

Carleton University
Global and International Studies

Fall 2026
GINS 3010A – Global and International Theory

Prerequisite: 3rd Year Standing in BGInS
Lectures: Fridays 11:35 PM – 1:25 PM

Instructor: Hassan Bashir, Ph.D.
Office: 2127 Dunton Tower
Office Hours: Friday 1:30 – 2:30 PM & by appointment
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Discussion Group

Sect	Day	Time	Room
A1	Mon	1:35 – 2:25	Southam Hall 309
A2	Mon	2:35 – 3:25	Southam Hall 303

Teaching Assistant: TBD

Catalogue Description

Advanced analysis of global and international theories from a variety of perspectives, including realism, liberalism, postmodernism, constructivism, post-structuralism, literary and critical approaches.

Course Overview

Welcome to class!

Global and international theory is a multidisciplinary field that draws on a wide range of intellectual traditions and approaches. It aims to explain and interpret the complexities of global interactions and power dynamics, making it an essential area of study for understanding today's interconnected world. In this course, we will engage in a focused, though not exhaustive, exploration of classical and emerging theoretical frameworks. The primary goal is to examine the key tenets of influential theories and explore how these ideas can be applied to analyze pressing global challenges. Divided into two parts, the course begins with a descriptive overview of the foundational principles and rationale behind these theories, helping students understand their origins, core assumptions, and intellectual underpinnings.

In the second part, the course takes an applied approach, exploring how theoretical frameworks help to explain pressing contemporary issues. The themes we will examine include State Status in IR, small states, democratic peace, just war, global terrorism, women and war, international humanitarian intervention, crimes against humanity, climate change, and restorative global justice. By combining theoretical insights with the analysis of real-world challenges, the course aims to equip students with the skills to critically engage in both

academic discussions and practical applications of global and international theory while developing a comprehensive understanding of the complexities of the global context.

Course Learning Objectives

By the end of the course, students will have the ability to:

- **Understand** the foundational concepts and key tenets of classical and emerging global and international theories.
- **Critically analyze** major intellectual traditions in global and international theory and evaluate their contributions to understanding global power, interactions, and governance.
- **Assess** the Eurocentric foundations of traditional international theories and evaluate alternative perspectives, including those from the Global South and Asian traditions, in addressing contemporary global challenges.
- **Apply** theoretical frameworks to analyze issues such as terrorism, women and war, humanitarian intervention, crimes against humanity, and restorative global justice.
- **Synthesize** theoretical insights with real-world applications to engage critically with scholarly debates and contemporary global challenges.
- **Communicate** complex theoretical concepts and their contemporary relevance effectively in written and oral forms.
- **Develop** a multidisciplinary understanding of global power, interdependence, and contemporary challenges.

Course Format

One 2-hour lecture per week, plus one hour-long discussion group per week

This course combines lectures, class discussions, academic and popular readings, films, and documentaries. My teaching style is highly interactive and emphasizes active student participation. You are expected to complete all assigned readings before class, submit weekly discussion points based on the readings, and come prepared to engage thoughtfully in class discussions and other learning activities.

Course Learning Materials

Required weekly readings are mentioned in the weekly course schedule. Students are not required to purchase textbooks or other learning materials for this course.

Selections from Books [available as ebooks in the library and on Ares reserves].

1. McGlinchey, Stephen, et al., editors. *International Relations Theory [IRT]*. E-International Relations, 2017. https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/hgdufh/alma991023083973005153
2. Martin Griffiths. *Fifty Key Thinkers in International Relations*. Taylor and Francis, 2013, <https://doi.org/10.4324/9780203005477>. [KTIR]
3. Williams, Howard, editor. *The Palgrave Handbook of International Political Theory : Volume I*. First edition., Palgrave Macmillan, 2023. [HIPT 1]
4. Williams, Howard, et al. *The Palgrave Handbook of International Political Theory : Volume II*. 1st ed. 2024., Springer Nature Switzerland, 2024, <https://doi.org/10.1007/978-3-031-52243-7>. [HIPT 2]

Required Articles and Book Chapters [Available online through Carleton Libraries and on Ares]

