of Monday, October 12

Part 4 (pp. 183-242), Tzvetan Todorov, *The Conquest of America: The Question of the Other* (Univ. of Oklahoma Press, 1999[1982]).

Introduction & Chapter 1 (pp. 1-45), Naem Inayatullah and David Blaney, *International Relations and the Problem of Difference* (Routledge, 2004).

Article (pp. 1-7), Kelebogile Zvobgo and Meredith Loken, “Why Race Matters in International Relations,” *Foreign Policy* (2020).

Article (pp. 220-240), Melanie Richter-Montpetit, “Everything You Always Wanted to Know about Sex (in IR) But were Afraid to Ask: The ‘Queer Turn’ in International Relations,” *Millennium: Journal of International Studies* 46, no. 2 (2018).

Article (pp. 93-106), Eunjung Kim, “‘Heaven for Disabled People’: Nationalism and International Human Rights Imagery,” *Disability & Society* 26, no. 1 (2011).

Discussion questions:

- How would you define “double movement” in your own words? Where do you see it in practice?

- This question derives from Kim (p. 101): “When bodies are altered by violence and poverty, at what point do these consequential bodies become bodies of difference, worthy of respect, entitled to resources and participation beyond being symbols of injustice and violence?”
- What are the roles of symbolism in the construction of *others*’ identity? What are its roles in the construction of *our own* identities? (Earlier chapters of Todorov are relevant here too.)
- Should we assume that any of the subjects we are talking about (i.e. states, colonized / disabled / indigenous people, national / ethnic groups, women, etc.) are stable, coherent units of analysis?
- For personal reflection (*no pressure to share in class*): What are various identities you see in yourself? Which, if any, among them influence your politics? Which are most influenced by others’ politics?

Preparing for next week: I would like to know how things are going for you in class and in general. Please talk with me during student hours if you have not done so yet this quarter.

Week 6 – Security and Armed Conflict

Week of Monday, October 19

Article (pp. 587-623), Shiping Tang, “The Security Dilemma: A Conceptual Analysis,” *Security Studies* 18, no. 3 (2009).

Article (pp. 214-240), Lauren Wilcox, “Gendering the Cult of the Offensive,” *Security Studies* 18, no. 2 (2009).

Introduction & Chapters 1-2 (pp. 1-67), Laura Sjoberg, *Gendering Global Conflict: Towards a Feminist Theory of War* (Columbia Univ. Press, 2013).

Discussion questions:

- Does IR’s preoccupation with inter-state security make achieving inter-state security harder?
- The term “security” invites the questions “security for whom” and “security from what”? How might people approaching these questions from different perspectives answer them?
- Reflect on Sjoberg’s quote from Wibben (p. 4; continued in endnotes, on p. 333): “The insistence on a single narrative is itself a form of violence. The choice to privilege one perspective over another is never innocent or obvious but always intensely political.”

Week 7 – Other Ways to Theorize Violence and Peace

Week of Monday, October 26

Excerpt (pp. 126-133), Kathleen M. Weigert, “Structural Violence,” in George Fink (ed.), *Stress of War, Conflict and Disaster* (Academic Press / Elsevier, 2010).

Chapter 1 (pp. 1-62), Franz Fanon, “On Violence,” in *The Wretched of the Earth* (Grove Press, 2004[1963]).

Article (pp. 515-535), Hakan Seckinelgin, Joseph Bigirumwami, and Jill Morris, “Securitization of HIV/AIDS in Context: Gendered Vulnerability in Burundi,” *Security Dialogue* 41, no. 5 (2010).

Article (pp. 37-52), Suvi Alt, “Farmer Suicides and the Function of Death in Neoliberal Biopolitics,” *International Political Sociology* 13, no. 1 (2019).

Discussion questions:

- What is violence? What is not violence? What is peace? What is not peace?
- During week 2, we talked about a number of ways we could think about power. Is there anything we can use from that discussion to better understand what *violence* is or how it is done?

- Under what conditions is non-violence possible, plausible, desirable, or warranted? Under what conditions is it impossible, implausible, undesirable, or unwarranted?
- Who determines whether violence is legitimate?
- What's at stake in framing issues as *security* issues (instead of as *public health* issues, for example)? Are there issues any issues that we normally think of through one lens that might be understood better through another?

Week 8 – Anarchy and Organizations

Week of Monday, November 2

Whatever your political commitments are, if you are eligible to vote in the United States and have not yet submitted an early ballot or mail-in-ballot, please don't forget to vote Tuesday. Your voice matters and makes a difference. Please also stay safe at the polls.

Article (67-85), Helen Milner, "The Assumption of Anarchy in International Relations Theory: A Critique," *Review of International Studies* 17, no. 1 (1991).

Article (pp. 470-505), Mohamed S. Helal, "Anarchy, Ordering Principles and the Constitutive Regime of the International System," *Global Constitutionalism* 8, no 3 (2019).

Charter of the United Nations (pp. 1-20), access on CANVAS.

Introduction & Chapter 1 (pp. xxxix-lxi & 1-23), Thomas G. Weiss, et al., *The United Nations and Changing World Politics* (Westview Press, 2007).

