

PSCI 4800
Advanced International Relations Theory
Fridays 11:35-2:25
Loeb A602

Professor: Fiona Robinson

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Course Description and Objectives

While we often hear of a divide between 'theory' and 'practice', it could be argued that theory is always, already a part of our thinking about international relations. 'Theory' concerns the 'lenses', 'frames' and 'methods' that we use in order to consider a problem or issue in world politics. Thus, it involves assumptions or arguments about epistemology (how we can 'know', and the basis of our judgments), ontology (what 'exists' in the world, and in what form), and methodology (the 'tools' we use to study a problem or issue). Our lenses or 'frames' can bring things into focus, but they can also 'filter out' other things. In this sense, theory 'makes' or constitutes world politics. For this reason, it could be argued that, rather than being distinct from 'real' politics, theory is intensely political.

This course provides an overview and critical exploration of some important debates and approaches in contemporary IR theory. Rather than investigating a different theory every week, it approaches international relations theory thematically and comparatively. This means that each seminar will be organized around a key concept, theme or practice which will be examined from a variety of different (and sometimes across) perspectives including both mainstream and critical approaches.

The aim of this course is expose students to a wide range of theoretical perspectives and approaches in the discipline of International Relations. Students will develop critical skills through their reading, interpretation, comparison and critical evaluation of these theories. Students should emerge from this course with a new appreciation of the centrality of theory in thinking about world politics.

Readings

All of the readings should be available through the library's ARES system of on-line reserve readings.

Requirements and Assessment

1. Attendance and Participation	20%
2. Critical Review(due Feb. 12)	20%
3. Reading Presentation	15%
4. Essay Proposal (2 parts)	15%
5. Research Essay	30%
Total:	100%

1. Attendance and Class Participation (20%). Attendance is mandatory. Please notify me in advance (in person or by email), if you have to miss a class for compelling reasons (e.g. medical or family emergency, observance of a religious holiday). It is essential that you read the assigned texts prior to class meetings, and that you participate actively and regularly in class discussions. Your class participation will be evaluated based on the quality and frequency of your oral contributions, with greater weight given to quality. It is expected that you engage with other students' and the instructor's ideas constructively, critically, and respectfully. Quality contributions to class discussions (questions, comments) demonstrate that you have read and grasped the assigned materials; that you can analytically reflect and critically comment on the central ideas of the readings; and that you can make connections between these ideas and other themes or readings in the course.

2. Critical Review (20%) (due in class on Feb. 12th)

All students must write a critical review of **one** of the following articles:

Cox R.W. (1981). Social forces, states and world orders: Beyond International Relations Theory, *Millennium*, 10, 126-155.

Wendt, A. (1992). Anarchy is what states make of it: the social construction of power politics. *International organization*, 46(02), 391-425.

Campbell, D. (1990). Global inscription: How foreign policy constitutes the United States. *Alternatives*, 263-286.

Whitworth, Sandra (2005) 'Militarized Masculinities and the Politics of Peacekeeping: The Canadian Case', in Ken Booth, ed., *Critical Security Studies in World Politics*. Boulder: Lynne Rienner, 89-106.

- You may not choose an article on which you have already completed a reading presentation.

- Reviews will be marked on the following: a) evidence of a solid understanding of the main points and argument of the article; b) critical analysis of the importance, relevance, strengths and weaknesses of the arguments in the article; c) organization, clarity, language-use.

3. Reading Presentation (15%) (Starting Week 2) Each student must give a short presentation (of about 10 minutes) introducing and responding to two (2) of the assigned readings for a particular class. The presentation should (a) highlight the central ideas (main points and arguments) of the readings, (b) present analytical and/or critical reflections on these ideas, and/or (c) raise questions about these ideas for class discussion. It is essential that your presentation is not a mere summary of the readings. At least half of your presentation must consist of your own reflections and/or questions concerning the readings.

