

POLS X 3611 (Spring 2018)
Colloquium on Unconventional Approaches to International Relations
Wednesday: 9:00-10:50AM, Barnard Hall Room 404

Instructor: Katelyn Jones
Term Assistant Professor, Department of Political Science
kjones@barnard.edu
233 LeFrak Center (2nd Floor, Barnard Hall)

Student Hours¹: Monday 9AM-10:30AM on the 2nd floor of the Diana Center
I am also available by appointment.

I. Scope and Purpose

This colloquium will examine modern issues in international relations (e.g., drones, global financial crises, cyber warfare, international terrorism) by drawing from unconventional theories of international relations (including feminist, critical, postcolonial, and geopolitical approaches).

To begin, we will briefly review “old,” or conventional, approaches to international relations that you likely learned about in your Intro to IR class—realism, liberalism, constructivism, etc. We will also consider how these approaches (do and/or do not) help us make sense of the contemporary, global political landscape. From there, we will move on to explore contemporary challenges and problems in IR. As we analyze these new issues, we will review unconventional approaches to international relations and use new, or unconventional, IR lenses to shed light on these problems.

II. Learning Outcomes

Students who complete this course successfully will be able to:

1. Identify and understand the different problems in international politics today.
2. Critically analyze conventional and unconventional IR theories.
3. Understand the ways that international relations scholarship’s focus has changed since IR theories first emerged.
4. Critically analyze modern issues in international relations.
5. Evaluate and examine current events in international relations.
6. Both compare/contrast *and* apply conventional and unconventional approaches to IR.

¹ I believe the phrase “Office Hours” implies that students are interrupting an instructor’s time in the office. So, I prefer to call my regularly available time for students as “Student Hours,” because these hours are, after all, reserved for you and your needs. When you come to visit me during these times, know that I have reserved this time for students. You are not interrupting my work. Feel free to come with a friend or two. Also feel free to come by yourself! Whatever you like—these are, after all, your hours.

Through thoughtful engagement with course materials, regular class attendance and participation, and completion of assignments, students will develop the following capacities:

- verbal communication and presentation
- expository and analytical writing
- critical analysis of arguments and concepts
- teamwork and flexibility
- independent research

III. Assignments

A. Attendance and Participation(15%)

This class is going to be driven by student questions, concerns, and interests. There are two things that contribute to class discussions: attendance and participation.

Attendance

Your attendance in this class is required. If a student is unable to attend a particular course meeting, the student is responsible for notifying me in advance if at all possible, and an alternate assignment (e.g., a one-page written summary and discussion of assigned course readings) must be completed in lieu of discussion participation for that day.

Participation (In and Out of Class)

This class is going to be motivated by student questions, concerns, and interests. One obviously important part of participation is actually coming to class (you can't participate in class if you're not there). To fully participate, you should be respectful of your peers and be engaged during our discussions, both speaking and listening. Repeated absences, tardiness, and/or disrespect will negatively affect your participation score.

It's also important to be thinking about material outside of our class time, so I require a bit of out-of class participation each week. FIRST, you are expected to be aware of major current events in international relations. I encourage you to use news sources like BBC, *The New York Times*, *The Washington Post*, and *The Wall Street Journal* to have an idea of what is happening in the world. I'll talk more about subscribing to these sources during our first meeting.

SECOND, you are required to bring one question about the day's material with you to class. This means the question should be decided *before* coming to class. The question should be written/printed on a piece of paper. It should not be stored on an electronic device.

B. Leading Discussion (10%)

Over the course of the semester, students will lead discussion for class once. Leading discussion will involve spending ~10 minutes explaining the main arguments from the reading, and then leading the class in an activity that helps students review and critically analyze the arguments for the day. Students that do a good job leading discussion will demonstrate a solid understanding of the day's material and utilize an engaging activity to foster discussion. Students are encouraged to be as creative as possible!

Students are **required** to consult (by email and/or in person) with the instructor about their plans for discussion *no later than the Monday before* they actually lead discussion. I am also

happy to brainstorm ways of effectively leading discussion, as well as help students determine what is the most important information to present. Sign-ups for these presentations will happen on the second day of class.

C. 2 Précis (20% total; 10% each)

Students enrolled in this course will write 2 précis, overall worth 20% of the final grade. A précis is a short and succinct paper that critically summarizes and analyzes an author's argument. Each précis will be submitted on the day that the reading you analyze/summarize is assigned to be discussed. This means your précis will be about a reading that we have not yet discussed in class.

