

**PSCI 4800 A**  
**Advanced International Relations Theory**  
Asynchronous – cuLearn, recorded, no live

**Instructor:** Sacha Ghandeharian

**Office Hours:** Students are encouraged to email to arrange for phone or online conferencing meetings.

**Email:** [sacha.ghandeharian@carleton.ca](mailto:sacha.ghandeharian@carleton.ca) or through cuLearn email function.

### **Course Description**

This course is designed to provide students with knowledge of important theoretical approaches, debates and issues in contemporary International Relations (IR) Theory. In doing so it engages with questions of ontology (i.e. the question of what exists?), epistemology (i.e. the question of how we know?) and methodology (the question of how we study?). Furthermore, these discussions are intertwined with ethical questions about how to solve ‘real world’ global problems, but also, with questions about what kind of future is desirable, and who gets to decide? All of these modes of inquiry assume a relationship between theory and practice, whereby our theoretical orientations determine our practical actions and vice-versa. The first main objective of the course is to familiarize students with key literature in the field of Advanced IR Theory and to provide a foundation for analyzing key issues in contemporary international relations and global politics.

Much of the course will focus on what is broadly called ‘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. The beginning of the course will introduce students to some of the main features of critical approaches in IR Theory. The course then turns to weekly discussions about different key issues in contemporary international relations and global politics. Each topic section and set of readings is framed around a key theoretical concept or issue. Examples of the issues covered are the state, security, war, humanitarianism, economics, eurocentrism, gender, and the environment.

The second main objective of the course is to help students develop critical thinking skills through close readings of the texts, class discussion, and written assignments which will allow students to apply the knowledge and skills gained through the course to interpreting, comparing, and/or applying different theoretical approaches. At the end of the course, students should have a greater knowledge of key concepts and approaches in Advanced IR Theory, and the ability to apply this knowledge in the analysis of important issue areas in international relations and global politics.

### **Course Structure**

This course will be structured around three key elements: weekly readings, cuLearn forum discussion, and written assignments. It will also include video content uploaded by the instructor *via* Kaltura Capture with the links accessible through cuLearn. These videos will be a mixture of introductions to weekly topics and readings, further guidance on key content related to the course topic and readings, as well as instructions or tips for assignments when necessary. Please note that these videos will be recordings that students will be able to access at their own convenience. Each week will typically cover two topics and sets of readings (see detailed schedule below), and the cuLearn forum will allow for weekly group discussion concerning the central themes, ideas and tensions arising from the readings. The readings are designed to provide students with knowledge of

broad themes and theoretical orientations in Advanced IR Theory, as well as how these overarching themes connect with particular issues in global politics. Assignments are designed to develop skills related to critically analyzing contemporary themes, ideas, and issues in IR.

### **Required Readings**

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

### **Evaluation**

**Forum Participation: 30%**

**Critical Review Essay: 20%**

**Research Paper Outline (Due May 25<sup>th</sup>): 10%**

**Research Paper Abstract (Due June 14<sup>th</sup>): 5%**

**Final Research Paper (Due June 16<sup>th</sup>): 35%**

**Twice Weekly Forum Participation: 30%**

All students will be required to participate in online seminar discussion via the cuLearn forum by responding to questions and prompts pertaining to the week's readings/topics. These questions will typically be posted by the instructor by the Monday and Thursday of each week. The schedule for forum discussions and corresponding topics/readings can be found in the schedule below. Students will be required to respond to each question or prompt, as well as to engage with the answers and comments provided by other students. It is expected that each student's contributions will be posted by 11:59pm on the Wednesday and Sunday immediately following the posting of the questions by the instructor. The instructor will also engage in the discussion whenever it is helpful or necessary to do so in order to communicate course content or further the dialogue. Students are encouraged to re-enter and participate in the discussion as much as they want during the window of time outlined in the course schedule. Forum participation is required for Topics 2 – 11 and each session is worth 3%.

The goal is to facilitate a timely and structured discussion of the readings and topics for the week. Much like an in-person seminar, students will be evaluated based on the quantity of their participation, as well as the quality of their contributions. The quality of contributions will be evaluated based on how well they engage with the specifics of the readings, the extent to which they demonstrate skills related to a critical reading/analysis of the texts, the ability to make connections between the various topics and themes which comprise the course, as well as the extent to which they engage substantively with the contributions of other students.

While there is no specific requirement regarding the length of these contributions, students should use their experience in in-person tutorials and seminars as a general idea of the level of participation that is expected. A benefit of this online seminar format is that students will have more time to reflect and think through their analytical comments and questions, as well as more opportunity to engage in discussion with their colleagues. The instructor will provide feedback and suggestions as to how the online discussion can be improved, or amended, to students when necessary, in addition to providing links to relevant media.

