

PSCI 4800
Advanced International Relations Theory
Fridays 11:35-2:25
Loeb A602

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Office Hours: Thursdays 11:30am - 1:30pm

Course Description and Objectives

While we often hear of a divide between ‘theory’ and ‘practice’, it could be argued that theory is always already a part of our thinking about international relations. Theories are the ‘lenses’ or ‘frames’ that we use in order to consider, evaluate and critique a problem or issue in world politics. Thus, theory involves assumptions or arguments about epistemology (how we can ‘know’, and the basis of our judgments), ontology (what ‘exists’ in the world, and in what form), and methodology (the ‘tools’ we use to study a problem or issue). Our lenses or ‘frames’ can bring things into focus, but they can also ‘filter out’ other things. In this sense, theory ‘makes’ or constitutes world politics. For this reason, it could be argued that, rather than being distinct from ‘real’ politics, theory is intensely political.

This course provides an overview and exploration of some important debates and approaches in contemporary IR theory. The focus is on critical theory – theory that questions that which is often taken for granted *vis-à-vis* the social world and what is possible/impossible within it. Rather than investigating a different theory every week, it approaches international relations theory thematically and comparatively. This means that each seminar will be organized around a key concept, theme or practice which will be examined from a variety of different (and sometimes across) perspectives including both mainstream and critical approaches.

The aim of this course is to expose students to key texts and cutting-edge work in critical International Relations theory. Students will develop critical thinking skills through their reading, interpretation, comparison and critical evaluation of these theories. Students should emerge from this course with a new appreciation of the centrality of theory, and the importance of critique, in world politics.

Course Structure

The class will be run as a seminar. Each week we will discuss the central themes, ideas and tensions arising from the readings. We will address both broad themes and specific ideas found in the readings. There will be some small group discussions, but mostly we will engage in discussion as a class. The seminar will be led by the instructor each week; students will present their critical reviews of articles/chapters in the weeks in which their readings fall.

Requirements and Assessment:

Weekly Participation:	25%
2 Written Critical Reviews:	30%
2 Presentations:	10%
Research Essay Proposal:	5%
Final Research Paper:	25%
Three-minute thesis:	5%

Total: 100%

Weekly Participation: Attendance at weekly seminars is mandatory. Your participation grade will be based on your attendance at these meetings throughout the term, as well as the quality and quantity of your participation in discussions. Students are expected to have completed the required reading before the seminar and to arrive prepared to discuss that week's material. To earn an 'A' grade for participation, you must have perfect or near perfect attendance, and have made regular, informed contributions to the discussion. If you must miss a seminar for a legitimate reason, please inform me as soon as possible (preferably before the seminar). **Unless required for special accommodations, the use of laptops/iPads/smartphones in class will be restricted to consulting electronic versions of readings or occasional consultation of the internet when necessary.**

Critical Reviews: All students will write two critical reviews. You may choose any two **peer-reviewed** articles from the course outline to review. Reviews should be 1000-1200 words, and should be printed using 12-point font, double-spaced. Reviews should include a **very brief summary of the key points of the article**, a statement of the central argument, an analysis of the strength/relevance of the key arguments, and a commentary on the importance of the article in relation to key themes and ideas discussed in the course. You may choose to use additional sources (beyond the article itself) to assist you with the analysis. As always, all sources cited must be properly referenced and a list of Works Cited must be included.

Presentations: Students will present their critical reviews in class (in the class where your chosen readings appear). The review should be complete when you present it, but you should avoid reading it 'word for word' if possible. Presentations should be 5-7 minutes in length, and should include an analysis of the strength/relevance of the key arguments, and a commentary on the importance of the article in relation to key themes and ideas discussed in the course. Presentations will be assessed on clarity, organization, verbal expression and grasp of key arguments.

Essay Outline (due March 9th): All students will complete a proposal for their final research essay. The proposal will include a research topic/question, a working argument/thesis statement, an outline of the 3 key sections of your paper and an annotated bibliography (5 sources).

Final Research Essay (due April 11th): All students will write a final research paper on a topic of their choice related to IR theory. Papers can address a theoretical or meta-theoretical debate within the discipline, or a new theoretical 'turn' and its existing or potential contribution to IR. Essays can also undertake comparison of theories/theoretical perspectives to analyze an empirical issue in IR. In this case, make sure that your essay deals primarily with IR theory, and that the empirical issue serves only to illustrate your theoretical claims. Papers should be 15-18 pages, double-spaced, 12-point font, and should be properly referenced and include a Bibliography.

3-minute thesis competition (April 11th): All students will present their research papers as a 3-minute thesis. At the end of class, we will vote for the best one!

<https://threeminutethesis.uq.edu.au>

<http://www.cags.ca/3mt.php#.WgpmCrYZOgQ>

Readings: All readings are available through the Carleton University Library's ARES online reserve system. This can be accessed through the CU learn course page, or through the Library's website.