Discussion questions:

- What is anarchy and where do we see it in practice?
- What are some *policy* implications of seeing the international system as *anarchical*?
- Does seeing the world as anarchical make us more likely to see it as dangerous and therefore to make it more dangerous yet through our own actions? How might people, states, and organizations act differently if they reject the anarchy assumption?
- Are there elements of the UN Charter that you think should be reformed? How so?
- Do international organizations like the UN make it easier for states to cooperate?
- Whose interests is the UN designed to serve and has it done so effectively? Have the UN's practices evolved beyond the organization's original goals?

Week 9 – International Law

Week of Monday, November 9

Article (pp. 453-472), Kim Benita Vera, "From Papal Bull to Racial Rule: Indians of the Americas, Race, and the Foundations of International Law," *California Western International Law Journal* 42, no. 2 (2012).

Chapter 1 (pp. 1-24), Clifford Bob, "Introduction: The Use of Rights in Political Conflict," in *Rights as Weapons: Instruments of Conflict, Tools of Power* (Princeton Univ. Press, 2019).

Article (pp. 70-86), Mara Pillinger, Ian Hurd, and Michael Barnett, "How to Get Away with Cholera: The UN, Haiti, and International Law," *Perspectives on Politics* 14, no. 1 (2016).

Article (pp. 57-82), B.S. Chimni, "Prolegomena [Prologue] to a Class Approach to International Law," *The European Journal of International Law* 21, no. 1 (2010).

Discussion questions:

- Under what conditions can international law help prevent armed conflict or help spur economic development? Under what conditions might it fail to do so?
- Is international law (or any kind of law for that matter) a tool for neutral adjudication of conflict or a tool by which the powerful exercise their power? If your answer is the latter, how might it be possible for less powerful actors to use international law to their own advantage?
- If “rights” can be used as rhetorical weapons, should we also think about “law” in that way?
- What might happen if a *state* does not want to follow international law?
- Do you find Chimni’s “class approach” to international law helpful for thinking about the global distribution of international legal authority and benefits?

Week 10 – Sovereignty, Intervention, Legitimacy

Week of Monday, November 16

Article (pp. 957-984), Ruth Deyermond, “The Uses of Sovereignty in Twenty-first Century Russian Foreign Policy,” *Europe-Asia Studies* 68, no. 6 (2016).

Article (pp. 81-102), Mohammed Ayoob, “Humanitarian Intervention and State Sovereignty,” *The International Journal of Human Rights* 6, no. 1 (2002).

Article (pp. 315-338), Siba Grovogui, “Regimes of Sovereignty: Rethinking International Morality and the African Condition,” *European Journal of International Relations* 8, no. 3 (2002).

Article (pp. 1802-1819), Satnam Virdee and Brendan McGeever, “Racism, Crisis, Brexit,” *Ethnic and Racial Studies* 41, no. 10 (2018).

Article (pp. 515-536), Hideaki Shinoda, “The Politics of Legitimacy in International Relations: A Critical Examination of NATO’s Intervention in Kosovo,” *Alternatives* 25, no. 4 (2000).

Discussion questions:

- What is sovereignty, how is the concept used, and what are its limits?
- If the sovereign state is not a pre-given and natural way to organize political, but is instead the product of power relations that developed over the last few centuries, should IR scholars use *the state* as their principle unit of analysis?
- When we say “states act in *x, y, z* ways” are we anthropomorphizing—that is, bestowing human qualities upon—states? What are some of the analytical consequences for doing so?
- How should we understand the relationship between claims of sovereignty and appeals to racism?
- Is humanitarian intervention justified? What, if anything, distinguishes it from imperialism?
- How important is it that an action be considered legitimate? Who decides what is legitimate?

Week 11 – What can we do with IR?

Week of Monday, November 23

Article (pp. 661-694), R. Charli Carpenter, “‘Women and Children First’: Gender, Norms, and Humanitarian Evacuation in the Balkans 1991-95,” *International Organization* 57, no. 4 (2003).

Article (pp. 57-85), Roland Bleiker, “Forget IR Theory,” *Alternatives* 22, no. 1 (1997).

Epilogue (pp. 245-254), Tzvetan Todorov, *The Conquest of America: The Question of the Other* (Univ. of Oklahoma Press, 1999[1982]).

Article (pp. 1-2), Adom Getachew, “Colonialism Made the Modern World. Let’s Remake It.” *The New York Times*, July 27, 2020.

Chapter 4 (pp. 84-93), Robert Cox, “The Point Is Not Just to Explain the World but to Change It,” in Christian Reus-Smit and Duncan Snidal, *The Oxford Handbook of International Relations* (Oxford Univ. Press, 2008).

*Because of the holiday weekend, there are no discussion seminars this week. Short analytical papers and responses are still required. **Short analytical papers are still due Wednesday night. Because of the holiday, however, your first response is due Friday and your second one is due Sunday to give you extra time. Please do not forget to submit these.***

As you draft your last round of short papers and responses, keep these discussion questions in mind:

- What are some of the real-world risks of not adequately questioning our assumptions?
- What are some strengths and limitations of academic approaches to world politics?
- Has anything you learned this quarter surprised you? If so, why?
- Is there any subject or set of questions you leave the course wanting to learn more about?
- What do you hope to do with the knowledge and tools you gained during this quarter?

Preparing for next week: There is no next week! Have a safe and relaxing long weekend! After the break comes exam week during which your long essay is due. Don't hesitate to reach out to me during student hours through December 8, and please keep in touch after this quarter is over!

LONG ESSAYS ARE DUE ON CANVAS ON DECEMBER 8 AT 11:59PM