**Critical Review Essay: 20%**

Each student will be required to write (one) critical review essay (1400-1600 words each, and each related to a specific topic section). The review essay must provide a critical analysis and assessment of at least (two) of the readings for the chosen topic. No outside sources are to be used. Reviews should demonstrate an understanding of the key arguments of each article and put forth a coherent argument (with thesis statement) related to the key similarities, differences, strengths and/or weaknesses, and/or overall significance of the arguments presented in

the readings for the topic and theme of the course. The purpose of the critical review essay is to engage more thoroughly with some of the readings for a given topic and to develop skills related to the critical analysis of texts. **Each review essay will be due via email before the forum discussion of your chosen topic.**

### **Research Paper Outline: 10% (Due May 25<sup>th</sup>)**

Each student will be required to submit a final paper outline (2 pages double-spaced). The outline should include a tentative title for your paper, a research question, a thesis statement, and an outline of the structure of the argument/analysis. A bibliography including at least 5 academic sources is also required. This bibliography should include at least 3 peer-reviewed sources that are outside of the course readings. Students will then receive feedback from the instructor which can be incorporated as they continue to research and write the paper.

### **Research Paper Abstract: 5% (Posted on cuLearn forum June 14<sup>th</sup> by 11:59pm)**

A final forum session will be dedicated to a discussion surrounding student final papers. Each student will be required to post a maximum 200 word abstract for their final paper to the cuLearn forum created by the instructor. Students will then be required to provide at least one constructive comment or question in reference to a minimum number of abstracts (this number will be determined at a later date based on final class size). The goal of this exercise will be to develop skills related to the construction of a research paper abstract as well as a chance for students to share and get feedback on their research. Abstract = 3%; comments + questions = 2%.

### **Final Research Paper: 35% (June 16<sup>th</sup> by 11:59pm)**

Each student will write a final research paper related to IR Theory. The choice of topic will be up to the student and can be a critical analysis of a key theoretical approach, a comparative analysis of different theoretical approaches, the application of a particular theory to an issue in global politics, or an assessment of IR Theory as a field moving forward (e.g. significance, challenges, developments). Regardless of the topic chosen, the paper should focus on presenting a clear, consistent, and well-developed argument about IR Theory and be supported by peer-reviewed academic research. Papers should be approximately 15 pages, double-spaced, 12-point font, and should be properly referenced and include a bibliography. Any citation style appropriate to the social sciences and/or humanities may be used as long as it is used correctly and consistently.

**Late Submissions:** Course work submitted past the stated due date will be accepted but subject to a late penalty of 3% per day (weekends will be counted as 1 day). Written assignments will no longer be accepted once 7 days have passed since the due date. Extensions will be granted at the discretion of the instructor and only for serious and documented medical reasons or other emergency circumstances. Students should consult with the instructor as early as possible and **should not** wait until after the due date for an assignment has passed.

## **Weekly Schedule of Topics, Readings and Forum Discussion**

### **1. International Relations (IR) Theory and Why it Matters (May 4<sup>th</sup> Introductory Readings)**

- 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.
- Tim Dunne, Lene Hansen and Colin Wight. 2013. "The end of International Relations theory?" *European Journal of International Relations* 19(3): 405 –425.

### **2. Moving Beyond the Mainstream: Critical IR Theory (Forum May 7 – 10)**

- Robert W. Cox. 1981. "Social forces, states and world orders: Beyond International Relations Theory." *Millennium* 10: 126-155.

- Jenny Edkins. 1999. *Poststructuralism and International Relations: Bringing the Political Back In*. Boulder: Lynne Rienner. Chapter 1.
- Raymond Duvall and Latha Varadarajan. 2003. "On the Practical Significance of Critical International Relations Theory." *Asian Journal of Political Science* 11(2): 75-88.

### 3. International Relations and Global Ethics (Forum May 11 – 13)

- Mervyn Frost. 1998. "A Turn not Taken: Ethics in IR at the Millennium." *Review of International Studies* 24: 119-132.
- Kate Schick. 2009. "'To Lend a Voice to Suffering is a Condition for All Truth': Adorno and International Political Thought." *Journal of International Political Theory* 5(2): 138-160.
- Kimberly Hutchings. 2018. *Global Ethics: An Introduction. Second Edition*. Cambridge: Polity Press. Chapters 1 and 3.

### 4. Rethinking the State, Territory and Authority (Forum May 14 – 17)

- John Agnew. 1994. "The Territorial Trap." *Review of International Political Economy* 1(1): 53-80.
- J. Marshall Beier. 2002. "Beyond hegemonic state(ments) of nature: Indigenous knowledge and non-state possibilities in International Relations." In *Power, Postcolonialism and International Relations: Reading Race, Gender and Class*, edited by Geeta Chowdhry and Sheila Nair, 82-114. London: Routledge.
- Jacqueline Berman. 2003. "(Un)popular Strangers and Crises (Un)Bounded: Discourses of Sex-trafficking, the European Political Community and the Panicked State of the Modern State." *European Journal of International Relations* 9(1): 37-86.

