**GINS 3010 B Winter 2024 – GLOBAL & INTERNATIONAL THEORY**

**CARLETON UNIVERSITY**

**Kroeger College of Public Affairs**

**Bachelor of Global and International Studies**

**Mondays | 3:35-5:25**

**Location:** See Carleton Central for details

**Instructor:** Candace Sobers | **Office:** 2115 Dunton Tower

**E-mail:** candace.sobers@carleton.ca | **Office hours:** See Brightspace for details

**Teaching Assistants**

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| --- | --- |
| Victoria Hinkson | VictoriaHinkson@cmail.carleton.ca |
| Carolyn Forster | carolynforster@cmail.carleton.ca |

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| **Section** | **Day** | **Time** | **TA** |
| **B2** | Mondays | 09:35-10:25 | Victoria |
| **B3** | Thursdays | 13:35-14:25 | Carolyn |

**Course Description**

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 1-hour discussion group. Lectures and tutorials will be in-person unless otherwise specified.

**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.

**Selected Texts**

Textbooks are available as electronic books (eBooks) or in hardcopy. eBooks can be purchased from the publisher’s website (Note: eBook providers may require an account or free third-party software) 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 though 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**

1. **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.
* Absences and weak and/or limited participation will result in a diminished final grade. Due to the nature of this course there are limited ‘make-up’ opportunities for lost participation marks. you are unavoidably prevented from attending your discussion group, please let the TA know as soon as possible (note: official documentation will be required).
1. **In-class Tests x 2 @ 20% each (40% total)**
* Week 6 and Week 11
* The tests will address the theoretical perspectives, readings, and lecture material covered in the course up to the test date.
* If you require accommodations from the PMC please notify me as soon as possible.
1. **From Theory to Action: Engagement Paper/Project\* (40% total)**

**Proposal and outline due by Monday, March 18th at 5:00 pm (5%)**

**Final paper due Friday, April 5th at 5:00 pm (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.

**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 notes, drafts, essays, projects, written assignments, or take-home tests submitted in your courses. You can be asked to re-submit work for evaluation or for extension requests.**

* **Submission of Term Work:** Upload assignments to Brightspace. No hardcopies will be accepted. All assignments are due by 5:00 pm.
* **Late penalties:** Late assignments will receive a -5% deduction for the first day, -5%/day thereafter, weekends count as one day. **If the assignment portal has closed the assignment will no longer be accepted, barring illness.**
* **Policy on Extensions:** 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. Please be prepared to submit notes, drafts, and other examples of work in progress.

**Academic Accommodations**

* **Learning difficulties and/or impairments:** The [Paul Menton Centre for Students with Disabilities](https://carleton.ca/pmc/) (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 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](http://carleton.ca/equity/) 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](http://carleton.ca/equity/) 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 Selected.

**Academic Integrity**

* 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, art works, 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, **including the unauthorized use of generative AI tools (e.g., ChatGPT)**;
* 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 or even suspension or expulsion from the University.

**Course Policy on the use of Generative Artificial Intelligence tools (e.g. ChatGPT)**

* In this course any use of generative AI tools to produce assessed content is considered a violation of academic integrity standards.

**Course Policy on Re-Using and Re-Submitting Course Work**

* In this course students may not submit substantially the same piece of work for academic credit more than once, that is, students may not re-use and/or re-submit their own work from a different course or from the same course if they are repeating. Re-using and/or re-submitting substantially the same piece of work for academic credit more than once will result in a lowered grade or the student may be asked to re-do the assignment, at the Instructor’s discretion.

**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). 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**

* All email communication to students from BGInS will be via official Carleton university e-mail accounts and/or Brightspace.  As important course and University information is distributed this way, it is the student’s responsibility to monitor their Carleton account and the Brightspace site. 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**

* In the unfortunate case of illness or injury, students are advised to complete this [Self-Declaration](file:///C%3A%5CUsers%5CTanya%20Schwartz%5CDesktop%5CCOVID-19_Self-declaration.pdf) form to request deferrals for any missed coursework. Requests dealing with midterm exams, assignments or other term work should be sent to your instructor. Requests dealing with final exams should be sent to the Registrar’s Office with a deferral application (carleton.ca/registrar/specialrequests/deferral).
* Note that in signing the Self-Declaration form students “acknowledge that providing false or misleading information in order to avoid or delay the submission of work or to avoid an exam is a violation of section VI.4 of the Academic Integrity Policy and a formal Academic Integrity investigation will be launched,” and that “deferring the course components listed above may result in a negative impact to my academic performance. I will consult with an academic advisor as needed and be sure that I am aware of the academic withdrawal deadline and, as always, assess my continuation in my courses before that deadline.”

**Course Conduct**

* 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.

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**GINS 3010 B Course Schedule**

*\*\*NB: Weekly readings will be taken from this list. List is subject to change. Readings with asterisks are where you should begin\*\**

**Week 1** (January 8) **Introduction**

**Selected readings:**

* **\*Matthews, EG., Callaway, RL**., eds. 2017. “Introduction” in International Relations Theory: A Primer. New York: Oxford University Press, pp.1-28.
* **\*Neumann, Iver B**. 2014. “International Relations as a Social Science.” Millennium: Journal of International Studies 43(1): 330–350.
* \***Seth, S**. Beyond Reason: Postcolonial Theory and the Social Sciences. Oxford: Oxford University Press, 2021. “Introduction” and “Unsettling the Modern Knowledge Sentiment.”
* **Rosow, SJ**. 2003. “Toward an Anti-disciplinary Global Studies.” International Studies Perspectives 4(1): 1-14.
* **Riley, D**. 2007. “The Paradox of Positivism.” Social Science History 31(1): 115-126.

