

GINS 3010A: Introduction to Global and International Theory Fall 2023

Carleton University

Arthur Kroeger College of Public Affairs

Bachelor of Global and International Studies

In-Person: Lectures- Mackenzie Building, Room #3275-Thursdays, 15:35-17:25

Instructor: Dr. Iyas Salim Abu-hajjar

Email: iyasabuhajjar@cunet.carleton.ca

Office hours: By Zoom, Thursdays 11:00 AM-12:00 PM, or by appointment

Note: updates made to the syllabus are in red font.

Land Acknowledgement:

The Instructor acknowledges the location of Carleton University campus on the traditional, unceded territories of the Algonquin nation. We acknowledge our responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

Course Overview

GINS 3010 is an advanced undergraduate course that employs critical theory approaches to understanding 'the global' and 'the international.' We will examine the development of a range of influential theoretical perspectives and schools, key scholars associated with these approaches, and the utility of theory in helping to understand our complex social world(s).

Learning Outcomes

By the end of this class, students will be able to;

- 1- Describe the historical development of several influential theories related to global and international studies.
- 2- Explain key schools of thought through multiple disciplinary perspectives, and identify the main scholars and texts associated with each school.
- 3- Analyze theoretical frameworks to cogent written and oral analyses of issues in global and international studies.

Teaching Assistants

GINS 3010 A1

TA Name: Hibagh Ahmed

Place: Loeb Building D199B

Days: Fridays

Time: 9:35 am - 10:25 AM

Email: HibaghAhmed@cmail.carleton.ca

GINS 3010 A2

TA Name: Bingjun Tang

Place: Canal Building 2104

Days: Thursdays

Time: 11:35 am - 12:25 pm

Email: bingjuntang@cmail.carleton.ca

GINS 3010 A3

TA Name: Mengxue Peng

Place: Loeb Building B146

Days: Tuesdays

Time: 12:35-1:25 PM

Email: MENGXUEPENG@cmail.carleton.ca

Official Course Outline

The course outline posted to the BGIInS website is the official course outline.

Course Website

This course has content on Brightspace. Students need to check the course website regularly.

Readings will be made available via Ares Library reserves or on the Brightspace page for the course (some of the readings are available [open access] on-line as indicated).

Course syllabus and information can be found under “Course Details” on the Content Page of Brightspace.

Prerequisite(s)

Third year standing and enrollment in the Bachelor of Global and International Studies (BGIInS) degree. This is a core course.

Course Communications:

There are many ways to communicate with me and each other in this

class, but it is important that you learn where and how to direct your questions to ensure timely responses. Note that emailing the instructor is almost always the last resort. Here's a guide to communicating with me and your peers:

- *“I have questions about course content, assignments, and policies”*:
ask these on the “Ask the Instructor” forum on Brightspace and/or during class time. Do NOT send emails about these matters. This is all about equity: everything I communicate about these matters should be accessible to every student in the course.
- *“I have questions about work I’m doing on my own assignments”*:
book an office hour appointment with me to discuss. These are not matters that can be handled efficiently over email.
- *“I need to connect with a peer to discuss a class-related issue”*:
post your question or request via the “Peer-to-Peer Exchange” forum on Brightspace and/or send the student an email using the Email function in Brightspace.
- *“I need to discuss something private, or to set up a time to discuss something private”*:
book an office hour appointment with me to discuss. These are no matters that can be handled efficiently over email. In general, use email only for quick questions of a personal nature, to book an office hour appointment, and/or to handle personal situations. Provide a subject line and limit yourself to the issues outlined above, and be sure to consult this syllabus and the course overview materials on Brightspace to see if they answer your question before you click “send.” Keep these simple guidelines in mind and you will find that I reply quite quickly (usually within 24 hours). Note that if you email me after 4:30pm on a Friday, however, the earliest time you should expect to receive a reply is sometime on Monday. Only Carleton emails are acceptable for all communications. **It is required to write the course code in the subject line of your email.** No personal accounts please.

