

# GINS 3010 B Winter 2018 – GLOBAL & INTERNATIONAL THEORY

**CARLETON UNIVERSITY**  
**Kroeger College of Public Affairs**  
**Bachelor of Global and International Studies**

Thursdays | 2:35 pm - 4:25| Mackenzie Building 3275

**Instructor:** Candace Sobers | **Office:** 2404R-C Richcraft Hall |  
**E-mail:** [candace.sobers@carleton.ca](mailto:candace.sobers@carleton.ca) | Office hours: THU 1-2 or by appointment

**Teaching Assistants:**  
Dani Belo [dani.belo@carleton.ca](mailto:dani.belo@carleton.ca) | Emily Keenan [emily.keenan@carleton.ca](mailto:emily.keenan@carleton.ca)

## Course Description

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GINS 3010 is an advanced undergraduate course which 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).

**Format:** One 2-hour lecture per week, plus one hour-long discussion group per week.

**Objectives:** By the end of the course 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. Apply theoretical frameworks to cogent written and oral analyses of issues in global and international studies.

## Required Texts

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This course requires the following texts. Please avoid purchasing the incorrect editions. Texts are available at the Carleton University Bookstore or can be purchased online at major retailers. You are welcome to purchase e-editions if available, and used copies should be readily available at the bookstore:

- Matthews, EG. and Callaway, RL. 2017. 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.

## **Assignments, Evaluation, and Grading**

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### **(I) Participation and Reading Responses (15%) - *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 arrive each week having completed the readings, prepared or answered the discussion questions (as applicable), and equipped to discuss the material.
- Each participant will also write three 1-2 page response papers (one paper/month).
- 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. you are unavoidably prevented from attending class, please let the Instructor know as soon as possible (note: official documentation may be required).

### **(II) In-Class Tests x 2 @ 20% (40% total)**

- Test 1 – Week 6, Test 2 – Week 9
- The tests will address the theoretical perspectives, readings, and lecture material covered in the up to the test date.
- If you require accommodations from the PMC the final date to notify the Instructor is **February 1, 2018**.

### **(III) From Theory to Action: Engagement Paper/Project\* (45%) – *Friday, March 29***

*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 2-10, students will analyze a recent current issue and/or event, and propose an engagement or activist project to address this issue.

**Grading:** 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.

## Submitting Term Work

**Always keep a copy of all essays, term papers, written assignments, or take-home tests submitted in your courses. You can be asked to re-submit work for evaluation.**

- Submission of Term Work:** All assignments are due in hardcopy at the beginning of class unless otherwise specified. If so instructed, please submit an exact copy of your assignment to the Course Website (instructions will follow).
- Late penalties:** Late assignments will receive a -5% deduction for the first day, -5%/day thereafter, weekends count as one day.
  - Late assignments may be submitted to the BGIInS office or drobox in 2404R Richcraft Hall. Barring *exceptional* circumstances, assignments will not be accepted more than three (3) days after the original deadline.
- Policy on Extensions:** Students are not entitled to extensions on assignments. Extensions are granted solely at the discretion of the Instructor. While medical notes, appeals from the Registrar, etc., may be considered, please note that extensions are not guaranteed and will only be granted in the most exceptional circumstances. Let us hope it does not come to this. **No extensions will be granted within 24 hours of the assignment due date.**

- **Return of Term Work:** Assignments are returned in class; you must regularly attend class to receive your grades. **Grades will not be conveyed via email.** For assignments 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 as per Carleton University policy.

## Academic Accommodations

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- **Learning difficulties and/or impairments:** 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 the PMC at 613-520-6608 or [pmc@carleton.ca](mailto: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).
- **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](http://www.carleton.ca/equity)).
- **Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an [Equity Services 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.

## Academic Integrity

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- 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.

## **Intellectual Property**

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- 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). I maintain the copyright to all course materials; they may not be posted, uploaded, transferred, or sold without my express written consent in advance.

## **Course Communications**

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- All email communication to students from BGIInS 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. Please note that “I didn’t check my email” will never be a valid excuse. A respectful tone is expected in all e-communication. Students can generally expect an e-mail response within 48 hours, weekends and holidays excepted.

## **Medical Certificates & Illness**

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- In the unfortunate case of illness or injury, only a [Medical Certificate](#) signed by a licensed physician and indicating that treatment/counsel was sought on the day of the missed class, assignment or examination, will be accepted. Please note: “Doctors notes may not always be issued for the following reasons:
  - Missed classes/labs except in extenuating circumstances.
  - Minor illnesses (e.g. colds, flu).
  - Past illnesses that have been resolved and that there is no documentation for.
  - Obvious injuries (e.g. broken bone in a cast).”

