

Carleton University  
Fall 2019  
Department of Political Science  
<https://carleton.ca/polisci/>

**PSCI 4800A**  
**Advanced International Relations Theory**  
**Mondays 11:35-2:25**  
**SA 313**  
(Confirm Location on Carleton Central)

**Professor:** Dr. Fiona Robinson  
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Loeb C663  
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**Office Hours:** Mondays 10:00-11:30  
Wednesdays 10:00-11:30

### **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 rejects the hard separation of ‘facts’ and ‘values’ and recognizes the fundamental connection between ‘knowledge’ and ‘power’. 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 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.

### **Class Structure:**

**With the exception of the first and last class, all classes will proceed (more or less) according to the following format:**

- 50 minutes: introductory discussion of key issues and questions for each week
- 10 minutes: Break
- 50 minutes: Small group discussion: During this period students will work in small groups to discuss questions/issues/problems of the day, or to workshop/share written work. Students should be prepared to share the outcomes of their discussions with the rest of the class.
- 10 minutes: Break
- 50 minutes: Full group discussion.

### **Requirements and Assessment:**

Weekly Attendance and Participation	20%
Research Essay Proposal (due October 7)	5%
Theory-Practice Blog Post (due October 28)	20%
Research Essay Draft (due November 18)	10%
Peer Feedback (due Nov 25)	5%
Final Research Essay (due December 6)	25%
Research Presentation (Dec 2 and 6)	15%
<b>Total:</b>	<b>100%</b>

**Weekly Attendance and Participation: *This is a seminar course and relies on the active participation of students. For this reason, participation counts for a large portion of your grade.*** 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. **In addition to your general contributions to seminar discussions, students will be expected to lead off seminar discussions by posing one or two questions about the readings that highlight different aspects of the seminar themes for that week. Up to eight students may be selected at random each week to provide lead-off questions, which means that you may expect to be called upon to do this at least twice and possibly three times during the term.** 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 electronic devices in class is strongly discouraged. This is not because I have a problem with electronic devices, but because I am seeking to foster attentive, respectful listening. Please see me if you have a special reason why you need to use your phone/laptop in class.**

**Research Essay Proposal (due October 7):** All students will complete a proposal for their final research essay. The proposal must include the following:

- i) Working Title
- ii) Research Question
- iii) Working argument/thesis statement
- iv) Outline of the 3 key sections of your paper (one short paragraph per section).
- v) Annotated (two or three sentences) bibliography (at least 5 scholarly sources).

**Theory-Practice Blog Post (due October 28):** For this assignment you must **choose a topic or issue in contemporary world affairs/international politics and provide an analysis of it using ideas and concepts related to IR theory and theories.** This is NOT a research essay; you are not required to use scholarly sources to write the post. However, any sources you do use – scholarly books and articles, popular media articles, etc. – must be properly cited and referenced using notes and a bibliography. Blogs should be 1000-1200 words, 12-point font, double-spaced. Topics should be **specific contemporary** issues (search news outlets for ideas) related to foreign policy; diplomacy; war/conflict; security; IPE (trade, global finance); international development. The blog post will be marked using the following criteria:

- a) Choice of topic/issue
- b) Grasp of ideas, concepts and theories
- c) Ability to link theories to practice/issue
- d) Ability to analyze critically and creatively
- e) Ability to construct an argument and sustain it throughout the post
- f) Writing style – fluidity, organization, grammar, syntax, spelling

**Research Essay Draft (due November 18):** A first draft of the essay is due Week 9. The first draft must include:

- A fully written introduction (at least two paragraphs) with a research question, thesis statement and summary outline of the parts of the essay.
- An opening sentence for each part of the essay, with point form notes describing the remainder of each part.
- A working Bibliography (at least five sources)

Students will be sharing these drafts with their peers in small groups. Students will provide verbal feedback on their classmates' drafts during class; in addition, each of you will provide written feedback (via CU learn) on one of your classmate's preliminary drafts.

**Final Research Essay (due December 6):** 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 3750

- 4000 words, typed, double-spaced, 12-point font, including notes but excluding bibliography and should be properly referenced (using an in-text parenthetical citation method, such as MLA, APA or Chicago). You should aim to use at least eight scholarly sources for your essay.