Submission and Return of Term Assignment/Final Paper

All assignments must be submitted in .DOCX format through the course Brightspace page. Late assignments will incur a penalty of 5% per day or portion thereof. Assignments will not be graded if they are more than ten days overdue. Once graded, the assignments will be returned to you by the Teaching Assistant (TA) assigned to your tutorial. He/she/they will communicate the return of assignment details to you. The tutors do not have the authority to grant extensions; only the course instructor can grant an extension, and this will only be done under exceptional circumstances. The final exam essay is intended solely for the purpose of evaluation and will not be returned.

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses. There is no excuse for not having copies of your work. You may be asked to resubmit term work. Also, please retain a hard copy of the Course Outline. Final Exams: are intended solely for the purpose of evaluation and will not be returned as per Carleton University policy.

Assignments, Evaluation and Dates

Participation and Discussion Leading (20%) Ongoing

Response Paper 20%

Due date is Week 4 (September 28).

Proposal and outline (of final paper) 5%

Due date is Week 7 (October 19).

1-2 pages, double-spaced (250-500 words)

Take-Home Examination 20%

Week 8 (November 9).

Questions will be released on Brightspace on Nov. 9(after the lecture). Students to upload exam answers on Brightspace by November. 14th (11:59PM)

Final Paper 35%

Due date is Dec. 6

Breakdown of Assignments:

Participation and Discussion Leading (20%) - Ongoing

Attendance is expected and will be taken in lecture and in discussion groups (tutorials). The participation grade will reflect the extent to which students contribute to class discussions in an informed and critical manner. Participants are expected to join the meeting each week having completed the readings, prepared to lead the discussion or give a short presentation, and equipped to discuss the material. If you are unavoidably prevented from attending your discussion group, please let the TA know as soon as possible. Absences and weak and/or limited participation will result in a diminished final grade. Due to the nature of this course there are no 'make-up' opportunities for lost participation marks.

Response Paper 20%

All students must write a five-page, double-spaced (1,250 words) reading response paper that responds to the readings in week two and that responds to the question: Does theory and its related disciplinary framework matter? If yes, why? If no, why not? If neither, please explain. The response papers should be five pages in length and should contain responses to the assigned readings from week two. As you do the required reading and prepare to write the response paper please summarize each reading and focus on how the arguments from the Week two reading are used to support the author's claims. Look for the unstated assumptions that the authors use: what does s/he assume about how humans behave or think? Please be sure to articulate main points, identify the debates in which he/she is engaged, and indicate whether or not you feel he/she succeeds in supporting and analyzing his/her argument.

The response paper should assume that the reader is unfamiliar with the subject matter and therefore should outline what the publication is about (briefly), how it fits into a larger debate, and what the strengths and weaknesses are. A good model for how to organize a review of multiple works can be found in the review sections of most academic journals.

Response Paper Rubric:

Structure 3pts total

- **Introduction**
 - The title describes the paper clearly, and is interesting and engaging.
 - The objective of the paper is easily identifiable, well thought out, well-formulated, and clearly stated. There is an explanation of the motivation or reasoning that produced the objective.
 - The main ideas of the paper are outlined clearly.
- **Body paragraph**
 - Ideas and arguments work together as a unified whole. Sophisticated arrangement; clear, formulaic plan.
 - Points and arguments consistently relevant to the idea and/or objective.
 - Logical and organic transitions from one point or idea to the next. Paragraphs support solid topic sentences.
 - All ideas flow logically; the argument is identifiable, reasonable, and sound.
- **Conclusion**
 - Conclusion highlights the result of the research without simply restating the main ideas and arguments.
 - The concluding statement looks beyond the immediate research to further lines of investigation or broader applications of the conclusion.

Analysis 6pts total

- Identify with clear presentation of the main points and analysis (indicating key concepts and crucial arguments, evaluating contending arguments, indicating whether or not you feel he/she succeeds in supporting and analyzing his/her argument.
- Note that you must examine contending positions and address those arguments that would challenge your own position. Ideas and arguments work together as a unified whole.
- Sophisticated arrangement: Clear, formulaic plan.
- **Commentary**
 - You are encouraged to express your ethical stand/opinion whenever possible.

Mechanics 1pt total

- Language is clearly organized. Correct word usage, punctuation, sentence structure, and grammar; correct citation of the source; minimal to no spelling errors. The writing style is concise and in compliance with academic expectations.

Citation? The style of citation is up to the student if it is consistent throughout the paper.

