

GINS 3010 B Winter 2026 - GLOBAL & INTERNATIONAL THEORY

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

Wednesdays | 11:35-13:25 + 1 hour discussion group

Location: See Carleton Central for details

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

E-mail: candace.sobers@carleton.ca | **Office hours:** Wednesdays, 2-3, or by appointment

Algonquin Territory Acknowledgement

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

For further information: [Carleton Centre for Indigenous Initiatives](#).

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.

Learning outcomes: 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.

- Matthews, EG. and Callaway, RL. 2019. Second Edition. International Relations Theory: A Primer. New York: Oxford University Press (cost: approx. \$40 rental (subject to change)).
- Weber, C. 2005. Second Edition. International Relations Theory: A Critical Introduction. London: Routledge.
- 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

Participation	Ongoing	n/a	10%
Discussion Questions and Reflection	Ongoing	n/a	10%
Producing Political Knowledge	February 13	Week 6	25%
In-Class Test	March 11	Week 9	20%
Theory to Action Part 1	March 25	Week 11	15%
Theory to Action Final	April 8	Week 13	20%

(I) Participation (10%) - ongoing

- Attendance is expected and will be taken 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.

(II) Discussion Questions and Reflections (10%) - ongoing

- In groups of 2-4, each participant will prepare 2-3 discussion questions to distribute to the class two (2) days ahead of lecture (by Monday at 5:00 pm). After class, the group will write a 2-3 pp. reflection to be submitted by the Friday. This assignment must be completed in GoogleDocs and will be reviewed with the Revision History extension.

(III) Producing Political/Politicized Knowledge Assignment (25%) - Week 6

- In this collaborative assignment, students will work together to research, plan, and script a short podcast on a topic covered in weeks 1-5. This assignment must be completed in GoogleDocs and will be reviewed with the Revision History extension.

(IV) In-class Test (20%) - Week 9

- The test will address the theoretical perspectives, readings, and lecture material covered in the course up to the test date.
- NOTE: If you are unable to write a midterm, test, or other scheduled assessments due to extenuating circumstances (such as a death in the family, illness, etc.), you must provide appropriate supporting documentation to the course instructor. Upon review, the instructor may offer a deferred test. **The deferral for the GINS 3010 B In-Class Test will be held on Monday, March 16 at 7:15 am, location TBA.**

(V) From Theory to Action: Engagement Paper/Project* (35% total)

Part I due Week 11 (November 11) at 5:00 pm (15%)

Final paper due Wednesday, April 8 at 5:00 pm (20%)

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.
- This assignment must be completed in GoogleDocs and will be reviewed with the Revision History extension.

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 will be asked to submit drafts and rough notes, or to re-submit work for evaluation or for extension requests.

- **Submission of Term Work:** All writing in this course, including presentation notes, proposals, and essays, will be completed using GoogleDocs and reviewed with the Revision History extension. All assignments are due by 5:00 pm unless otherwise specified. After submitting to GoogleDocs, upload an identical copy of the assignments to Brightspace on the same day. Please note that I am under no obligation to accept late emailed assignments.
- **Late penalties:** Late assignments will receive a -5% deduction for the first day, -5%/day thereafter, weekends count as one day. Please see extension policy below.
- **Policy on Extensions:** Extensions are granted solely at the discretion of the Instructor for unforeseen *and* extenuating circumstances. While medical notes, appeals from the Registrar and PMC, etc., may be considered, please note that extensions are not guaranteed. No extension requests will be granted without evidence of significant

preparatory work.

- **NOTE: No assignments will be accepted after Wednesday, April 15th @ 5:00 PM. Assignments received after this date will receive an automatic grade of '0'.**

Statement on 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/generative AI output, 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 outside of the course acceptable use guidelines is considered a violation of academic integrity standards and will result in Academic Misconduct proceedings. Review the posted guidelines on acceptable use carefully (on Brightspace).
- For each assignment you **must** complete the assignment using the correct platform and complete and submit the course report on generative AI. Also, it is **required** to cite all the AI generated content properly. See:
<https://library.carleton.ca/guides/help/generative-ai-chatgpt-and-citations>

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.
- "Substantially" shall be defined as: same or similar topic, thesis, or argument, OR; more than one paragraph of writing which is the same or similar, OR; bibliography/works cited that is more than 50% the same or similar.

Statement on Student Mental Health

- As a 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. For more information, please consult
<https://wellness.carleton.ca/>.

Emergency Resources ([on and off campus](#))

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

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: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

Request for Academic Accommodations

- Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).
- **Pregnancy obligation:** 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, please review the [Student Guide to Academic Accommodation \(PDF, 2.1 MB\)](#)
- **Religious obligation:** 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, please review the [Student Guide to Academic Accommodation \(PDF, 2.1 MB\)](#)
- **Academic Accommodations for Students with Disabilities:** If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must

also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the [Paul Menton Centre website](#).