1. Chiozza, G. and King, J. (2022) 'The state of human rights in a (post) COVID-19 world', *Journal of Human Rights*, 21(3), pp. 246–262. Available at: <https://doi.org/10.1080/14754835.2022.2051450>
2. Gray, John. "The Metamorphosis of War", in *Al Qaeda and What It Means to Be Modern*, London: The New Press, 2003, pp. 71-84.
3. Hoffman, Bruce. "The Internationalization of Terrorism," in *Inside Terrorism*, New York: Columbia University Press, 2006, pp. 63-80.
4. Laqueur, Walter. "Postmodern Terrorism: New Rules for an Old Game," *Foreign Affairs*, 75, 5, September/October 1996, pp. 24-36.
5. Lithman, Yngve Georg. "McJihad: Globalization and Terrorism of the Diaspora." *National Europe Centre Paper* No. 71 (2003):1-12.
6. Münkler, Herfried. "International Terrorism," in *The New Wars*, London: Polity, 2005, pp. 99-116.
7. Peterson, V. Spike, and Anne S. Runyon. (2010) "Introduction: The Gender of World Politics," and "Gender as a Lens on World Politics," in *Global Gender Issues in the New Millennium*, Third Edition, Westview, CT: Westview Press, pp. 1-44.
8. Richardson, Louise. "What is Terrorism?" in *What Terrorists Want*, New York: Random House, 2006, pp. 4-20.
9. Shepherd, Laura. (2010) "Sex or Gender? Bodies in World Politics and Why Gender Matters," in Laura Shepherd (ed.) *Gender Matters in Global Politics: A Feminist Introduction to International Relations*, London: Routledge, pp. 3-15.
10. Tesón, Fernando R. (2006). Eight Principles for Humanitarian Intervention. *Journal of Military Ethics*, 5 (2): 93–113. <https://doi.org/10.1080/15027570600707698>.
11. Tilly, Charles. "Terror, Terrorism, Terrorists." *Sociological Theory*, v.22, no.1 (2004):5-13

Recommended Online Resources

1. The Stanford Encyclopedia of Philosophy <https://plato.stanford.edu/>
2. E-International Relations <https://www.e-ir.info/about/>

Recommended Short videos and Documentaries (other videos to be added during the semester):

1. What does Liberalism mean? <https://www.pbs.org/video/what-does-liberalism-mean-rvx8cq/>
2. Where did democracy come from, and does it still work? <https://www.pbs.org/video/where-did-democracy-come-from-and-does-it-still-work-6xhjcx/>
3. Realism means that "might makes right." <https://www.youtube.com/watch?v=KFACF-CJKdk>
4. John Mearsheimer explains Neorealism <https://www.youtube.com/watch?v=m8WJP7gD3cQ>
5. Securitization theory https://www.youtube.com/watch?v=wQ07tWOzE_c
6. Feminism and International Relations <https://www.youtube.com/watch?v=ajAWGztPUiU>
7. Structural Realism John Mearsheimer <https://www.youtube.com/watch?v=RXlIDh6rD18>
8. Liberal Theory <https://www.youtube.com/watch?v=7D5FNrqT5dM>
9. Networks https://www.youtube.com/watch?v=nzIAPI_vhk
10. Governmentality <https://www.youtube.com/watch?v=UBpI7PwxjzU>
11. PBS Documentary - Rise of the Drones <https://www.youtube.com/watch?v=HL4WjhSy5Kc>

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:

%age	Letter Grade	12 Point Scale	%age	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

Late Submission:

- All assignments are due by the date and time specified in the assignment prompt.
- Late assignments will be penalized 3% of the earned grade per calendar day, beginning immediately after the deadline.
- If circumstances prevent you from meeting a deadline and require a reasonable extension, you must consult the instructor or TA before the assignment is due.
- After submitting an assignment, always verify that the submission was successful.

***Note:** Good academic writing is an iterative process. Major writing assignments are designed to be completed over time, not in the days immediately before the deadline. Students are expected to plan accordingly. The published deadlines already provide substantial flexibility to support this process.*

Extensions and Exceptions: It is the responsibility of the students to know the due dates and to plan accordingly. Extensions are granted only in exceptional circumstances. Requests made after the assignment deadline will normally not be approved and, where granted, may be subject to an additional penalty. Students should therefore assume that the published deadlines are firm.

Grade Appeals: If you wish to appeal your grade in an assignment, please do so in a timely fashion. Please route your appeal through the TA within a week of receiving your assignment grade. When requesting your appeal, please send a note via email asking for an appointment and describing the reasons why you feel your grade should be reconsidered. *Please keep in mind that grades are not negotiable. I will reconsider a grade only if you identify a calculation error or a substantive deviation from the published grading rubric.*

Approval of final grades: The instructor determines your grade in the course, which is subject to the approval of the Faculty Dean. No grades are final until approved by the Dean.

Communication: All course-related communication to students from BGInS will be via official Carleton University e-mail accounts. General information will be announced via the course page on Brightspace. It is the students' responsibility to regularly monitor their Carleton accounts and the course page on Brightspace.

