

Department of Political Science — McGill University

## **POLI676—INTERNATIONAL POLITICAL SOCIOLOGY**

**Winter 2019**

Tuesdays, 11:35-2:25, Leacock 541

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Office hours: Tuesdays, 10-11am, Leacock 324C

### **1- Course Description**

Ten years ago, the International Studies Association created a new section called International Political Sociology (IPS). The ISA also launched a scientific journal under the same name. These institutional developments are testimony to the fact that IPS has become a vibrant approach in the study of world politics. This course starts from the premise that, even though context matters greatly, ultimately the social dynamics that structure the global realm are not fundamentally different from other spheres of society. The main analytical focus will be on the political constitution of social artifacts such as institutions, practices, identities, norms, fields and organizations.

The course pursues three main objectives. First, it seeks to critically assess the merits and limits of approaching international politics from a political-sociological perspective. In particular, the class intends to equip graduate students with the proper tools to make sense of the theoretical pluralism that characterizes IPS. Second and related, the course moves from theory to practice in exploring the various ways in which IPS frameworks and conceptual tools can be put to work in the actual study of world politics, more particularly in students' graduate research. Third, the class aims to train students in efficient reading of theoretically complex materials. More specifically, students are expected to be able to identify, in a systematic and rigorous way, the main arguments of a text, as well as to develop an original and internal critique that builds on competing IR theories and approaches.

### **2- Format**

The class meets once a week for three hours. Each class consists of a short introductory presentation by the instructor followed with interactive debates and discussions involving students. Please note that this research seminar is articulated around students' questions, concerns and discussions. In order to fully benefit from discussions, it is crucial not only to complete all the readings, but also to reflect about them prior to the course. In the second half of the semester, a portion of each seminar will be devoted to in-group discussion of students' research proposals.

### **3- Materials**

Students are required to buy a total of twelve books for this class (pre-ordered from the bookstore). Most of the books are also available in e-format but some restrictions may apply. Recommended articles are to be downloaded through the McGill library system on an individual basis.

### **4- Course Requirements**

There are three requirements for this class:

- 1) **Participation (20%)**: students are expected to take an active part in discussions and debates, as well as to show a high level of preparedness, which involves not only reading the materials but also reflecting about them ahead of class. Starting on the second week, the participation grade also includes weekly discussion memos, which consist of short (1-page max., ideally shorter) explorations of an aspect of the readings that the student found intriguing or problematic. Discussion memos must be circulated electronically to the group (including the instructor) by Monday at noon, except when a critical essay is to be submitted the same week.
- 2) **Critical Essays (2 X 20%)**: critical essays take the form of 1,500-words reviews of one of the books assigned (see the list below). Essays should contain two main parts: an analytical summary of the key arguments presented in the book (max. 500 words) and an original critique. The critique should be internal (it must “ride the bicycle” of the argument, that is, critique it for what it is trying to do) and, where relevant, refer to the IR literatures. Students are required to give a short oral presentation based on their essay as a springboard for in-class discussions. By implication, students must hand in their essay at the beginning of the class; failure to do so will result in a zero mark. Note that the first essay must be submitted by February 19<sup>th</sup>, 2018.
- 3) **Virtual Proposal (40%)**: the virtual proposal consists of a 18-20 page-long essay outlining the main dimensions of an MA or PhD thesis proposal. As a first cut, it should comprise the usual components, including a research question, a literature review (IPS-focused), an analytical framework, a methodology and research design, a description of the case(s), as well as a discussion of the implications of the proposed research. The objective is not for students to arrive at a final proposal, but to put their research in perspective of IPS literatures and issues. The proposal is due at the final seminar (April 9<sup>th</sup>).

In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course may be subject to change.

### **5- Communications Policy**

Office hours are held weekly on Tuesdays, 10-11am. Priority will be given to students who come in person to the instructor’s office (Leacock 324C) on a first come, first serve basis. It is also possible to set an appointment via email.

Legitimate email inquiries will normally be answered within two business days. If you do not receive a reply within this period, please resubmit your question(s). Questions of general interest will be answered in class only. Extensive advice or feedback on students’ works should be sought in person during weekly office hours or by appointment.

### **6- Late penalties and extensions**

Late penalty on the virtual proposal amounts to 2 percent of the final course grade per day, including weekends and holidays. Due to the fact that critical essays are discussed during the same class as they are submitted, late submissions will not be accepted and result in a zero grade. Essays will not be accepted via email and must be handed in in the classroom itself. Students are responsible for keeping safe both a paper and an electronic copy of any submitted papers, and to retain marked assignments until the end of the term.

Extensions are not granted except in cases consistent with the Faculty of Arts' guidelines. Be prepared to provide all the relevant documentation (medical notes with clear date indications, etc.). Students should advise the instructor about extensions prior to deadline if possible and at most one week later.

## **7- Plagiarism**

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [www.mcgill.ca/integrity](http://www.mcgill.ca/integrity) for more information). A number of tools, including public search engines, may be used to detect plagiarism. In addition, students are not permitted to hand in the same assignment in two or more courses.

## **8- Disabilities and other special needs**

Students with learning disabilities should advise the instructor as soon as possible. They should also contact the Office for Students with Disabilities (398-6009, [www.mcgill.ca/osd](http://www.mcgill.ca/osd)). Arrangements can also be made to accommodate special needs such as religion, chronic illness, social discomfort or else.

Students facing personal issues are invited to seek help with McGill's Counselling Service ([www.mcgill.ca/counselling](http://www.mcgill.ca/counselling)). Please note that in order to avoid penalties, it is imperative to inform the instructor of any possible delays as soon as possible. Additional policies governing academic issues affecting students can be found in the Handbook on Student Rights and Responsibilities, Charter of Students' Rights ([www.mcgill.ca/files/secretariat/greenbookenglish.pdf](http://www.mcgill.ca/files/secretariat/greenbookenglish.pdf)).