- **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 the [Equity and Inclusive Communities website](#).
- **Accommodation for Student Activities:** 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 [Senate Policy on Accommodation for Student Activities \(PDF, 25KB\)](#).
- **Academic Consideration for Medical and Other Extenuating Circumstances:** Due to medical and other extenuating circumstances, students may occasionally be unable to fulfil the academic requirements of their course(s) in a timely manner. The University supports the academic development of students and aims to provide a fair environment for students to succeed academically. Medical and/or other extenuating circumstances are circumstances that are beyond a student's control, have a significant impact on the student's capacity to meet their academic obligations, and could not have reasonably been prevented. Students may request Academic Consideration for Coursework or Other Academic Deliverable. For further information please review the [Procedure for Academic Consideration](#) and the [FAQ page](#).

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 BGIInS 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 and Brightspace 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.

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.



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 7) Introduction

Selected readings:

- ***Matthews, EG., Callaway, RL.,** eds. 2017. "Introduction" in International Relations Theory: A Primer. New York: Oxford University Press, pp.1-28.
- ***Weber, C.** 2005. "Introduction: Culture, ideology, and the myth function in IR theory" in International Relations Theory: A Critical Introduction. London: Routledge, chapter 1.
- ***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 14) 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_(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.
- ***Weber, C.** 2005. "Realism: is international anarchy the permissive cause of war? (Lord of the Flies)" in International Relations Theory: A Critical Introduction. London: Routledge, chapter 2.

Week 3 (January 21) 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>]
- ***Weber, C.** 2005. "Idealism: is there an international society? (Independence Day)" in International Relations Theory: A Critical Introduction. London: Routledge, chapter 2.

- **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 28) 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]
- ***Weber, C.** 2005. "(Neo)Marxism: is Empire the new world order? (Memento)" in International Relations Theory: A Critical Introduction. London: Routledge, chapter 7.
- **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 4) 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.
- **Weber, C.** 2005. "Constructivism: is anarchy what states make of it? (Wag the Dog)" in International Relations Theory: A Critical Introduction. London: Routledge, chapter 4.
- **McMorrow, A.** 2018. "Introducing Poststructuralism in International Relations Theory." E-International Relations [Online: <https://www.e-ir.org/>]

Week 6 (February 11) Feminist Approaches

Producing Political Knowledge Assignment DUE on Friday, February 13 at 5:00 pm

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/>]
- ***Weber, C.** 2005. "Constructivism: is anarchy what states make of it? (Wag the Dog)" in International Relations Theory: A Critical Introduction. London: Routledge, chapter 5.
- **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/>

READING WEEK - FEBRUARY 16-20 - NO CLASSES

Week 7 (February 25) Critical Theory I

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-brexite-critical-theory>
- ***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.

- ***Adorno, T. and Horkheimer, M.** 1944. "The Culture Industry: Enlightenment as Mass Deception."
<https://www.marxists.org/reference/archive/adorno/1944/culture-industry.htm>.

Week 8 (March 4) Critical Theory II

- ***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,%20H%20-%20One-Dimensional%20Man,%202nd%20edn.%20(Routledge,%202002).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) In-Class Test

- Details TBA
- The deferral for the GINS 3010 B In-Class Test will be held on Monday, March 16 at 7:15 am, location TBA. This is the ONLY opportunity for a make-up test.

Week 10 (March 18) 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?"

- ***Seth, S.** Beyond Reason: Postcolonial Theory and the Social Sciences. Oxford: Oxford University Press, 2021. "International Relations: Empire and Amnesia."
- **Weber, C.** 2005. "Modernization and development theory: is there a clash of civilizations? (East is East)" in International Relations Theory: A Critical Introduction, chapter 8.

Week 11 (March 25) Intersectionality

From Theory to Action: Part I - DUE Friday, March 27 @ 5:00 pm

Selected readings:

- ***Crenshaw, K.** 2016. "On Intersectionality." Keynote Address, Women of the World Festival. <https://www.youtube.com/watch?v=-DW4HLgYPIA> (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 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
- **Weber, C.** 2005. "Globalization: are we at the end of history? (The Truman Show)" in International Relations Theory: A Critical Introduction, chapter 6.

Week 13 (April 8) Where are We Now?

From Theory to Action: Final- DUE Wednesday, April 8th @ 5:00 pm

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.
- ***Weber, C.** 2005. "Conclusion: What does it all mean?" in International Relations Theory: A Critical Introduction, chapter 9.
- **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