Attendance Integrity: Falsifying attendance in class or tutorials constitutes academic dishonesty. This includes signing in for another student, having someone sign in for you, or

otherwise misrepresenting your presence. Such actions may result in a failing grade (F) for the course or a reduction of your final letter grade.

Academic Honesty:

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 acknowledgment;
- 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 using proper citations when using another’s work, and/or failing to use quotation 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.

Using Generative AI Tools: Generative AI tools may be used in this course only when they align with assignment learning outcomes and are explicitly permitted. All use must be transparent, documented, and cited. Misrepresenting AI-generated content as solely your own violates university academic integrity policies.

When AI Use Is Allowed

If an assignment permits AI use, you must:

- Include an appendix with:
 - The complete AI exchange, highlighting relevant sections.
 - The exact tool and version used.
 - A description of how the tool was used (e.g., idea generation, phrasing suggestions, outlining, visualizations).
 - An explanation of why it was used (e.g., to overcome writer’s block, clarify prose, explore concepts).
- Ensure that all AI-assisted work is cited and documented.

- Take full responsibility for the accuracy, originality, and legality of submitted work, including compliance with intellectual property laws and confidentiality requirements.
- Use AI thoughtfully and reflectively to deepen understanding of the subject matter.

When AI Use Is Not Allowed

Students may **NOT**:

- Use AI tools during in-class examinations.
- Use AI tools on assignments unless explicitly permitted.
- Submit AI-generated content without proper acknowledgment and documentation.
- Rely on AI to produce entire assignments without significant personal contribution.
- Use AI in ways that violate academic honesty standards, intellectual property laws, or research confidentiality agreements.

Suspected Unauthorized AI Use: If the instructor or TA suspects that a student has used unauthorized AI tools in the preparation of an assignment, the student will be required to complete an oral examination to demonstrate their understanding of, and authorship of, the submitted work. The assignment grade will be based on the student's performance in the oral examination. Failure to demonstrate satisfactory knowledge of, or authorship of, the submitted work will constitute grounds for initiating academic integrity proceedings in accordance with university regulations.

***Note:** As our understanding of the uses of GenAI and its relationship to student work and academic integrity continues to evolve, students are required to discuss their use of GenAI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.*

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).

Course Evaluation

I - Engagement (30%)

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|------------------------------|-------|
| 1. Attendance | = 15% |
| 2. Discussion Questions x 10 | = 15% |

II - Writing: Take-Home Assignments (40%)

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|---|-------|
| 1. Moderating cross-tradition perspectives | = 20% |
| 2. Research preparation: Annotated Bibliography | = 20% |

III – Knowledge Assessment: Exam (30%)

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|-------------------|-------|
| 1. Take-Home Exam | = 30% |
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**There is no final exam for this course. Each assignment will be discussed in detail in the first class and at the time it is assigned.*

I - Engagement (Total 30%):

1. **Attendance 15%** - Attendance will be recorded in tutorials, and random attendance checks will be conducted during lectures. Students must attend each lecture and tutorial for its full duration. Late arrivals or early departures without prior approval from the instructor or TA will not be counted as attendance. Students must also maintain a minimum attendance rate of 80% in both lectures and tutorials. **Failure to meet the 80% attendance requirement in either lectures or tutorials will result in a final grade of F in the course, regardless of performance on assignments and examinations.** Also see the attendance integrity policy in the syllabus.

2. **Discussion questions (15%)**: Each student is required to submit a total of 10 discussion questions on weekly topics via Brightspace, following the weekly schedule. These discussion points should be concise, thoughtful, and modelled after X-Posts (formerly Tweets). Each discussion point must:

1. Demonstrate critical engagement by *posing a thought-provoking question*. (Posts that do not take the form of a question or merely state the obvious will receive a grade of zero.)
2. Reference at least one assigned course material for the week.
3. Be concise: ideally 30 words, with a maximum of 50 words. **Word limits are firm.**
5. Be uploaded at least 24 hours before each class session. (Starting second week)

Note: *You are responsible for your grade in the engagement component of the course. This requires attending class and posting ten discussion questions during the semester, at least 24 hours before each lecture. No accommodations will be provided if you miss or forget these requirements.*

II - Writing (Total 40%)

A - Moderating cross-tradition perspectives (20%): Each student will act as a moderator and create an imaginary dialogue between two thinkers from Griffiths' *Fifty Key Thinkers in International Relations*. Preferably the ones mentioned in lectures. The dialogue should:

1. Select two thinkers who represent different theoretical traditions.
2. Create a moderated dialogue: Prepare five questions on a major debate or theme covered in this course. Each question should follow naturally from the response to the previous question and create the flow of a genuine conversation.
3. All responses should faithfully represent each thinker's theoretical perspective and intellectual tradition.
4. At the conclusion of the dialogue, write a synthesis paragraph explaining how dialogue across theoretical traditions deepens understanding of global and international issues.
5. Length: 750 –1,000 words. APA style citations.