OTHER INFORMATION

Submission of Written Assignments: Please submit hard copies of written assignments to the instructor in class. Late assignments may be emailed; please check with me first. Late submissions will be accepted but penalized by one third of a letter grade per day (e.g. from A- to B+) (Friday to Monday will count as one day!) for up to seven calendar days. Written assignments will not be accepted after one week without consultation with the instructor.

Extensions will be granted at the discretion of the course instructor and only for serious and documented medical reasons or for other emergency personal circumstances. Please speak to the instructor as early as possible, and certainly BEFORE the assignment due date (if possible). Requests for extensions submitted after the due date will not be considered. It is the students' responsibility to manage their time effectively.

Office hours and e-mail: If you wish to discuss any aspect of the course with me, please attend my office hours (posted above). If you cannot make it to my office hours, please see me in class to arrange an alternate meeting time. Please DO NOT e-mail me regarding questions you have concerning the course (unless it is a brief procedural or information-related question requiring a brief answer). Students are strongly encouraged to meet with me during my office hours to discuss their essay topic and progress.

Weekly Topics and Readings:

Week 1

Introduction: Theory and Theories in International Relations

January 12

Stephen M. Walt (1998) 'One World, Many Theories', *Foreign Policy*, 110: 29-46.

Christian Reus-Smit (2012) 'International Relations, Irrelevant? Don't Blame Theory', *Millennium: Journal of International Studies*, 40(3): 525-540.

Beate Jahn (2017) "Theorizing the political relevance of international relations theory." *International Studies Quarterly* 61, no. 1 (2017): 64-77.

Tim Dunne, Lene Hansen and Colin Wight (2013) 'The end of International Relations theory?', *European Journal of International Relations*, Vol 19, Issue 3, pp. 405 – 425.

Week 2

January 19

IR theory of what, for whom and where?

Cox R.W. (1981). 'Social forces, states and world orders: Beyond International Relations Theory', *Millennium*, 10, 126-155.

Acharya, Amitav, and Barry Buzan (2007) "Preface: Why is there no non-Western IR theory: reflections on and from Asia." *International relations of the Asia-Pacific* 7, no. 3 (2007): 285-286.

Peterson, V. Spike (2004) "Feminist Theories Within, Invisible to, and Beyond IR," *Brown Journal of World Affairs* 10(2): 35-46.

Kayaoglu, Turan (2010) "Westphalian Eurocentrism in International Relations Theory," *International Studies Review* 12(2): 193-217.

Week 3

January 26

Rethinking Sovereignty and Statehood

John Agnew (1994) 'The Territorial Trap', *Review of International Political Economy*. 1(1): 53-80.

Jan Jindy Pettman (2005) *Worlding Women*. London: Routledge. Chapter 1, 'Women, Gender and the State'.

Shaw, Karena (2004) 'Creating/Negotiating Interstices: Indigenous Sovereignties' in Jenny Edkins, Veronique Pin-Fat and Michael Shapiro, eds., *Sovereign Lives: Power in International Politics*. London: Routledge.

Beier M. (2002). 'Beyond hegemonic state(ments) of nature: Indigenous knowledge and non-state possibilities in International Relations' (ch.4). In Chowdhry G. And Nari S. (eds). *Power, postcolonialism and international relations: Reading race, gender and class*. London: Routledge.

Niigaan Sinclair (2017) 'Indigenous Nationhood Can Save the World. Here's How.' *The Globe and Mail*, September 12, 2017.

<https://beta.theglobeandmail.com/opinion/recognizing-indigenous-nations-niigaan-sinclair/article36237415/?ref=http%3A%2F%2Fwww.theglobeandmail.com>

Week 4

February 2

Critical Security Theorizing I

Barkawi, Tarak and Mark Laffey (2006) "The Postcolonial Moment in Security Studies," *Review of International Studies* 32 (2): 329-352.

Wibben, Annick TR (2011) "Feminist Politics in Feminist Security Studies." *Politics & Gender* 7.04: 590-595.

Browning, C. S., and M. McDonald (2013) "The Future of Critical Security Studies: Ethics and the Politics of Security." *European Journal of International Relations* 19 (2): 235–255.

Mandelbaum, Moran, Anna Maria Friis Kristensen, and Celia Athanassiou (2016) "De/Re-constructing the political: how do critical approaches to 'security' frame our understanding of the political?" *Critical Studies on Security*: 133-136.

Week 5

February 9

Critical Security Theorizing II

Dillon, Michael and Julian Reid (2001) "Global Liberal Governance: Biopolitics, Security and War," *Millennium* 30(1): 41-65.

Walters, William (2010) "Migration and security." *The handbook of new security studies* (2010): 217-228.

Hansen, L. (2013). *Security as practice: discourse analysis and the Bosnian war*. Routledge. Chapter 2.

Hynek, N., and D. Chandler. 2013. "No Emancipatory Alternative, no Critical Security Studies." *Critical Studies on Security* 1 (1): 46–63.