4. Research Essay proposal and presentation (15%): All students are required to e-mail me a short (one page) written proposal outlining the research question, the working argument and a preliminary bibliography by **March 4th**. I will give feedback on this proposal by the next class. Students are then required to present their work in progress on their essays in class on **April 1st**. These presentations must be no more than 5 minutes, but must include the main research question, the central argument, and a brief summary of the body of the essay. No additional written work is to be submitted with this presentation.

5. Research Essay (30%) (due in class on April 8; one page proposal due March 4) Students will write one major research paper addressing a theory or theories in IR. Papers should explore a theoretical question, issue, or debate addressed in the course in greater depth. Its focus can either be entirely theoretical or it can be related to a substantive (empirical) issue or phenomenon in international relations. Essays must be 15-18 pages long (double-spaced, 12 point font) and must reference at least 10 sources (academic refereed journal articles, academic books or book chapters).

Essays should make use of the following theoretical debates/approaches as discussed in class:

Theoretical Frameworks

Metatheoretical or Historiographic Debates

Realism (Classical, Neorealism, Neoclassical Realism)

Constructivism (Norm Development, Identity)

Critical Theory (Neo-Gramscian theory/Poststructuralism)

Feminist Theory

Postcolonial Theory

Security Theory (securitization, human security)

Critical War Studies
Governmentality
Critical/Feminist Global Political Economy
Theories of Emotion in World Politics

Issues/Problems

Essays may discuss/debate theoretical approaches at the level of theory, OR they may discuss the relevance of different theoretical approach for understanding issues or problems in world politics. While some theoretical approaches obviously address specific issues (such as security theory, GPE theory or theories of war) other theories are broad and can be applied to a range of issues (realism, constructivism, feminist theory, postcolonial theory). You may choose an issue or problem yourself, but here are some examples:

The War on Terror/Terrorism
Drone Warfare/Technologization of Weapons Systems
The Syrian Refugee Crisis/Refugees/Migration
Humanitarian Intervention
Peacekeeping
Climate Change/Environmental Politics
Foreign Policy (in general or on a particular issue) (Canadian , Russian, U.S. ...)
The 2008 Financial Crisis and its Aftermath
Global Inequality and Poverty
Human Rights

Guidelines for Written Assignments

Please submit hard copies of the critical review and the research essay. The essay proposal may be sent by e-mail to Fiona.Robinson@carleton.ca. Late submissions will be accepted but penalized by one third of a letter grade per day (e.g. from A- to B+) for up to seven calendar days.

All sources (class readings or other sources including books, book chapters, articles, internet sources etc.) must be properly referenced in the text, with page citations where appropriate. Parenthetical references (author surname, date, page number) are preferred but any recognized citation style will be accepted as long as it is consistent. Evaluation of the paper is based on:

(a) the merits (originality, persuasiveness) of your argument; (b) the logic and clarity of your argument; (c) the appropriateness and relevance of the cited readings (including a consistent citation style); (d) correct English grammar, spelling, and usage. There will be no extensions, except in cases of a documented medical or family emergency.

Weekly Topics and Readings

Week 1

Jan 8

Introduction (No required readings.* Please get started on the readings for Week 2 asap!)

(Today we will go over the course outline and requirements, assign presentations, and have a preliminary discussion about IR theory)

*If you need background/review in *basic* IR theory, please consult one of the following textbooks:

Dunne, T., Kurki, M., & Smith, S. (2013). *International relations theories*. Oxford University Press. OR

Burchill, S., Linklater, A., Devetak, R., Donnelly, J., Nardin, T., Paterson, M., & True, J. (2013). *Theories of international relations*. Palgrave Macmillan.

Week 2

January 15

Introduction to IR theory

Walt S.M. (1998). International Relations: One world, many theories. *Foreign Policy*, 110, 29-46.

Buzan B. & Little R. (2001). Why International Relations has failed as an intellectual project and what to do about it. *Millennium*, 30, 19-39.

Reus-Smit, C. (2012). International Relations, Irrelevant? Don't Blame Theory. *Millennium: Journal of International Studies*, 40, 525-540.

