



**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL
RELATIONS**

**POLITICAL SCIENCE AND INTERNATIONAL RELATIONS
2008 TRIMESTER 1**

**INTP 374: INTERNATIONAL RELATIONS THEORY
CRN 13556**

LECTURER: Dr Robert Deuchars
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LECTURE TIMES: MONDAY 12 NOON – 2PM
VENUE HUGH MCKENZIE BUILDING (HM) LT 003
OFFICE HOURS: will be announced at the first lecture. You are also welcome to telephone or email me.

ADDITIONAL INFORMATION

Information about any changes to the timetable or programme will be announced in lectures and posted on the Department's notice board.

COURSE AIMS

This course will provide a comprehensive account of how world affairs are theorised in their proper historical context.

COURSE OBJECTIVES

Students completing this course should:

- Be able to recognise and articulate the main IR theories
- Be able to locate those theories in the context of occidental modernity
- Understand the cultural context in which these theories apply
- Be able to relate these theories to the execution of foreign policy
- Be able to understand the main theoretical debates within the discipline

COURSE CONTENT

This course surveys the major ways in which world affairs are described, explained and used in the formation of policy prescriptions.

Trimester 1

Week 1 Feb 25	International Relations Theory: An Introduction
Week 2 March 3	Modernity, Knowledge and International Relations
Week 3 March 10	What is Meant by “Theory” in International Relations
Week 4 March 17	Theorising the World Political Order
Week 5 March 31	Theorising the World Market
Week 6 April 7	Theorising Global Civil Society
Mid Trimester Break	
Week 7 April 28	Theorising the World through Marxism
Week 8 May 5	Postmodernism in International Relations
Week 9 May 12	Thinking about the Constructed Nature of World Politics
Week 10 May 19	International Relations versus the Future: Environmentalism
Week 11 May 26	In-Class Exam

International Relations Theory: An Introduction (Week 1: 25 February)

* Steve Smith (1995), 'The Self-images of a Discipline: A Genealogy of International Relations Theory', in Ken Booth and Steve Smith (eds), *International Relations Theory Today*, Pennsylvania, Pennsylvania University Press.

Modernity, Knowledge and International Relations (Week 2: 3 March)

* James Mensch (1996), *Knowing and Being: A Postmodern Reversal*, Pennsylvania, Pennsylvania State University Press, Ch1.

* Richard Devetak (1995), 'The Project of Modernity and International Relations Theory', *Millennium*, Vol. 24, No. 1, pp.27-51.

Q1: "International Relations Theory is fundamentally flawed" Critically discuss.

What is Meant by "Theory" in International Relations (Week 3: 10 March)

* Scott Burchill (1996), 'Introduction', in Scott Burchill and Andrew Linklater (eds.), *Theories of International Relations*, New York, St. Martin's Press.

Q2: What does it mean to "think theoretically"?

Theorising the World Political Order (Week 4: 17 March)

* Tim Dunne and Brian Schmidt (2005), 'Realism', in John Baylis and Steve Smith (eds.), *The Globalization of World Politics*, Oxford, Oxford University Press^{3rd} ed.

* Ralph Pettman (2001), *World Politics: Rationalism and Beyond*, London, Palgrave, Ch8.

Q3: Why do you think realism dominates IR theory today?

Theorising the World Market (Week 5: 31 March)

* Tim Dunne (2005), 'Liberalism', in John Baylis and Steve Smith (eds.), *The Globalization of World Politics*, Oxford, Oxford University Press^{3rd} ed.

*David Levi-Faur (1997), 'Economic nationalism: from Friedrich List to Robert Reich', *Review of International Studies*, 23, pp.359-370.

* Hugh Stretton (1999), *Economics; a new introduction*, University of New South Wales Press Ltd, pp. 751-752.

Q4: The market rules, ok?

Theorising Global Civil Society (Week 6: 7 April)

* Ralph Pettman (2001), *World Politics: Rationalism and Beyond*, London, Palgrave, Ch6.