The essay will be marked according to the following criteria:

1. Strength and Clarity of Research Question and Thesis Statement
2. Evidence of understanding of IR theories and concepts
3. Ability to apply theories and engage in sophisticated analysis.
4. Organization, Structure, Writing Style
5. Evidence of Research, and Adequate, Correct and Complete referencing of sources.

**Presentations (Dec 2 and Dec 6):** In addition to their written essays, students are required to present their research in the final two classes. In addition to a well-prepared oral presentation, students are encouraged to prepare a power-point or other visual aid (poster, video) for their presentation. Presentations will be marked according to the following criteria:

- a) Preparedness /25
- b) Content /25
- c) Organization /25
- d) Presentation Style /25

**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.

**Essay Submission:** All written work must be submitted by 11pm on the due date via the CULearn portal. Please note: you must also bring a hard copy of your blog post to class on October 28<sup>th</sup>, and a hard copy of your essay outline to class on November 18<sup>th</sup>.

### **Weekly Topics and Readings:**

#### **Week 1 September 9**

##### **Introduction to the Course**

No Readings

#### **Week 2 September 16**

##### **Theory and Theories in International Relations**

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.

Johann Ericksson (2014) 'On the Policy Relevance of Grand Theory', *International Studies Perspectives*, 15(1): 94-108.

### **Week 3 September 23**

#### **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.

Duvall, Raymond and Latha Varadarajan (2003) 'On the Practical Significance of Critical International Relations Theory', *Asian Journal of Political Science*, 11(2):

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 4 September 30**

#### **Rethinking Sovereignty and Statehood**

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

True, J. M. (2018) 'Bringing back gendered states: Feminist second image theorizing of international states'. In *Revisiting gendered states: Feminist imaginings of the state in international relations* (pp. 33-48). Oxford University Press.

Alberts, T. E. (2014). Rethinking the principle of (sovereign) equality as a standard of civilisation. *Millennium*, 42(3), 767-789.

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 5 October 7 (research essay proposal due today)**

#### **Critical Security Theorizing**

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

Megan MacKenzie (2009) 'Securitization and Desecuritization: Female Soldiers and the Reconstruction of Women in Post-Conflict Sierra Leone', *Security Studies*, 18(2): 241-261.

Collier, J. (2018). Cyber Security Assemblages: A Framework for Understanding the Dynamic and Contested Nature of Security Provision. *Politics and Governance*, 6(2): 13-21.

**\*\*October 14 – Thanksgiving, no class**

**\*\*October 21 – Reading Week, no class**

**Week 6 October 28 (blog post due this week)**

**Critical Approaches to IPE and Development**

Pieterse, J. N. (2002). Global inequality: bringing politics back in. *Third World Quarterly*, 23(6): 1023-1046.

Nicola Phillips (2017) 'Power and inequality in the global political economy', *International Affairs*, 93(1): 429–444.

Chant, S., & Sweetman, C. (2012) 'Fixing women or fixing the world? 'Smart economics', efficiency approaches, and gender equality in development. *Gender & Development*, 20(3), 517-529.

**Week 7 November 4**

**Theorizing War and Peace**

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

Shepherd, L. J. (2016). Making war safe for women? National Action Plans and the militarisation of the Women, Peace and Security agenda. *International Political Science Review*, 37(3), 324–335.

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

**Week 8 November 11**

**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 (2013) "The responsibility to protect: Libya and the problem of transnational solidarity." *Journal of Human Rights* 12.1: 40-58.

**Week 9 November 18 (essay first draft due; peer feedback and essay workshop today)**

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

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

### **Week 10 November 25**

#### **Aesthetics and the Visual in International Relations theory**

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

Agius, C. (2017). Drawing the discourses of ontological security: Immigration and identity in the Danish and Swedish cartoon crises. *Cooperation and conflict*, 52(1), 109-125.

### **Week 11 December 2**

Research Presentations

### **Week 12 December 6 (Essays due today. Last day of classes; classes follow a Monday schedule).**

Research Presentations and End of Term Celebration!

## **Academic Accommodations**

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### **Requests for Academic Accommodation**

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 the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://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 the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](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. [carleton.ca/pmc](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 its 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: [carleton.ca/sexual-violence-support](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. <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 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. By hosting social events, including Model Parliament, debates, professional development sessions and more, 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 our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

**Official Course Outline**

The course outline posted to the Political Science website is the official course outline.