Amitav Archarya and Barry Buzan (2007), 'Why is there no non-Western International Relations Theory? An Introduction', *International Relations of the Asia-Pacific*. 7(3): 287-312.

Enloe, Cynthia (2004) "Margins, Silences, and Bottom Rungs: How to Overcome the Underestimation of Power in the Study of International Relations," in *The Curious Feminist: Searching for Women in a New Age of Empire*. Berkeley: University of California Press, ch. 2.

Week 3

Jan 22

Tracing the Development of IR theory: Myths and 'Realities'

Schmidt, B. C. (2002). Anarchy, World Politics and the Birth of a Discipline: American International Relations, Pluralist Theory and the Myth of Interwar Idealism. *International Relations*, 16(1), 9-31.

Wæver O. (1996). The Rise and Fall of the Inter-paradigm Debate. In Smith S., Booth K. and Marysia Zalewski (eds). *International Theory: Positivism and Beyond* (ch. 7). Cambridge: Cambridge University Press.

Weber, C. (2013). *International relations theory: a critical introduction*. Routledge. (Introduction: culture, ideology, and the myth function in IR theory).

Agathangelou, A.M. and L.H.M. Ling (2004) 'The House of IR: From Family Politics to Poesies of Worldism', *International Studies Review*, 6(4): 21-50.

Week 4

Jan 29

Shades of Realism

Waltz, K. (1979). *Theory of international politics* (ch 1). Reading: Addison-Wesley Publishing.

Mearsheimer, J. J. (1994). The false promise of international institutions. *International Security*, 5-49.

Gideon Rose, 'Neo-classical Realism and Theories of Foreign Policy', *World Politics*, 51: 144-172.

Buzan, Barry. The timeless wisdom of realism? *International theory: positivism and beyond* (1996): 47-65.

Legro, Jeffrey W., and Andrew Moravcsik. Is anybody still a realist? *International Security* 24.2 (1999): 5-55.

Week 5

Feb 5

Bringing in Ideas: International Relations and 'the social'

Cox R.W. (1981). Social forces, states and world orders: Beyond International Relations Theory, *Millennium*, 10, 126-155.

Wendt, A. (1992). Anarchy is what states make of it: the social construction of power politics. *International organization*, 46(02), 391-425.

Christian Reus-Smit (2001) 'Human Rights and the Social Construction of Sovereignty', *Review of International Studies*, 2001, 27, 519-538.

Campbell, D. (1990). Global inscription: How foreign policy constitutes the United States. *Alternatives*, 263-286.

Enloe, C. (2011). The mundane matters. *International Political Sociology*, 5(4), 447-450.

Week 6

Feb 12

Norms and Norm Development

Finnemore, Martha and Kathryn Sikkink (1998) "International Norm Dynamics and Political Change," *International Organization* 52(4): 887-917.

Acharya, Amitav (2004) "How Ideas Spread: Whose Norms Matter? Norm Localization and Institutional Change in Asian Regionalism," *International Organization* 58(2): 239-275.

R. Charli Carpenter, "Women, Children and Other Vulnerable Groups": Gender, Strategic Frames and the Protection of Civilians as a Transnational Issue, *International Studies Quarterly*, 49 (2): 2005: 295-334
Laura Sjoberg, 'Gendered Realities of the Immunity Principle: Why Gender Analysis Needs Feminism', *International Studies Quarterly*, 50(4): 889-91, 2006.

No class February 19; Reading Week --- classes suspended

Week 7

Feb 26

Theorizing Security I: Securitization and Beyond

Buzan, Barry, Ole Waever, and Jaap de Wilde (1998) *Security: A New Framework for Analysis*. Boulder: Lynne Rienner, ch. 2.

Huysmans, Jef (1998) Security! What do you mean? From Concept to Thick Signifier, *European Journal of International Relations*, 4(2): 226-255.

Williams, MC. (2003) 'Words, Images, Enemies: Securitization and International Politics', *International Studies Quarterly*, 47: 511-531.