Q5: Whose global civil society is it anyway?

Mid Trimester Break

Theorising the World through Marxism (Week 7: 28 April)

* Karl Marx and Frederick Engels (1848), *The Communist Manifesto*, part 1.

* V. I. Lenin (1916), *Imperialism, the highest stage of capitalism*, Preface to the French and German editions, pp. 69, 73.

Q6: Is Marxism still relevant as a theory of International Relations?

Postmodernism in International Relations Theory (Week 8: 5 May)

* Jim George (1994), *Discourse of Global Politics*, Boulder, Colorado, Lynne Rienner, Ch 1

Q7: What does postmodernism have to offer international relations theory?

Thinking about the Constructed Nature of World Politics (Week 9: 12 May)

* Cynthia Weber (2004), *International Relations Theory: A critical Introduction*, London and New York, Routledge, Ch4.

Q8: “The world is what we make of it”. Critically discuss.

International Relations versus the Future: Environmentalism (Week 10: 19 May)

* M Elsis (2000) ‘Zero Population Growth will occur somewhere between 2020 to 2029’

* S Kapitza (2001), ‘Population Growth, sustainable Development and the environment’.

* WSSD (2002), ‘Key Issues at WSSD: Food and Water’.

Q9: Are these particular world affairs sustainable?

In Class Exam (Week 11: 26 May)

COURSE READING

The book of course readings is available from Student Notes.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop the day after placing an order online.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays)

10.00 am – 1.00 pm Saturdays.

Phone: 463 5515

ASSESSMENT

9 weekly briefing papers (40%)

1 short essay (word limit 2000), due 7th April (25%)

1 in-class exam on Friday 26th May (35%)

Relationship between assessment and course objectives:

Briefing papers

(**One** a week beginning **Week 2, Monday 3 March, ending week 10, May 19**. see sample provided in these notes). Papers will be submitted at the end of each class.

Briefing papers are the purpose of reading, thinking critically and writing clearly. These shall be **one** page only with no bibliography. No late submissions will be accepted unless approved by the course co-ordinator

Short Essay (due Monday 7 April)

- b) The essay is for you to develop your analytical capabilities and your research skills at greater length/time. A list of topics will be provided early in the course but you can also choose your own topic in consultation with the course co-ordinator. No late submissions will be accepted unless approved by the course co-ordinator. You are also required to attach the Programme's 'Assignment Cover Sheet' to your essay.

In-class exam (Monday 26 May)

This is meant to evaluate how well you have realized the course objectives. It is a fifty-minute, closed-book test.

MANDATORY COURSE REQUIREMENTS

To gain a pass in this course each student must:

- a) Submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work)
- b) Submit 100% briefing papers

NB: A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for a course, will receive a K grade for that course, while a course mark less than 50% will result in the appropriate fail grade (D, E or F).

PENALTIES

Students will be penalised for late submission of essays—a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days. Work that is more than 8 days late can be accepted for mandatory course requirements but will not be marked. However, penalties may be waived if there are valid grounds, e.g., illness (presentation of a medical certificate will be necessary) or similar other contingencies. In such cases prior information will be necessary.

WORKLOAD

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 16 hours per week to the course. This includes contact hours.

AEGROTATS

Please note that under the revised Examination Statute (Sections 6-10) students may now apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day on which lectures cease. In the case of **first** trimester courses in 2008 the starting point for this period is **Monday 14 May**.

The following rules apply:

- where a student is not able to sit a test falling within these last three weeks because of illness or injury etc., an alternative test will be arranged where possible. If the student has completed in the view of the course supervisor, sufficient marked assessment relevant to the objectives of the course, an average mark may be offered. Where a student has an essay or other piece of assessment due in the last three weeks, and has a medical certificate or other appropriate documentation, the student will be given an extension.
- if none of the above is available to the student, e.g., if she/he has an ongoing illness, than an aegrotat will be considered. See Examination Statute 6-10 for a full explanation of the rules governing the provision of aegrotats in these circumstances.