### 5. Critical Security Studies: Conflict, Mobility and Governance (Forum May 21 – 24)

- William Walters. 2010. "Migration and Security." In *The Routledge Handbook of New Security Studies*, edited by J. Peter Burgess, 217-228: New York Routledge.
- C.S. Browning 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.
- N. Vaughan-Williams and D. Stevens. 2016. "Vernacular Theories of Everyday (in)security: The Disruptive Potential of Non-elite Knowledge." *Security Dialogue* 47(1): 40-58.

### 6. Theorizing Power, War and Violence (Forum May 25 – 27)

- Michael Barnett and Raymond Duvall. 2005. "Power in International Politics." *International Organization* 59(1): 39-75.
- Maja Zehfuss. 2011. "Targeting: Precision and the Production of Ethics." *European Journal of International Relations* 17(3): 543-566.
- Ian Hurd. 2017. "Targeted Killing in International Relations Theory: Recursive Politics of Technology, Law, and Practice." *Contemporary Security Policy* 38(2): 307-319.

**\*RESEARCH PAPER OUTLINE DUE MAY 25<sup>TH</sup> BY 11:59PM\***

### 7. Cosmopolitanism, Humanitarianism and Global Citizenship (Forum May 28 – 31)

- Andrew Linklater. 1996. "Citizenship and Sovereignty in the Post-Westphalian State." *European Journal of International Relations* 2(1): 77-103.
- Fuyuki Kurasawa. 2013. "The Sentimentalist Paradox: on the Normative and Visual Foundations of Humanitarianism." *Journal of Global Ethics* 9(2): 201-214.
- Michael Barnett. 2013. "International Paternalism and Humanitarian Governance." *Global Constitutionalism* 1(3): 485-521.

## 8. Global Capitalism, Economic ‘Stability’ and Wealth Inequality (Forum June 1 – 3)

- Patrick Hayden. 2007. “Superfluous Humanity: An Arendtian Perspective on the Political Evil of Global Poverty.” *Millennium: Journal of International Studies* 35(2): 279-300.
- James Brassett and Christopher Holmes. 2010. “International Political Economy and the Question of Ethics.” *Review of International Political Economy* 17(3): 425-453.
- Renee Jeffery. 2011. “Reason, Emotion and the Problem of World Poverty: Moral Sentiment Theory and International Ethics.” *International Theory* 3(1): 143-178.

## 9. Overcoming Eurocentrism in IR Theory and Global Politics (Forum June 4 – 7)

- Turan Kayaoglu. 2010. “Westphalian Eurocentrism in International Relations Theory.” *International Studies Review* 12(2): 193-217.
- Cristina Rojas. 2016. “Contesting the Colonial Logics of the International: Toward a Relational Politics for the Pluriverse.” *International Political Sociology* 10(4): 369-382.
- David Blaney and Arlene Tickner. 2017. “Worlding, Ontological Politics and the Possibility of a Decolonial IR.” *Millennium: Journal of International Studies* 45(3): 293-311.

## 10. Environmentalism and Global Health (Forum June 8 - 10)

- Sarah E. Davis. 2010. “What Contribution can International Relations Make to the Evolving Global Health Agenda.” *International Affairs* 86(5): 1167-1190.
- Steve Vanderheiden. 2011. “Globalizing Responsibility for Climate Change.” *Ethics and International Affairs* 25(1): 65-84.
- Cameron Harrington. 2016. “The Ends of the World: International Relations and the Anthropocene.” *Journal of International Studies* 44(3): 478-498.

## 11. Feminist Security Studies and Foreign Policy (Forum June 11 – 14)

- V. Spike Peterson. 2004. “Feminist Theories Within, Invisible to, and Beyond IR.” *Brown Journal of World Affairs* 10(2): 35-46.
- Annick T.R. Wibben. 2011. "Feminist Politics in Feminist Security Studies." *Politics & Gender* 7(4): 590-595.
- Karin Aggestam, Annika Bergman Rosamond, and Annica Kronsell. 2019. “Theorizing Feminist Foreign Policy.” *International Relations* 33(1): 23-39.

## 12. Final Paper Abstracts and Constructive Criticism (Forum June 15 – 16)

**\*FINAL RESEARCH PAPER DUE JUNE 16<sup>TH</sup> BY 11:59PM\***

### Academic Accommodations

Carleton University is committed to providing access to the educational experience in order to promote academic accessibility for all individuals. Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University. You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**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, visit:

<http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

**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, visit:

<https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

**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](mailto: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:

<https://carleton.ca/pmc/>

**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:

<https://carleton.ca/sexual-violence-support/>

**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:

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)

## **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 of Term Work and Grading**

Assignments must be submitted directly to the instructor via cuLearn or email and according to the instructions in the course outline.

**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:

90-100%	A+	12
85-89%	A	11
80-84%	A-	10
77-79%	B+	9
73-76%	B	8
70-72%	B-	7
67-69%	C+	6
63-66%	C	5
60-62%	C-	4
57-59%	D+	3
53-56%	D	2
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/>

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