Each précis should be 2-3 pages long (not including the works cited page). Précis that are longer than 3 pages *will be penalized*. All précis should be formatted with 12-point, double-spaced, Times New Roman font, and 1-inch page margins on all sides. Each should display the following:

- 1) understanding descriptively the three major points made in the reading; that is, make sure to identify and state the principle arguments
- 2) critically engaging these three major points—e.g., does the author present a convincing argument regarding these points, how so, why or why not, what counts as evidence, in what theories or traditions are these arguments situated, is there an obvious or not so obvious blind spot in the author's reasoning and so forth
- 3) relating the argument of one reading to at least 2 other assigned readings—e.g., showing how one argument is disproved or improved if another argument is accounted for, showing how one each argument responds to or builds upon another.

A good paper will do the above things, present original insights into the materials, be clearly and logically organized, and be concisely written with good grammar and proper punctuation. I strongly encourage students to take advantage of the Writing Center (<https://writing.barnard.edu>). I am also available to assist students with these papers.

You must submit the **first paper by February 28**. The **second paper must be submitted between March 7 and April 11**. I expect that the second paper will be better than the first; if this is the case, I will weigh the second paper more heavily in making final grade calculations.

These papers are to be handed in *at the start* of class in **hard-copy** format.

D. Final Paper (aka the Big Kahuna) (55%; *see breakdown by assignment below*)

Students enrolled in this course will write one long (25-30 page) paper. This paper should provide a critical analysis of a *specific* issue in international relations today chosen in consultation with Prof. Jones. The paper should incorporate unconventional methods and/or issues in international politics. The process of writing this research paper is the heart of the course, and students will spend significant time *throughout* the semester conceptualizing and rethinking the topic and research strategy as the semester progresses. The frustrations of rigorous research are part of the learning experience of the course. There are three parts of the final paper assignment:

1. Topic Statement (5%): Due by 5PM on Friday, February 16, *on Canvas*
2. Detailed Outline and Annotated Bibliography (15%): Due by 5PM on Friday, March 9, before the official start of Spring Break, *on Canvas*
3. Final Paper (35%): Due by 5PM on Friday, April 27, *on Canvas*

****Specific details about each assignment will be distributed as the semester progresses.****

E. Senior Capstone Requirement

In addition to the above requirements, all seniors who have designated this colloquium to fulfill their Senior Capstone requirement will be assigned peer partners, with whom they are expected to consult throughout the semester about their major paper assignment. Capstone seniors will hold additional meetings in the instructor's office (mutually convenient times TBA) where peer partners will discuss and provide constructive mentoring and feedback on the topic statement and research proposal and methods. A portion of seniors' class participation grade will reflect the quality of their work as peer partners.

Capstone seniors will present their final research papers in the last class (4/25), along with a poster summarizing their research questions, arguments, and findings. A portion of seniors' final research paper grade will reflect the quality of their presentations. The poster itself will not be graded, but the completion of a poster is required to receive a "Pass" for the senior requirement, and will factor into departmental considerations for Senior Project Distinction.

IV. Grading

Final grades will be assigned based on the following scale:

A:	93.5 or greater
A-:	89.5-93.4%
B+:	86.5-89.4%
B:	83.5-86.4%
B-:	79.5-83.4%
C+:	76.5-79.4%
C:	73.5-76.4%
C-:	69.5-73.4%
D+:	66.5-69.4%
D:	63.5-66.4%
D-:	59.5-63.4%
F:	59.4 or below%

V. Late Assignment Policy

As a rule, late work is not accepted. Extensions *may* be granted with sufficient notice.

VI. Course Materials

Students in POLS X 3611 are expected to acquire the following books, which are available for purchase at Book Culture (536 West 112th Street, between Broadway and Amsterdam). All books are also on reserve at the Barnard College Library. Texts that are available as ebooks via CLIO are in **bold**:

Andrew A.G. Ross. *Mixed Emotions: Beyond Fear & Hatred in International Conflict*. Chicago: U. Chicago Press, 2014.

Eyal Weitzman. *The Least of All Possible Evils: Humanitarian Violence from Arendt to Gaza*. Brooklyn, NY: Verso, 2011.

Jasbir K. Puar. *Terrorist Assemblages: Homonationalism in Queer Times*. Durham, NC: Duke UP, 2007.

Laura Roselle and Sharon Spray. *Research and Writing in International Relations* (2nd Edition). Routledge, 2012.

***Scandalous Economics: Gender and the Politics of Financial Crises*. Eds. Aida A. Hozic and Jacqui True. New York: Oxford UP, 2016.**

Relevant news articles and academic journal articles will also be made available on the course website in PDF form. These additional readings are noted in the below course outline by ***.