Format (Sticking to the instructions of the assignment)

Please adhere to the instructions, otherwise failing to do so can cause grade reduction or given an incomplete.

Assignment Total = 10pts**

Proposal and outline (of final paper) 5%

Due date is Week 7 (October 19)

250-500 words

Rubric:

- Write a title that is interesting, engaging and clearly explains the research paper.
- The proposal clearly summarizes the paper.
- A strong introduction, including the Research Question (thesis statement) and outlining the main ideas of the essay
- Language is clearly organized. Correct word usage, punctuation, sentence structure, and grammar; minimal to no spelling errors.
The writing style is concise and in compliance with academic expectations.
- A list of 3-5 keywords demonstrates the core focus of the paper.

Detailed Rubric for Proposal and Outline

Assignment Total = 10pts**

Structure 9pts total

● **Introduction**

4 Pts

- The title describes the research paper clearly and is interesting and engaging.
- The Research Question (thesis statement) is easily identifiable, well thought out, well-formulated, and clearly stated. There is an explanation of the motivation or reasoning that produced the objective.

- The main ideas of the paper are outlined clearly.

- **Body paragraph**

3 Pts

- Ideas and arguments work together as a unified whole. Sophisticated arrangement; clear, formulaic plan.
- Briefly indicating a background information of key concepts and theories.
- Points and arguments consistently relevant to the idea and/or objective.
- Logical and organic transitions from one point or idea to the next. Paragraphs support solid topic sentences.
- All ideas flow logically; the argument is identifiable, reasonable, and sound.

- **Conclusion**

2 Pts

- Conclusion highlights the expected result of the research.
- The concluding statement looks beyond the immediate research to further lines of investigation or broader applications of the conclusion.

Mechanics

1pt total

- Language is clearly organized. Correct word usage, punctuation, sentence structure, and grammar; minimal to no spelling errors. The writing style is concise and in compliance with academic expectations. A list of 3-5 keywords demonstrates the core focus of the paper.

Format (Sticking to the instructions of the assignment)

Please adhere to the instructions, otherwise failing to do so can cause grade reduction or given an incomplete.

Assignment Total = 10pts**

Take-Home Examination 20%

The tests will address the theoretical perspectives, readings, and lecture material covered in the course up to the test date (March 10).

Questions for the take-home midterm exam will be released after class on Thursday, November 9. The due date is Tuesday, Nov. 14th. (11:59pm).

You will be able to access the question sheet and Exam Submission Portal here: Midterm Exam Module. This Module can be found on the Content Page of Brightspace.

The exam consists of Part 1 and Part 2.

Part 1 is about short-answer questions. There are SIX prompt questions where you answer FOUR out of the six questions. Part 1 is worth 60% of the total mark of the Midterm exam.

Part 2 is a long-essay question. There are TWO prompt essay questions where you choose one of the two questions. It is worth 40%. It is an open book exam but not an open internet.

Further information will be provided when the questions sheet released on Thursday, Nov. 9, after class.

Final Paper 35%

How can critical theories be used to address and/or analyze current events? Can they help us make sense of our global world? Can they be mobilized to produce change? Utilizing a theoretical perspective presented in weeks 2-12, students will analyze a recent current issue and/or event and will either prepare a critical analytical paper or propose an engagement or activist project to address this issue. Due date is December 6.

The paper must be 2000-2500 words, double space, excluding citations and bibliography.

Rubric of Final Paper

The paper must be 2000-2500 words, double space, excluding citations and bibliography.

The final research paper is due on December 6.

Introduction (5 Points)

Write a title that is interesting, engaging and clearly explains the research paper.

Write a title that describes the paper clearly, and is interesting and engaging.

The objective of the paper is easily identifiable, well thought out, well-formulated, and clearly stated.

There is an explanation of the motivation or reasoning that produced the objective.

The main ideas of the paper are outlined clearly.

Research Question (4 Points)

State clearly the research question. The research question is well formulated, thought-provoking, original. Explain what has prompted you to ask this question, and its relevance/significance for readers.

Literature Review (9 Points)

The paper includes a separate section with appropriate and relevant information, background secondary (academic) sources, indicating familiarity with some key concepts/theories and publications on the topic. This section should end with a statement and justification of your working hypothesis.