B. Research Preparation: Annotated Bibliography (20%): Think of this assignment as the first stage in developing a research essay. Although it is presented as an annotated bibliography, its purpose is to help you formulate a focused research question, critically evaluate the scholarly literature, and develop a preliminary thesis. The goal is to understand how theoretical perspectives on your topic have evolved and how they inform contemporary scholarly debates.

Begin by formulating a focused research question related to one of the themes discussed in this course. Your research question should guide the selection, organization, and analysis of your sources. You must identify, read, and analyze at least five influential peer-reviewed journal articles that address your research question. Requirements:

1. Summarize the source's key arguments or findings.
2. Explain how the source contributes to the development of theoretical perspectives on the topic, tracing the evolution of scholarly thinking from foundational works to current debates.
3. Critically evaluate the source's relevance to your research question by identifying the contribution it makes to the scholarly debate, including the gap it addresses, the perspective it advances, or the limitations it seeks to overcome.
4. Your annotated bibliography should present a coherent body of literature organized around your research question rather than a collection of unrelated summaries. Your annotations should demonstrate how the scholarly literature has evolved, identify major areas of agreement and disagreement, and explain how each source contributes to advancing the debate.
5. Conclude the assignment with a preliminary thesis statement for your research essay. Your thesis should present your tentative answer to the research question and emerge from your critical engagement with the scholarly literature rather than from personal opinion.
6. Length and style: 1,750 – 2,000 words (excluding references). Provide a complete citation in APA style.

III – Knowledge Assessment: Exam (30%)

Exam: Schools of Thought in Global and International Theory (20%): This take-home exam will assess your understanding of the major schools of thought in global and international theory. Each student will receive an individualized version of the exam consisting of multiple-choice questions. The exam will cover all course material taught up to the date of the exam. You will have 48 hours to complete and submit your exam.

Note: Detailed prompts, assignment requirements, and the grading rubric for each task will be discussed in class and made available on the course Brightspace page.

Some Advice for effective learning

1. Burke, Timothy. 2017. "Staying Afloat: Some Scattered Suggestions on Reading in College." <http://www.swarthmore.edu/SocSci/tburke1/reading.html>
2. Dynarski, Susan. 2017. "Laptops Are Great. But Not During a Lecture or a Meeting." The New York Times, November 22, 2017 https://tallinzen.net/media/readings/laptops_during_class.pdf
3. Guides to [reading](#) and [writing](#) philosophy [Theory] papers by Jim Pryor, New York University.
 1. Reading - <http://www.jimpryor.net/teaching/guidelines/reading.html>
 2. Writing - <http://www.jimpryor.net/teaching/guidelines/writing.html>

Weekly Schedule (9 September – 11 December 2026)

Weekly topics may be adjusted during the term to reflect class discussions, student interests, or unforeseen circumstances. Any changes will be announced in class and posted on Brightspace.

Week	Date	Topic	Readings and Assignment
1	11 Sep	Introduction to the course	No reading
2.	18 Sep	What is Global and International Theory?	Readings: 1. Article: De Carvalho, B., Leira, H., & Hobson, J. M. (2011). The big bangs of IR: The myths that your teachers still tell you about 1648 and 1919. <i>Millennium</i>, 39(3), 735-758. 2. McGlinchey IRT CH20: The 'isms' are evil. All Hail the 'isms' pp. 145-152 Assignments: 1. Discussion question 1 due 24 hour before class. 2. Moderating cross-tradition perspectives: Assigned
3	25 Sep	Realism, Liberalism, the English School, Constructivism	Readings: McGlinchey IRT 1. Ch 1 Realism pp.15-21 2. Ch 2 Liberalism pp.22-27 3. Ch 3 The English School pp.28-35 4. Ch 4 Constructivism pp.36-41 Assignment 1. Discussion question 2 due 24 hour before class.
4	2 Oct	Critical theories: Marxism, Critical Theory, Postcolonialism, Poststructuralism, Global IR	Readings: McGlinchey IRT 1. Ch 5 Marxism pp.42-48 2. Ch 6 Critical Theory pp. 49- 55 3. Ch 7 Poststructuralism pp. 56-61 4. Ch 9 Postcolonialism pp. 69-75 5. Ch 10: Towards a Global IR pp.76- 83 Assignments: 1. Discussion question 3 due 24 hour before class. 2. Annotated Bibliography – Assigned
5	9 Oct	Emerging Approaches: Global Justice, Securitization Theory, Global South Perspectives, Small States and Status Politics	Readings – Emerging Approaches: McGlinchey IRT Ch12: Global Justice pp.91-96 Ch14: Securitization Theory pp.104-109 Ch17: Global South Perspectives pp.125-130 Bashir, Status and the City Assignments: 1. Discussion question 4 due 24 hour before class.
6	16 Oct	Theorizing good: Democratic peace and just war	Readings – theorizing Good: Williams, HIPT1 Ch 18: Just war theory pp.339-354 Williams, HIPT2 Ch Ch15: Just war theory and drone warfare pp.289-307 Williams, HIPT2 Ch.16: Democratic Peace Weekly Assignment: 1. Discussion question 5 due on 12 October . 2. Moderating cross-tradition perspectives: Due 18 October