VII. Course Expectations

You can expect that I will come to class prepared, be available during office hours or another decided appointment time, answer your questions via email within a 24 hour period M-F, provide useful feedback on your assignments and performance, return written work in a reasonable amount of time, and provide clear instructions and guidelines for all assignments.

As students, you are expected to come to class prepared (having done the readings and with the articles/textbooks read), to be attentive and respectful in class, to check your email at least daily during the week (M-F), to understand the course expectations, and to adhere to all policies laid out by the University and in this course syllabus. Please do not hesitate to contact me if you have any questions regarding this.

Finally, I prohibit the use of electronic devices in this class. Numerous studies have shown that students learn better when they are handwriting their notes. If you have a particular need that requires you to use a laptop or tablet, please let me know (preferably in person before/after class, or during office hours), and you will be allowed to do so. If you are approved to use a laptop/tablet during class, you are responsible for using the technology appropriately. If I notice that you are *not* using the device for educational purposes related directly to our class, you will no longer be permitted to use electronic devices in class and your participation grade will be negatively affected.

VIII. Academic Accommodations

If you are a student with a documented disability and require academic accommodations, you must visit the Office of Disability Services (ODS) for assistance. Students requesting eligible accommodations in their courses will need to first meet with an ODS staff member for an intake meeting. Once registered, students are required to visit ODS each semester to set up new accommodations and learn how to notify faculty. Accommodations are not retroactive, so it is best to register with ODS early each semester to access your accommodations. If you are registered with ODS, **please see me to schedule a meeting outside of class in which you can bring me your faculty notification letter and we can discuss your accommodations for this course. Students are not eligible to use their accommodations in this course until they have met with me.** ODS is located in Milbank Hall, Room 008.

IX. Student Wellness

It is important for undergraduates to recognize and identify the different pressures, burdens, and stressors you may be facing, whether personal, emotional, physical, financial, mental, or academic. We as a community urge you to make yourself--your own health, sanity, and wellness--your priority throughout this term and your career here. Sleep, exercise, and eating well can all be a part of a healthy regimen to cope with stress. Resources exist to support you in several sectors of your life, and we encourage you to make use of them. Should you have any questions about navigating these resources, please visit these sites:

- <http://barnard.edu/primarycare>
- <http://barnard.edu/counseling>
- <http://barnard.edu/wellwoman/about>
- [Stressbusters Support Network](#)

X. Barnard Honor Code

All assignments in this class are to be completed in accordance with the Barnard Honor Code, with expectations outlined in the following paragraph. Any student who violates the Honor Code will face dean's discipline at her or his home college, and will earn a failing grade in the course.

Approved by the student body in 1912 and updated in 2016, the Code states:

We, the students of Barnard College, resolve to uphold the honor of the College by engaging with integrity in all of our academic pursuits. We affirm that academic integrity is the honorable creation and presentation of our own work. We acknowledge that it is our responsibility to seek clarification of proper forms of collaboration and use of academic resources in all assignments or exams. We consider academic integrity to include the proper use and care for all print, electronic, or other academic resources. We will respect the rights of others to engage in pursuit of learning in order to uphold our commitment to honor. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.

This syllabus is a general plan for the course; changes may occur.

SCHEDULE

We will follow this as closely as possible.

Week 1 (1/17): Introduction to the Course—Why do we need *new* approaches to IR?

Excerpt from *Global Trends: Paradox of Progress DIA Report* (in class)

Week 2 (1/24): Conventional Approaches I—Realism

***Hans J. Morgenthau. "Six Principles of Realism." From *Politics Among Nations*.

***John Mearsheimer. "The False Promise of International Institutions." In *International Security*, Vol. 19, No. 3 (Winter, 1994-1995), pp. 5-49

Week 3 (1/31): Conventional Approaches II—Liberalism and Constructivism

Immanuel Kant, *Perpetual Peace*. Sections I and II (pages 3-23). The Library of Liberal Arts, 1957.

***Andrew Moravcsik "Taking Preferences Seriously: A Liberal Theory of International Politics" (1997) 51 *International Organization* 513–53.

***Alexander Wendt. "Anarchy is what States Make of it: The Social Construction of Power Politics." In *International Organization*, Vol. 46, No. 2 (Spring, 1992), pp. 391-425

*** Jennifer Sterling-Folker. "Competing Paradigms or Birds of a Feather? Constructivism and Neoliberal Institutionalism Compared." *International Studies Quarterly*, Vol. 44, No. 1 (Mar., 2000), pp. 97-119.

Week 4 (2/7): Research Methods

Laura Roselle and Sharon Spray. *Research and Writing in International Relations* (2nd Edition). Pearson, 2011, Chapters 1-4.