Week 6

February 16

Theorizing War

Zehfuss, Maja (2011) 'Targeting: Precision and the Production of Ethics', *European Journal of International Relations*, 17(3): 543-566.

Sylvester, C. (2012) 'War experiences/war practices/war theory'. *Millennium*, 40(3), 483-503.

Barkawi, T. (2016) 'Decolonising war'. *European Journal of International Security*, 1(2), 199-214.

Hurd, I. (2017). 'Targeted killing in international relations theory: Recursive politics of technology, law, and practice'. *Contemporary Security Policy*, 38(2), 307-319.

February 23 - No Class, Winter Break

Week 7

March 2

Theorizing Humanitarianism

Kurasawa, F. (2013) 'The sentimentalist paradox: on the normative and visual foundations of humanitarianism', *Journal of Global Ethics*, 9(2): 201-214.

Barnett, Michael (2013) 'International Paternalism and Humanitarian Governance', *Global Constitutionalism*, 1(3): 485-521.

Çubukçu, Ayça (2103) "The responsibility to protect: Libya and the problem of transnational solidarity." *Journal of Human Rights* 12.1: 40-58.

Edkins, Jenny (2003) "Humanitarianism, humanity, human." *Journal of Human Rights* 2, no. 2 (2003): 253-258.

Week 8 (Research Essay Proposal due today)

March 9

Constructing and 'Unlearning' Foreign Policy

Doty, Roxanne Lynn (1993) "Foreign Policy as a Social Construction: A Post-Positivist Analysis of U.S. Counterinsurgency Policy in the Philippines," *International Studies Quarterly* 37(3): 297-320.

Smith, H. A. (2017). 'Unlearning: A messy and complex journey with Canadian Foreign Policy'. *International Journal*, 72(2), 203-216.

Amy Skonieczn (2001) 'Constructing NAFTA: Myth, Representation, and the Discursive Construction of U.S. Foreign Policy', *International Studies Quarterly*, 45(3): 433-454.

Fiona Robinson (2017) 'Feminist Foreign Policy as Ethical Foreign Policy? A Care Ethics Perspective'. Paper prepared for the 2017 conference of the Canadian Political Science Association, Toronto, Ontario, June 1, 2017. <https://cpsa-acsp.ca/documents/conference/2017/Robinson.pdf>

Hayden King (2017) 'The Erasure of Indigenous Thought in Foreign Policy', *Open Canada*. <https://www.opencanada.org/features/erasure-indigenous-thought-foreign-policy/>

Week 9

March 16

'Micro-moves' in IR theory: Practices, Emotions and the Everyday

Solomon, Ty, and Brent J. Steele (2017) "Micro-moves in international relations theory." *European Journal of International Relations* 23, no. 2 (2017): 267-291.

Pouliot, Vincent (2008) "The Logic of Practicality: A Theory of Practice of Security Communities," *International Organization* 62(2): 257-288.

Rowley, Christina, and Jutta Weldes (2012) "The evolution of international security studies and the everyday: Suggestions from the Buffyverse." *Security Dialogue* 43, no. 6: 513-530.

Vaughan-Williams N and Stevens D (2016) 'Vernacular theories of everyday (in)security: The disruptive potential of non-elite knowledge'. *Security Dialogue*, 47(1): 40-58.

Week 10

March 23

Popular Culture, Aesthetics and the Visual in International Relations theory

Weldes, Jutta (2003) "Popular Culture, Science Fiction, and World Politics." In *To Seek Out New Worlds*, pp. 1-27. Palgrave Macmillan.

Bleiker R (2015) 'Pluralist methods for visual global politics'. *Millennium* 43(3): 872-890.

Hall I (2014) 'The satirical vision of politics: Ethics, interests and disorder'. *European Journal of International Relations* 20(1): 217-236.

Heck A and Schlag G (2013) 'Securitizing Images: The Female Body and the War in Afghanistan'. *European Journal of International Relations* 19(4): 891-913.

Lene Hansen, 'Reading comics for the field of International Relations: Theory, method and the Bosnian War'. *European Journal of International Relations*. Vol 23, Issue 3, pp. 581 - 608.

***No class March 30th, University Closed**

Week 11

April 6

Global Capitalism, Cultural Antagonisms and the Politics of Hopelessness

- We will watch and discuss Alfonso Cuarón's *Children of Men* (2006)

Slavoj Žižek (2015) 'We Can't Address the EU Refugee Crisis Without Confronting Global Capitalism', *In These Times*.

<http://inthesetimes.com/article/18385/slavoj-zizek-european-refugee-crisis-and-global-capitalism>

Week 12 (final research essays due in class)

Wednesday April 11th (classes follow a Friday schedule)

- '3-minute thesis' competition!

Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: 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.

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).

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day’s date, and then distributed to the instructor. For essays 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.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5

80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of 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.

Carleton E-mail Accounts: All email communication to students from the Department of Political Science 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.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <https://www.facebook.com/groups/politicalsciencesociety/> or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.