7	23 Oct	Theorizing Evil: Global terrorism	Readings: 1. Williams, HIPT2 Ch12 Political violence mislabeled: The meaning of terrorism ? Pp. 231- 248 2. Charles Tilly. "Terror, Terrorism, Terrorists." Sociological Theory, v.22, no.1 (2004):5- 13. 3. Yngve Georg Lithman. " McJihad: Globalization and Terrorism of the Diaspora." National Europe Centre Paper No. 71 (2003):1-12 4. Bruce Hoffman, "The Internationalization of Terrorism," in Inside Terrorism, New York: Columbia University Press, 2006, pp. 63-80 5. Herfried Münkler, "International Terrorism," in The New Wars, London: Polity, 2005, pp. 99-116. 6. Walter Laqueur, "Postmodern Terrorism: New Rules for an Old Game," Foreign Affairs, 75, 5, September/October 1996, pp. 24-36. 7. John Gray, "The Metamorphosis of War", in Al Qaeda and What It Means to Be Modern, London: The New Press, 2003, pp. 71-84 8. Louise Richardson, "What is Terrorism?" in What Terrorists Want, New York: Random House, 2006, pp. 4-20. Assignments: 1. Discussion question 6 due 24 hour before class.
8	30 Oct	No Class	FALL BREAK
9	6 Nov	Feminist Interventions: Rethinking global and international theory	Readings: 1. V. Spike Peterson and Anne S. Runyon (2010) "Introduction: The Gender of World Politics," and "Gender as a Lens on World Politics," pp. 1-44 2. Williams, HIPT1 Ch26: Women and war pp.501-518 3. Laura Shepherd (2010) "Sex or Gender? Bodies in World Politics and Why Gender Matters," pp. 3-15. 4. HIPT2 Ch 19: Gender Politics: Toward a Feminist Rethinking of Disaster Response. 373–88 5. McGlinchey IRT - Ch 8 Feminism pp. 62-68 Assignments: 1. Discussion question 7 due 24 hour before class. 2. Take-Home Exam window opens 6 November at 11:59 PM
10	13 Nov	Theorizing International Humanitarian Intervention	Readings: 1. Williams HIPT1 Ch16: Practicing humanity pp.303-320 2. Williams, HIPT2 CH14: Humanitarian interventions pp.269-288 3. Article: Tesón, Fernando R. 2006. Eight principles for humanitarian intervention. Journal of Military Ethics 5 (2): 93–113. https://doi.org/10.1080/15027570600707698 4. Chiozza, G. and King, J. (2022) 'The state of human rights in a (post) COVID-19 world', <i>Journal of Human Rights</i>, 21(3), pp. 246–262. Available at: https://doi.org/10.1080/14754835.2022.2051450. Assignments: 1. Discussion question 8 due 24 hours before class 3. Take-Home Exam window closes 8 November 11:59 PM.
11	20 Nov	Global governance in the age of climate change	Readings: Williams ,HIPT2 Ch4 Global climate change pp. 71-94 Ch5 Environmental responsibility pp.95- 112 Ch6 Reparations for Loss and Damage pp. 113-131 Assignments: 1. Discussion question 9 due 24 hour before class.

12	27 Nov	Theoretical approaches to Restorative Global Justice	Readings: Williams HIPT2 Ch 8: Global distributive justice. Pp. 153-172 Ch 9: Global Inequalities, pluralism and tolerance pp.173-190 Ch10: Crimes against humanity pp. 191-208 Assignments: 1. Discussion question 10 due 24 hour before class 2. Research preparation: Annotated Bibliography Due on 30 November 11:59 PM
13	4 Dec	Course Wrap Up	Readings: Williams, HIPT2 CH22. The Crisis of Decency in World Politics Assignments: 1. This is the last date to submit all writing assignments for the course. No Exceptions