Evidence and Analysis (15 Points)

Identify with clear presentation of the main points and analysis (indicating key concepts and crucial arguments, evaluating contending arguments, making your own argument, and providing supporting evidence and reasons for your argument). Note that you must examine contending positions and address those arguments that would challenge your own position. Paper is divided into main arguments with sub-topics and proceeds logically from one focused discussion to the next. Ideas and arguments work together as a unified whole. Sophisticated arrangement: Clear, formulaic plan.

Conclusion (4 Points)

The conclusion highlights the main results of your research and implications of your findings.

Mechanics- Style and Referencing (3 points)

Language is clearly organized. Correct word usage, punctuation, sentence structure, and grammar; correct citation of the source; minimal to no spelling errors. The writing style is concise and in compliance with academic expectations. You may choose to cite any style of your choice (e.g., MLA, Chicago, APA, etc...), but it must be consistent throughout the paper. The bibliography consists of references including primary sources, secondary sources, and media sources. You may use Internet-based sources in addition to the academic and course sources.. PLEASE NOTE: I DO NOT ACCEPT WIKIPEDIA AS A REFERENCE. If you like something on Wikipedia, go to the original source.

Format (Sticking to the instructions of the assignment)

Please adhere to the instructions, otherwise failing to do so can cause grade reduction or given an incomplete.

Final Paper Total = 40 Points.

Evaluation

Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points. Please see below (Final Grades).

Classroom Interaction

Throughout this course, there will be opportunities for you to interact with your instructor and your classmates! Students will interact with their peers and have opportunities to learn from their colleagues during learning activities, which include the group presentations. You are expected to behave with dignity and etiquette at all times, both in face-to-face interactions and when engaging with each other online.

Dignified Manner

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on other people's lives and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's alright to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

Carleton University

Global and International Studies

Academic Accommodation:

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). The deadlines for examination accommodation arrangements through the PMC is November 11, 2022 for Fall examinations.

Accommodation 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).

Accommodation 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.

Survivors of Sexual Violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activity: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, see the policy.

Plagiarism : The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and

- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of "F" for the course.

Intellectual Property: 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).

Statement on Student Mental Health

As a university student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus):

<https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are a number of actions you can take to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's symptom reporting protocols.

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in cuScreen as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the University's COVID-19 website and review the Frequently Asked Questions (FAQs). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

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 Grades:

If you wish to appeal the grade given to your assignment by your tutor, you must submit a letter to the instructor clearly outlining why you feel the grade should be changed. Final 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 will be via official Carleton university e-mail accounts and/or Brightspace. It is the student's responsibility to monitor their Carleton and Brightspace accounts.

Textbook:

Textbooks are available as electronic books (eBooks) or in hardcopy. eBooks can be purchased from the publisher's website or from major online retailers. Hardcopies can be purchased from major online retailers. A limited number will be available at the Carleton University Bookstore. It is strongly recommended that you purchase the online versions of the texts.

- Matthews, EG. and Callaway, RL. 2019. Second Edition. **International Relations Theory: A Primer**. New York: Oxford University Press.
- Additional readings will be posted on the course website or available through ARES.

You are responsible for checking the course website regularly and reading, watching, and/or listening to all material listed for each week. Occasionally, I will post articles or links that are course-related and informative. For the intellectually adventurous I will happily provide more challenging readings – just ask.

GINS 3010A Course Schedule

Week 1 (September 7) Introduction

Required Readings:

- Matthews, EG., Callaway, RL., eds. 2017. "Introduction" in International Relations Theory: A Primer. New York: Oxford University Press, pp.1-28.
- Riley, D. 2007. "The Paradox of Positivism." Social Science History 31(1): 115-126.
- Tickner, A. (2003) Seeing IR Differently: Notes from the Third World. Millennium. [Online] 32 (2), 295–324.

Optional Readings:

- Neumann, Iver B. 2014. "International Relations as a Social Science." Millennium: Journal of International Studies 43(1): 330–350.
- Thakur, V. (2020). "The Logic of the Global South in Decolonial IR." Cambridge Review of International Affairs, 33(1), 80-98.
- Asad, Talal. Introduction In Genealogies of Religion. Discipline and Reasons of Power in Christianity and Islam, pp. 1-26. Baltimore and London: The Johns Hopkins University Press.
- Adiong, N. M. (2013) International Relations and Islam: Diverse Perspectives. Newcastle-upon-Tyne: Cambridge Scholars Publishing.