## **9- Course Schedule**

### **1) Introduction (08.01.19): Prelude to IPS**

- John Gerard Ruggie (1982), "International Regimes, Transactions, and Change: Embedded Liberalism in the Postwar Economic Order," *International Organization* 36(2): 195-231.
- Friedrich Kratochwil (1984), "The Force of Prescriptions," *International Organization* 38(4): 685-708.
- Carol Cohn (1987), "Sex and Death in the Rational World of Defense Intellectuals," *Signs* 12(4): 687-718.
- Richard K. Ashley (1987), "The Geopolitics of Geopolitical Space: Toward a Critical Social Theory of International Politics," *Alternatives* 12(4): 403-434.
- James P. March and Johan Olsen (1998), "The Institutional Dynamics of International Political Orders," *International Organization* 52(4): 943-969.

## **PART I—THE CONSTRUCTIVIST TURN IN INTERNATIONAL RELATIONS**

### **2) The social construction of anarchy (15.01.19)**

- Alexander Wendt (1999), *Social Theory of International Politics*. Cambridge: Cambridge UP.

Recommended companions:

- Forum (2000), *RIS* 26(1), especially the contributions by Keohane, Krasner, Doty, Smith, and response by Wendt.

- Forum (2001), *JIRD* 4(4), especially the contributions by Guzzini and Leander, Drulak, Sarvary, Suganami.

### 3) The societal roots of foreign policy (22.01.19)

- Ted Hopf (2002), *Social Construction of International Politics: Identity and Foreign Policy, Moscow, 1955 and 1999*. New York: Columbia UP.

Recommended companions:

- Lars-Erik Cederman and Christopher Daase (2003), "Endogenizing Corporate Identities: The Next Step in Constructivist IR Theory," *EJIR* 9(1): 5-35.
- Vincent Pouliot (2008), "The Logic of Practicality: A Theory of Practice of Security Communities," *IO* 62(2), 257-288.

### 4) Identity, discourse and foreign policy (29.01.19)

- Lene Hansen (2005), *Security as Practice: Discourse Analysis and the Bosnian War*. New York: Routledge.

Recommended companions:

- Ronald R. Krebs and Patrick Thaddeus Jackson (2007), "Twisting Tongues and Twisting Arms: The Power of Political Rhetoric," *EJIR* 13(1): 35-66.
- Michael C. Williams (2003), "Words, Images, Enemies: Securitization and International Politics," *ISQ* 47(4): 511-531.

## PART II—HISTORICAL POLITICAL SOCIOLOGY OF WORLD POLITICS

### 5) The evolution of norms (05.02.19)

- Christian Reus-Smit (1999), *The Moral Purpose of the State: Culture, Social Identity, and Institutional Rationality in International Relations*. Princeton: Princeton UP.

Recommended companions:

- Thomas Risse (2000), "'Let's Argue!': Communicative Action in World Politics," *IO* 54(1): 1-40.
- Ann E. Towns (2012), "Norms and Social Hierarchies: Understanding International Policy Diffusion 'From Below,'" *IO* 66(2): 179-209.

### 6) Diplomacy and its audiences (12.02.19)

- Jennifer Mitzen (2014), *Power in Concert: The Nineteenth Century Origins of Global Governance*. Chicago: The University of Chicago Press.

Recommended companions:

- Frank Schimmelfenning, "The Community Trap: Liberal Norms, Rhetorical Action, and the Eastern Enlargement of the European Union," *IO* 55(1): 57-80.
- Vincent Pouliot (2016), "Hierarchy in Practice: Multilateral Diplomacy and the Governance of International Security," *EJIS* 1(1): 5-26.

## **7) Social ties and the spread of violence (19.02.19)**

- Daniel H. Nexon (2009), *The Struggle for Power in Early Modern Europe: Religious Conflict, Dynastic Empires and International Change*. Princeton: Princeton UP.

Recommended companions:

- Emilie Hafner-Burton, Miles Kahler and Alexander H. Montgomery (2009), “Network Analysis for International Relations,” *IO* 63(3): 559-592.
- Stacie E. Goddard (2009), “Brokering Change: Networks and Entrepreneurs in International Politics,” *International Theory* 1(2): 249-281.

## **PART III—APPLICATIONS: GLOBAL GOVERNANCE**

### **8) Global bureaucracies (26.02.19)**

- Michael Barnett and Martha Finnemore (2003), *Rules for the World: International Organizations in Global Politics*. Ithaca: Cornell UP.

*No class on March 5th—Reading Week*

### **9) Networks of global governors (12.03.19)**

- Deborah D. Avant, Martha Finnemore and Susan K. Sell (2010), *Who Governs the Globe?* Cambridge: Cambridge University Press.

### **10) Change and adaptation in global economic policymaking (19.03.19)**

- Jacqueline Best (2014), *Governing Failure: Provisional Expertise and the Transformation of Global Development Finance*. Cambridge: Cambridge University Press.

### **11) Global governance on the ground (26.03.19)**

- Séverine Autesserre (2014), *Peaceland: Conflict Resolution and the Everyday Politics of International Interventions*. Cambridge: Cambridge University Press.

### **12) International law and legitimation practices (02.04.19)**

- Fernando Nunez-Mietz (2019), *The Use of Force under International Law: Lawyerized States in a Legalized World*. London: Routledge.

### **13) Authority and legitimacy in global governance (09.04.19)**

- Michael Zürn (2018), *A Theory of Global Governance*. Oxford: Oxford University Press.