Lene Hansen, 'The Little Mermaid's Silent Security Dilemma and the Absence of Gender in the Copenhagen School', *Millennium: Journal of International Studies* 29(2): 285-306.

Walters, W. (2010) 'Migration and Security', in J. Peter Burgess (ed.) *The Handbook of New Security Studies*. London: Routledge, 2017-228.

Week 8

Mar 4

Theorizing Security II: Human Security and Beyond

Paris, Roland (2001) 'Human Security: Paradigm Shift of Hot Air?' *International Security*, 26(2): 87-102.

Newman, Edward (2010) 'Critical Human Security Studies', *Review of International Studies*, 36: 77-94.

Robinson, Fiona (2008) 'The Importance of Care in the Theory and Practice of Human Security', *Journal of International Political Theory*, 4(2): 167-188.

Duffield, Mark and Nicholas Waddell (2006) 'Securing Humans in a Dangerous World', *International Politics* 43(1): 1-23.

Barkawi, Tarak and Mark Laffey (2006) "The Postcolonial Moment in Security Studies," *Review of International Studies* 32 (2): 329-352.

Week 9

Mar 11

Theorizing War beyond Realism

Christine Sylvester (2012), 'War Experiences/War Practices/War Theory', *Millennium: Journal of International Studies*. 40(3): 483-503.

Whitworth, Sandra (2005) 'Militarized Masculinities and the Politics of Peacekeeping: The Canadian Case', in Ken Booth, ed., *Critical Security Studies in World Politics*. Boulder: Lynne Rienner, 89-106.

Tarak Barkawi (2004) 'On the Pedagogy of 'small wars'', *International Affairs*, 80(1): 19-37.

James Der Derian, 'Virtuous War/Virtual Theory', *International Affairs*, 76(4): 771-788.

David Campbell, 'Cultural Governance and Pictorial Resistance: Reflections on the Imaging of War', *Review of International Studies*, 29, Special Issue, 2003: 57-73.

Week 10

Mar 18 (Professor attending annual conference of the International Studies Association; 90 minute Workshop on 'What Can I do with my Degree', Career Services, Carleton University)

Mar 25 - no class; Good Friday - University Closed.

Week 11

April 1

Theorizing Global Governance (Students will present Research Essay work-in-progress)

Sending, Ole Jacob and Iver B. Neumann (2006) "Governance to Governmentality: Analyzing NGOs, States, and Power," *International Studies Quarterly* 50 (3): 651-672.

Muppidi, Himadeep (2005) "Colonial and Postcolonial Global Governance," in Michael Barnett and Raymond Duvall (eds.) *Power in Global Governance*. Cambridge: Cambridge University Press, ch. 12.

Jaeger, Hans-Martin (2007) "Global Civil Society" and the Political Depoliticization of Global Governance,' *International Political Sociology* 1: 3, 257-277.

Griffen, Penny (2010) 'Gender, Governance and the Global Political Economy', *Australian Journal of International Affairs*, 64(1): 86-104.

Barnett, Michael (2013) 'International Paternalism and Humanitarian Governance', *Global Constitutionalism*, 1(3): 485-521.

Week 12

April 8

Beyond Rationality: Emotion in IR theory

Crawford, N. C. (2000). The passion of world politics: Propositions on emotion and emotional relationships. *International Security*, 24(4), 116-156.

Bleiker, Roland and Emma Hutchison (2008) 'Fear no more: emotions and world politics', *Review of International Studies*, 24: 115-135.

Mercer, Jonathan (2014) Feeling like a State: Social Emotion and Identity. *International Theory*, 6(3): 515-535.

Fattah, K., & Fierke, K. M. (2009). A clash of emotions: The politics of humiliation and political violence in the Middle East. *European journal of international relations*, 15(1), 67-93.

Fuyuki Kurasawa (2013) 'The sentimentalist paradox: on the normative and visual foundations of humanitarianism', *Journal of Global Ethics*, 9(2): 201-214.

Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;

- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <https://www.facebook.com/groups/politicalsciencesociety/> or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.