GENERAL UNIVERSITY STATUTES AND POLICIES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on the Victoria homepage at:

http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

Sample Briefing paper for 5 September 2005: Why do we need a gendered account of world affairs?

To answer this question, it is useful to begin by considering what we mean by world affairs. The term is a broad one that is designed to encompass all the activities, practices and processes that occur in our world. Contemporary world affairs are dominated by the modernist project, which, though originating in 17th century Christian Europe, has gone global. Characterized by the prioritization of reason as an end in itself, en masse as a cultural project, the reverberations of rationalism have been immense and felt in every corner of the world. Technological advances that facilitated major progress in medicine and science were accompanied by catastrophic wars featuring ever more sophisticated (and deadly) military hardware, the decimation of indigenous peoples and the destruction of the environment.

Central to answering why we need a gendered account of world affairs is recognizing that the modernist project and thus modernist world affairs are not universal. While discourse on world affairs has been dominated by analysts speaking modernist languages (in which key assumptions are nature- or nurture-based), the modernist project has marginalized or excluded many groups. Women have clearly been at the margins of modernist world affairs. Although world affairs may superficially appear gender neutral, this is clearly not the case. Modernist world affairs are plainly gendered with the tendency to falsely universalize the experiences and knowledge of (elite and white) men. In modernist world affairs, women have long been invisible. World affairs have traditionally been conducted and theorized as if there were no women (or as if women and men were equally active in world affairs and were affected in the same ways).

A gendered account of world affairs is necessary therefore to provide a more inclusive account of world affairs. A gendered account also informs us about much more than women. It provides a way of demonstrating and deconstructing how world affairs are virtually exclusively masculinist. We soon see how women have been systematically excluded from the discipline of International Relations, whereby decisions about war and diplomacy have been traditionally viewed as a man's domain. Except in some Scandinavian states, women continue to be grossly underrepresented in formal politics. Likewise, politico-economic discourse about markets and productivity has neglected the important role played by women, who have also borne the brunt of the harsh effects of neo-liberal structural adjustment programmes.

Gender is a social construct and gender relations are a core part of world affairs. In masculinist-dominated war narratives, men are constructed as the agents of the state while women are constructed as passive. Men fight to protect women and children while women are expected to be grateful for this protection, even when they do not wish it. There are plenty more examples whereby gender relations have been subsumed into power relations. For example, men are rational while women are emotional. Men have public responsibilities while women are relegated into the family. The nation is 'feminized' and women are seen (by men) as 'nationalist wombs'. Indeed, "the entire modernist project is patently sexist, and militates against women's life chances and choices" (Pettman, 2004).

Feminism can be thought of as a political project to change women's inequality, exploitation or oppression. It provides an important tool with which to deconstruct the gendered nature of world affairs. However, within feminism there are many different strands with often varied and conflicting views on how to effect this change. For example, liberal feminists are equality feminists and seek equal rights for women in government, the military and employment. However, other feminists are critical of liberal feminists as seeking equality on men's terms. Radical feminists see women's subordination as universal. Cultural feminists seek to reinforce the very values that liberal feminists reject and in turn are accused of reinforcing the gendered stereotypes that underpin women's oppression. Marxist feminists combine class analysis and gender while third world feminists accuse white feminists of ignoring race, culture and colonial relations. Different feminisms then have different views on gender relations and different ideas about how to change them.

In conclusion, a gendered account of world affairs provides us with a useful means to deconstruct the masculinist nature of modernist world affairs. In doing so, it becomes obvious that women have long been on the margins of the modernist project and have been conspicuously absent from traditional international relations discourse. Feminism offers a critique of world affairs from the margins, though many feminists choose to articulate their perspective using modernist idiom. Feminists seek to redress the gender-specific disparities which characterize modernist world affairs, though they are divided over the optimal strategy to achieve these ends. The feminist struggle is likely to be a long and difficult one as elite males vigorously contest the challenge to their hegemony.