## **Course Conduct**

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- In this course informed and critical discussion of complex and contentious issues is the central component of the learning experience. Thus, all participants are expected to arrive on-time, prepared to conduct themselves with decorum and civility, and to actively contribute to an atmosphere of scholarly inquiry and mutual respect. While spirited discussion and disagreement are encouraged, rudeness, combativeness, and disruption are not.
- Please refrain from conducting non-course-related activities during class time (i.e., social media, chats, games, constant texting, and the like). Electronic and/or digital devices (including mobile devices) which impede or hamper the class discussion will not be tolerated. Unacceptable conduct includes, but is not limited to, discrimination or harassment, threatening, stalking, and unwelcome communication either in person or through electronic or other means. I reserve the right to remove disruptive elements (including devices and persons) from the classroom.

*Syllabus continues on page 7*

## GINS 3010 Course Schedule

*\*\*NB: Reading list is subject to change\*\**

### Week 1 (January 10) Introduction

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- Course outline, expectations, etc.
- **Special Instructions:** All students will be expected to have critically watched the films *Black Panther* (2018) and *District 9* (2009) by week 11.

#### Required readings:

- **Matthews, EG., Callaway, RL.,** eds. 2017. "Introduction" in International Relations Theory: A Primer. New York: Oxford University Press, pp.1-28.
- **Rosow, SJ.** 2003. "Toward an Anti-disciplinary Global Studies," International Studies Perspectives, 4(1), 1-14.
- **Long, D.** 2011. "Interdisciplinarity and International Studies," in Interdisciplinary International Studies. P. Aalto, V. Harle, S. Moio, eds. London: Palgrave Macmillan, pp. 31-65.

### Week 2 (January 17) Core Concepts

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#### Required readings:

- **Buzan, B.** 2004. From International to World Society? English School Theory and the Social Structure of Globalisation, Cambridge University Press, pp. 161-204.  
[http://eprints.lse.ac.uk/12671/1/The\\_primary\\_institutions\\_of\\_international\\_society\\_\(LSERO\).doc.pdf](http://eprints.lse.ac.uk/12671/1/The_primary_institutions_of_international_society_(LSERO).doc.pdf)
- **Schmidt, B.** 2002. "Anarchy, World Politics and the Birth of a Discipline," International Relations 16(1): 9-31.
- **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.
- **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.

### Week 3 (January 24) Realism and Liberalism Redux

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#### Required readings:

- **Matthews, EG., Callaway, RL.,** eds. 2017. "Realism" in International Relations Theory: A Primer. London: Oxford University Press. pp. 30-71.

- **Matthews, EG., Callaway RL.,** eds. 2017. “Liberalism” in International Relations Theory: A Primer. London: Oxford University Press. pp. 73-120.
- **Doyle, M.** 2005. “Three Pillars of the Liberal Peace.” The American Political Science Review 99(3): 463-466.
- **Morgenthau, H. 1978** [1948]. Excerpt from “Six Principles of Political Realism” in Politics Among Nations: The Struggle for Power and Peace.  
<https://www.mtholyoke.edu/acad/intrel/morg6.htm>
- **Williams, M.** 2004 “Why Ideas Matter in IR: Morgenthau, Classical Realism, and the Moral Construction of Power Politics,” International Organization 58(4): 633-665.
- **Moravcsik, A.** 1997. “Taking Preferences Seriously: A Liberal Theory of International Politics,” International Organization 51(4): 513-53.

## Week 4 (January 31) Structural Approaches

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### Required readings:

- **Matthews, EG., Callaway RL.,** eds. 2017. “Economic Structuralism” in International Relations Theory: A Primer. London: Oxford University Press, pp. 123-165.
- **Sandler, T.** 1993. “The Economic Theory of Alliances: A Survey.” Journal of Conflict Resolution 37(3): 446-483.
- **Harvey, D.** 2005. “Introduction” in A Brief History of Neoliberalism. Oxford: Oxford University Press [Full text online via MacOdrum]
- **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.
- **Riley, D.** 2007. “The Paradox of Positivism.” Social Science History 31(1): 115-126.

## Week 5 (February 7) Constructivism

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### Required readings:

- **Matthews, EG., Callaway RL.,** eds. 2017. “Constructivism” in International Relations Theory: A Primer. London: Oxford University Press. pp. 123-165.
- **Dunne, T.** 1995. “The Social Construction of International Society,” European Journal of International Relations 1(3): 367-389.
- **Wendt, A.** 1992. “Anarchy is what States Make of it: The Social Construction of Power Politics.” International Organization 46(2): 391-425.
- **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.