- Zhao, T. (2006). Rethinking Empire from a Chinese Concept 'All-Under-Heaven' (Tian-xia). *Social Identities*, 12(1), 29–41.
- Rosow, SJ. 2003. "Toward an Anti-disciplinary Global Studies." *International Studies Perspectives* 4(1): 1-14.
- Evidence. *Stanford Encyclopedia of Philosophy*. July 28, 2014. Pps. 1-11

Week 2 (September 14) Core Concepts

Required Readings:

- Kurzman, Charles. 1994. Epistemology and the sociology of knowledge. *Philosophy of the Social Sciences* 24 (3):267-90.
- Schmidt, B. 2002. "Anarchy, World Politics and the Birth of a Discipline," *International Relations* 16(1): 9-31.

Optional Readings:

- Bartleson, J. 2000. "Three concepts of globalization." *International Sociology* 15(2): 180- 96.
- Scholte, JA. 2008. "Defining Globalisation." *The World Economy*, 31(11), 1471-1502.
- Buzan, B. 2004. *From International to World Society? English School Theory and the Social Structure of Globalisation*, Cambridge University Press, pp. 161-204.
- de Carvalho, B., Leira, H, Hobson, JM. 2011. "The Big Bangs of IR: The Myths That Your Teachers Still Tell You about 1648 and 1919." *Millennium: Journal of International Studies* 39(3): 735–758.
- Miranda Fricker 2002. "Epistemic Injustice: Power and the Ethics of Knowing," *Philosophy & Phenomenological Research* 65 (2): 273-293

Week 3 (September 21) Realism in International Relations

Required Readings:

- Matthews, EG., Callaway, RL., eds. 2017. "Realism" in *International Relations Theory: A Primer*. London: Oxford University Press. pp. 30-71.
- Williams, M. 2004 "Why Ideas Matter in IR: Morgenthau, Classical Realism, and the Moral Construction of Power Politics." *International Organization* 58(4): 633-665.
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Optional Readings

- Dunne, Tim and Brian C. Schmidt. 2001. Realism In John Baylis, Steve Smith and Patricia Owens, eds. *The Globalization of World Politics: An Introduction to International Relations*, Pp. 101-115. New York: Oxford University Press.

- Corntassel, J. and Woons, M. 2018. “Indigenous Perspectives on International Relations Theory.” E-International Relations [Online: <https://www.e-ir.info/2018/01/23/indigenous-perspectives-on-international-relations-theory/>]
- Morgenthau, Hans and Kenneth Thompson. 1985[1948]. Six Principles of Political Realism In Politics Among Nations: The Struggle for Power and Peace, Pp. 4-15
- Morgenthau, Hans and Kenneth Thompson. 1985[1948]. Political Power In Politics Among Nations: The Struggle for Power and Peace, Pp. 31-51

Week 4 (September 28) Liberalism

(Response paper due today)

Required Readings:

- Matthews, EG., Callaway RL., eds. 2019. "Liberalism" in *International Relations Theory: A Primer*. London: Oxford University Press.
- Olson, Mancur and Richard Zeckhauser. 1997. *An Economic Theory of Alliances*. In George Crane and Abba Amawi, eds. *The Theoretical Evolution of International Political Economy*, Pp. 212-226. London and New York: Oxford University Press.

Optional Readings

- Doyle, M. 2005. "Three Pillars of the Liberal Peace." *The American Political Science Review* 99(3): 463-466.
- Moravcsik, A. 1997. "Taking Preferences Seriously: A Liberal Theory of International Politics." *International Organization* 51(4): 513-53.

Week 5 (October 5) Structural Approaches

Required Readings

- Matthews, EG., Callaway RL., eds. 2019. "Economic Structuralism" in *International Relations Theory: A Primer*. London: Oxford University Press.
- Harvey, D. 2005. "Introduction" and "Chapter 1" in *A Brief History of Neoliberalism*. Oxford: Oxford University Press [Full text online via MacOdrum]

Optional Readings

Lake, D. 2007. "Escape from the State-of-Nature: Authority and Hierarchy in World Politics." *International Security* 32(1): 47-79

Frieden, JA. 1991. "Invested Interests: the Politics of National Economic Policies in a World of Global Finance." *International Organization* 45(4): 425-451.