**Week 2** (January 15) **Core Concepts *Discussion Groups Begin***

**Selected 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_%28LSERO%29.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 22) **Realism and Liberalism Redux**

**Selected 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 [Online: <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 29) **Structural Approaches**

**Selected readings:**

* **\*Matthews, EG., Callaway RL.,** eds. 2017. “Economic Structuralism” in International Relations Theory: A Primer. London: Oxford University Press, pp. 123-165.
* **\*Harvey, D.** 2005. “Introduction” and “Chapter 1” 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.

**Week 5** (February 5) **Constructivism**

**Selected readings:**

* **\*Matthews, EG., Callaway RL.,** eds. 2017. “Constructivism” in International Relations Theory: A Primer. London: Oxford University Press. pp. 123-165.
* **\*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.
* **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 6 (**February 12**) In-Class Test #1**

* **Details TBA**

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| Snowflake with solid fill | **Winter Break – February 19-23 – No Classes** | Snowflake with solid fill |

**Week 7** (February 26) **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 [Full text online via MacOdrum]
* **\*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.
* **Enloe, C.** <http://www.broadagenda.com.au/home/patriarchy-is-bigger-than-donald-trump-plenary-by-cynthia-enloe/>

**Week 8** (March 4) **Critical Theory**

**Selected readings:**

* **\*Illing, S.** “If you want to understand the age of Trump, read the Frankfurt School.” January 27, 2019. Vox [Online]. <https://www.vox.com/conversations/2016/12/27/14038406/donald-trump-frankfurt-school-brexit-critical-theory>
* **\*Gramsci, A**. [1970]. "Hegemony, Intellectuals, and the State." Cultural Theory and Popular

Culture: A Reader, 3rd ed., edited by John Storley, Harlow, Pearson International Limited, 2006, pp. 85-91.

* **\*Adorno, T. and Horkheimer, M**. 1944. “The Culture Industry: Enlightenment as Mass Deception.” <https://www.marxists.org/reference/archive/adorno/1944/culture-industry.htm>.
* **\*Mambrol, N. 2020.** “Analysis of Stuart Hall’s Encoding/Decoding.”

<https://literariness.org/2020/11/07/analysis-of-stuart-halls-encoding-decoding/>

* **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>

* **Keller, D.** 2002. “Second Introduction.” In One Dimensional Man by Herbert Marcuse. Routledge. [https://libcom.org/files/Marcuse,%20H%20-%20One-Dimensional%20Man,%202nd%20edn.%20(Routledge,%202002).pdf](https://libcom.org/files/Marcuse%2C%20H%20-%20One-Dimensional%20Man%2C%202nd%20edn.%20%28Routledge%2C%202002%29.pdf)
* **Habermas, J.** 1981. “Modernity versus Postmodernity.” New German Critique 8(22): 3-14.
* **Foucault, M.** 1975. “Panopticism” in Critical Theory: A Reader for Literary and Cultural Studies. RD Parker, ed. New York: Oxford University Press, pp. 493-508.

**Week 9** (March 11) **Coloniality and Postcoloniality**

**Selected readings:**

* **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.
* **\*Spivak, GC.** 1983. “Can the Subaltern Speak?”

**Week 10** (March 18) **On Intersectionality PROPOSAL DUE**

**Selected readings:**

* **\*Crenshaw, K**. 2016. “On Intersectionality.” Keynote Address, Women of the World Festival. <https://www.youtube.com/watch?v=-DW4HLgYPlA> (30:46)
* **\*King, H.** 2017. “The Erasure of Indigenous Thought in Foreign Policy.” Open Canada [Online: <https://www.opencanada.org/features/erasure-indigenous-thought-foreign-policy/>]
* **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/>]
* **Theil, M**. 2018. “Introducing Queer Theory in International Relations.” E-International Relations [Online: <https://www.e-ir.info/2018/01/07/queer-theory-in-international-relations/>]
* **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.

**Week 11** (March 25) **In-Class Test #2**

* **Details TBA**

**Week 12** (April 1) **Towards Global International Relations?**

**Selected readings:**

* **\*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.
* **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.
* **Zhang, Y. and Teng-Chi Chang, T**. 2012. “Introduction: The Making of Chinese International Theory?” In Constructing a Chinese School of International Relations : Ongoing Debates and Sociological Realities. London: Taylor and Francis.

<https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1gorbd6/alma991004765489705153>

***\*\*FINAL PAPER/PROJECT DUE on FRIDAY, APRIL 5TH at 5:00 pm\*\****

**Week 13** (April 8) **Where are We Now?**

**Selected readings:**

* **\*Matthews, EG, Callaway, RL**. 2017. “Conclusion” in International Relations Theory: A Primer. New York: Oxford University Press, pp. 257-286.
* **\*Lake, D.** 2011. “Why “isms” Are Evil,” International Studies Quarterly 55(2): 465-480.
* \***Seth, S**. Beyond Reason: Postcolonial Theory and the Social Sciences. Oxford: Oxford University Press, 2021. “International Relations: Empire and Amnesia.”
* **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: <https://foreignpolicy.com/2016/06/26/the-collapse-of-the-liberal-world-order-european-union-brexit-donald-trump/>]
* **TBA**