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## Week 6 (February 14) Poststructuralism / In-Class Test #1

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### Required readings:

- **Halliday, F.** 1990. “‘The Sixth Great Power’: on the Study of Revolution and International Relations,” Review of International Studies 16(3): 207-221.
- **Goodwin, J and Skocpol, T.** 1989. “Explaining Revolutions in the Contemporary Third World,” Politics & Society, 17(4): 489-509.
- **Ashley, RK.** “Untying the Sovereign State: A Double Reading of the Anarchy Problematique,” Millennium, 17(2): 227–262.
- **Campbell, C.** ‘Writing Security’, excerpt from Writing Security: United States Foreign Policy and the Politics of Identity, University of Minnesota Press, 1998.  
[https://www.libraryofsocialscience.com/assets/pdf/Campbell--Writing\\_Security.pdf](https://www.libraryofsocialscience.com/assets/pdf/Campbell--Writing_Security.pdf)
- **TBD**

## Winter Break – February 18-22 – No Classes

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## Week 7 (February 28) Feminisms

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### Required 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 [Full text online via MacOdrum]
- **Bedford, K., Rai, SM.** 2013. “Feminists theorize international political economy.” E-International Relations [Online: <http://www.e-ir.info/2013/03/30/feminists-theorize-internationalpolitical-economy/>]
- **Moghadam, V.** 2002. ‘Islamic Feminism and Its Discontents: Toward a Resolution of the Debate.’ Signs 27(4): 1135-1171.
- **Enloe, C.** <http://www.broadagenda.com.au/home/patriarchy-is-bigger-than-donald-trump-plenary-by-cynthia-enloe/>

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## Week 8 (March 7) Postcolonial Approaches

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### Required readings:

- **Sabaratnam, M.** “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.
- **Quijano, A.** 2007. “Coloniality and Modernity/Rationality,” Cultural Studies 21(2): 168-78.
- **Mignolo, WD.** 2000. ‘The Geopolitics of Knowledge and the Colonial Difference,’ South Atlantic Quarterly 101(1): 57-96
- **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.
- **Tuck, E., Yang, KW.** 2012. “Decolonization Is Not a Metaphor.” Decolonization: Indigeneity, Education & Society 1(1): 1-40.

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## Week 9 (March 14) Alternative Approaches / In-class test #2

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### Required readings:

- **King, H.** “The Erasure of Indigenous Thought in Foreign Policy.” Open Canada (online), July 2017, <https://www.opencanada.org/features/erasure-indigenous-thought-foreign-policy/>
- **Corntassel, J. and Woons, M.** “Indigenous Perspectives on International Relations Theory” E-IR, 23 January 2018.
- **Theil, M.** “Introducing Queer Theory in International Relations,” E-IR 7 January 2018.
- **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.
- **TBD**

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## Week 10 (March 21) The Return of Realism

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### Required readings:

- **Williams, MC.** 2005. “What is the National Interest? The Neoconservative Challenge in IR Theory,” European Journal of International Relations, 11(3): 307-37.
- **Schmidt, BC and Williams, MC.** 2008. “The Bush Doctrine and the Iraq War: Neoconservatives versus Realists.” Security Studies 17(2): 191-220.
- **Beer, FA and Hariman F.** “Realism, Post-Realism and ISIS,” E-IR, 17 January 2017
- **Falk, R.** ‘The Critical Realist Tradition and the Demystification of Interstate Power: E.H. Carr, Hedley Bull and Robert W. Cox’, in Stephen Gill and James H. Mittelman, eds., *Innovation and transformation in international studies*, Cambridge University Press, 1997, pp. 39-55.

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## Week 11 (March 28) No class

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- Research essays/projects due no later than 4:30 pm on Friday, March 29

## **Week 12 (April 4) Where are We Now?**

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- **Matthews, EG, Callaway, RL.** 2017. “Conclusion” in International Relations Theory: A Primer. New York: Oxford University Press, pp. 257-286.
- **Ikenberry, GJ.** 2011. “The Future of the Liberal World Order: Internationalism after America,” Foreign Affairs, 90(3): 56-68.
- **Walt, SW.** 2016. “The Collapse of the Liberal World Order.” Foreign Policy [online]. June 26. [<http://foreignpolicy.com/2016/06/26/the-collapse-of-the-liberal-world-order-european-union-brexit-donald-trump/>]
- **Lake, D.** 2011. “Why “isms” Are Evil,” International Studies Quarterly 55(2): 465-480.
- **Screening IR** – Debate on Black Panther (2018) and District 9 (2009)