Week 6 (October 12) Constructivism and Poststructuralism

Required Readings:

- Matthews, EG., Callaway RL., eds. 2017. "Constructivism" in *International Relations Theory: A Primer*. London: Oxford University Press.
- Wendt, A. 1992. "Anarchy is what States Make of it: The Social Construction of Power Politics." *International Organization* 46(2): 391-425.

Optional Readings

- Adler, E. 1997. "Seizing the Middle Ground: Constructivism in World Politics." *European Journal of International Relations* 3(3): 319–363.
- Finnemore, M, Sikkink, K. 2001. "Taking Stock: The Constructivist Research Program in International Relations and Comparative Politics." *Annual Review of Political Science* 4: 391-416.
- McMorrow, A. 2018. "Introducing Poststructuralism in International Relations Theory." *E-International Relations* [Online: <https://www.e-ir.info/2018/02/13/introducing-poststructuralism-in-international-relations-theory/>]

Week 7 (October 19) Critical Theory I & II Proposal and outline Due Today

Selected readings:

On Critical Theory I

- Gramsci, A. [1970]. "Hegemony, Intellectuals, and the State." *Cultural Theory and Popular Culture: A Reader*, 3rd ed., edited by John Storey, Harlow, Pearson International Limited, 2006, pp. 85-91.
- Althusser, L. 1970. "Ideology and Ideological State Apparatus" in *Critical Theory: A Reader for Literary and Cultural Studies*. RD Parker, ed. New York: Oxford University Press, pp. 449-460.
<https://www.marxists.org/reference/archive/althusser/1970/ideology.htm>
- Adorno, T. and Horkheimer, M. 1944. "The Culture Industry: Enlightenment as Mass Deception." <https://www.marxists.org/reference/archive/adorno/1944/culture-industry.htm>.

On Critical Theory II

- Habermas, J. 1981. "Modernity versus Postmodernity." *New German Critique* 8(22): 3-14.
- Jameson, F. 1984. "Postmodernism, or the Cultural Logic of Late Capitalism." *New Left Review* 146 (July 1): 53–92

Winter Break – October 23-27 (No Classes)

Week 8 (November. 2) Feminist Approaches

Selected readings:

- Matthews, EG., Callaway, RL. 2017. "Feminism" in *International Relations Theory: A Primer*. New York: Oxford University Press. pp. 210-252

- Tickner, JA. 2014 [1988]. “Hans Morgenthau’s Principles of Political Realism: A Feminist Reformulation” in A Feminist Voyage through International Relations. New York: Oxford University Press.
- Crenshaw, K. 2016. Keynote Address, Women of the World Festival. <https://www.youtube.com/watch?v=-DW4HLgYPIA> (Video, 30:46)

Optional Readings:

- Bedford, K., Rai, SM. 2013. “Feminists theorize international political economy.” E-International Relations [Online: <https://www.e-ir.info/2013/03/30/feminists-theorize-international-political-economy/>]
- Moghadam, V. 2002. ‘Islamic Feminism and Its Discontents: Toward a Resolution of the Debate.’ Signs 27(4): 1135-1171.
- **Podcast:**
'A Feminist Voyage Through International Relations'
Politics and International Relations Podcasts
“Professor Emerita J. Ann Tickner (University of Southern California) delivers a lecture on the role of feminist theory in the field of international relations. Tickner’s talk covers the genesis of the feminist approach to IR, which she herself pioneered some 25 years ago. She details how the feminist approach is methodologically distinct as most of IR relies on state-centric approaches while feminist theory is inherently sociological. One of Tickner’s examples is the investigation of how gendered responses to 9/11 caused a return to hypermasculinity in policy. Finally, Tickner makes a case for the continued development of the field as a way to continue legitimizing the explanations of world politics that scholars produce. The lecture follows from the 2014 publication of Tickner’s book, A Feminist Voyage through International Relations, by the Oxford University Press as part of their series Oxford Studies in Gender and International Relations.”
<https://podcasts.apple.com/ca/podcast/politics-and-international-relations-podcasts/id381702823?i=1000410380426>

Week 9 (November 9) Coloniality and Decoloniality

(Midterm Exam)