***George Orwell, "Politics and the English Language."

In one half of class, we will discuss students' proposed topics in both small- and large-group settings. You are expected to come with *at least two* potential topics for your research paper, with your question written in the "What" form explained by Roselle and Spray. Your potential topics should be printed/written out in hard copy. Prof. Jones *will* be checking to make sure students haven't them in class.

The other half of class will consist of the political science librarian (Jennie Correia) giving a presentation about resources you can/should use when writing your papers.

Week 5 (2/14): Drones and International Law

***Watch "Rise of the Drones" (a PBS documentary) Available via CLIO: <https://clio.columbia.edu/catalog/11861471>

***Byman, Daniel. "Why Drones Work: The Case for Washington's Weapon of Choice." *Foreign Affairs*, vol. 92, no. 4, 2013, pp. 32–43. www.jstor.org/stable/23526906.

***Cronin, Audrey Kurth. "Why Drones Fail: When Tactics Drive Strategy." *Foreign Affairs*, vol. 92, no. 4, 2013, pp. 44–54. www.jstor.org/stable/23526907.

***Sterio, Milena. "United States' Use of Drones in the War on Terror: The (Il) legality of Targeted Killings under International Law, The." *Case W. Res. J. Int'l L.* 45 (2012): 197-214.

***Brunstetter, Daniel, and Megan Braun. "The implications of drones on the just war tradition." *Ethics & International Affairs* 25.03 (2011): 337-358.

Topic statement due by 5PM on Friday, February 16

Week 6 (2/21): Cyber (In)Security

*** Tim Stevens, "Introduction," in *Cyber Security and the Politics of Time* New York: Cambridge UP, 2016, 1-19.

***Tikk-Ringas, Eneken. "The Implications of Mandates in International Cyber Affairs." *Georgetown Journal of International Affairs*, 2012, pp. 41–48. www.jstor.org/stable/43134337.

***Hansen, Lene, and Helen Nissenbaum. "Digital Disaster, Cyber Security, and the Copenhagen School." *International Studies Quarterly*, vol. 53, no. 4, 2009, pp. 1155–1175. www.jstor.org/stable/27735139.

*** Tim Stevens, "Cyber security, community, time" in *Cyber Security and the Politics of Time* New York: Cambridge UP, 2016, 20-41.

Week 7 (2/28): The Biopolitics of (Counter)Terrorism Part I

First précis due by the start of today's class.

Puar Introduction and Chapter 1 (pages 1-78)

***"The Birth of Bio-Politics" – Michel Foucault's Lecture at the Collège de France on Neo-Liberal Governmentality

Week 8 (3/7): The Biopolitics of (Counter)Terrorism Part II

Puar Chapters 2, 4, and Conclusion (pages 79-113, 166-222)

Detailed Outline and Annotated Bibliography due by 5PM on Friday, March 9

NO CLASS MARCH 14—SPRING BREAK

Week 9 (3/21): Gender and the Politics of Financial Crises I

***Watch TEDxTalk by William Black, “How to rob a bank (from the inside, that is).”

Available at: [https://www.ted.com/talks/](https://www.ted.com/talks/william_black_how_to_rob_a_bank_from_the_inside_that_is)

[william_black_how_to_rob_a_bank_from_the_inside_that_is](https://www.ted.com/talks/william_black_how_to_rob_a_bank_from_the_inside_that_is)

***Timothy F. Geithner. “Are We Safe Yet?: How to Manage Financial Crises.” In *Foreign Affairs* 54 2017, pages 54-72.

-*Scandalous Economics* Chapters 2-4 and 10 (pages 21-79 and 165-179)

Week 10 (3/28): Gender and the Politics of Financial Crises II

Scandalous Economics Chapters 9, 11, 12 and afterword (pages 145-164, 179-205, 205-231, and 266-281)

Week 11 (4/4): Psychological/Emotional Approach to Global Politics

3/27, Ross Introduction and Chapter 1, 3 and 4 (pages 1-39 and 67-123)

Week 12 (4/11): Emotions & Global Politics, The Geopolitics of Humanitarian Violence

Second précis due by the start of today's class.

Ross Chapter 5 and Conclusion (pages 123-163); Weizman Chapters 1 and 2 (pages 1-64)

Week 13 (4/18): The Geopolitics of Humanitarian Violence

M: Weizman Chapters 3, 4, and Conclusion (65-162)

Week 14 (4/25): Senior Capstone research presentations

FINAL PAPERS DUE FRIDAY, APRIL 27, BY 5PM ON CANVAS