Selected readings:

- Mignolo, WD. 2000. “The Geopolitics of Knowledge and the Colonial Difference.” South Atlantic Quarterly 101(1): 57-96.
- Tuck, E., Yang, KW. 2012. “Decolonization Is Not a Metaphor.” Decolonization: Indigeneity, Education & Society 1(1): 1-40
- Edward Said. Orientalism (introduction)

Optional Readings:

- Quijano, A. 2007. “Coloniality and Modernity/Rationality.” Cultural Studies 21(2): 168-78.
- Sen, S. (2023) Decolonising to reimagine International Relations: An introduction. Review of international studies. [Online] 49 (3), 339–345.
- King, H. 2017. “The Erasure of Indigenous Thought in Foreign Policy.” Open Canada [Online: <https://www.opencanada.org/features/erasure-indigenous-thought-foreign-policy/>]
- Hall, S. 1992. “The West and the Rest: Discourse and Power” in Formations of Modernity. S. Hall and B. Gieben, eds. Cambridge: Polity Press/Open University.

- Mohammed Salama. 2011. Islam, Orientalism, and Intellectual History. London and New York: I.B. Tauris.

Week 10 (November 16) Towards Global International Relations?

- Liu, X. (2022). Reimagining the Global Order: China in History and Theory. In: Cooke, S. (eds) Non-Western Global Theories of International Relations. Palgrave Studies in International Relations. Palgrave Macmillan, Cham. Pp.73-99
- Istar Gozaydin (2013). Ahmet Davutoglu: Role As An Islamic Scholar Shaping Turkey's Foreign Policy. In: Adiong, N. M. (2013) International Relations and Islam: Diverse Perspectives. Newcastle-upon-Tyne: Cambridge Scholars Publisher. Pp.91-110
- Corntassel, J. and Woons, M. 2018. "Indigenous Perspectives on International Relations Theory." E-International Relations [Online: <https://www.e-ir.info/2018/01/23/indigenous-perspectives-on-international-relations-theory/>]
- King, H. 2017. "The Erasure of Indigenous Thought in Foreign Policy." Open Canada [Online: <https://www.opencanada.org/features/erasure-indigenous-thought-foreign-policy/>]

Optional Readings:

- Cooke, S. (2022) Non-western global theories of international relations. Samantha Cooke (ed.). Cham, Switzerland: Palgrave Macmillan.
- Adiong, N. M. (2013) International Relations and Islam: Diverse Perspectives. Newcastle-upon-Tyne: Cambridge Scholars Publisher.
- Short, N and Kambouri, H. 2010. "Ambiguous universalism: theorising race/nation/class in international relations." Journal of International Relations and Development 13(3): 268-300
- Mahler, AG. (n.d.) "What/Where is the Global South?" University of Virginia <https://globalsouthstudies.as.virginia.edu/what-is-global-south>
- Comaroff, J. and Comaroff, JL. 2012. "Theory from the South: Or, how Euro-America is Evolving Toward Africa." Anthropological Forum, 22(2): 113-131
- Acharya, A. and Buzan, B. 2019. "Towards Global International Relations" In The Making of Global International Relations: Origins and Evolution of IR at its Centenary (pp. 285-320). Cambridge: Cambridge University Press.
- Sabaratnam, M. 2011. "IR in Dialogue ... but Can We Change the Subjects? A Typology of Decolonising Strategies for the Study of World Politics." Millennium: Journal of International Studies 39(3): 781-803

Week 11 (November 23)

Where do We Go from Here I?

Selected readings:

- Matthews, EG, Callaway, RL. 2019. "Conclusion" in International Relations Theory: A Primer. New York: Oxford University Press.276-313

Week 12 (November 30)

Where do We Go from Here II?

Selected Readings:

- Lake, D. 2011. "Why "isms" Are Evil," International Studies Quarterly 55(2): 465-480.
- Ikenberry, GJ. 2011. "The Future of the Liberal World Order: Internationalism afterAmerica," Foreign Affairs, 90(3): 56-68.
- Walt, SW. 2016. "The Collapse of the Liberal World Order." Foreign Policy [Online: <https://foreignpolicy.com/2016/06/26/the-collapse-of-the-liberal-world-order-european-union-brexid-donald-trump/>]