

Carleton University
Winter 2023
Department of Political Science
<https://carleton.ca/polisci/>

PSCI 4800 A
Advanced International Relations Theory
Fridays 11:35-2:25
Tory Building, Room 236

Instructor: Dr. Fiona Robinson
Professor, Department of Political Science

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Office Hours (by appointment and via Zoom; <https://carleton-ca.zoom.us/my/prof.robinson?pwd=U0lSZnNVMUJ3ZkllM3cxNEVXTWNkZz09>)

COURSE DESCRIPTION AND OBJECTIVES

While we often hear of a divide between ‘theory’ and ‘practice’, this course will challenge that familiar division. Instead of the usual ‘menu’ of ready-made settled ‘theories’ or approaches to IR from which scholars, policy-makers or leaders may choose (realism, liberalism, constructivism) this course is interested in the practice of ‘theorizing’ – the way in which we use concepts, values and assumptions to consider, evaluate and make sense of the world. In this sense, theorizing can be understood as an intensely ‘political’ activity, insofar as it involves making judgements not only about how to ‘solve problems’ or ‘make decisions’, but also about what gets to count as a problem in the first place. Thus, considering how theorizing works in IR involves considering 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, it could be argued that theory ‘makes’ or constitutes world politics.

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 theory and practice. 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.

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.

SEMINAR FORMAT

Each week, students will complete all of the readings and prepare (in written form) two thoughtful and carefully-crafted discussion questions. On the day of the seminar, 4-5 students

will be chosen to present their questions at the beginning of the class; these questions will then form the basis of the seminar. These students will then lead small group discussions of these questions, and possibly others posed by the instructor. **Questions should be based on a close reading of the readings for the week and should focus on the key themes/tensions/debates on the topic for the week.** Following the group discussions, leaders will then be responsible for communicating the ideas presented in their groups to the whole class. I will send an email to the students presenting their questions in the morning (no later than 9:30 am) before class. You can be expected to be called on at least twice throughout the term. The quality of your questions, your ability to lead a small group discussion will be factored into your participation grade.

ASSESSMENT AT A GLANCE

| <u>Assignment</u> | <u>Percentage</u> | <u>Due Date</u> |
|---|-------------------|-----------------|
| Seminar Participation | 25% | ongoing |
| Article Review Essay (1500-1800 words) | 25% | Friday Feb.3 |
| Research essay proposal (500-600 words) | 5% | Friday Feb. 17 |
| Preliminary essay draft (1000 words) | 10% | Friday March 10 |
| Essay Workshop Presentation | 5% | Friday March 24 |
| Final Research Essay (3500-4000 words) | 30% | Wed. April 12 |

ASSESSMENT IN DETAIL

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.

Article Review: All students will write a critical review of one of the following articles: (available online through the library):

Please choose ONE of the following to review:

- Adler, E., & Pouliot, V. (2011). International practices. *International theory*, 3(1), 1-36.
- Enloe, C. (1996). Margins, silences and bottom rungs: how to overcome the underestimation of power in the study of international relations. *International theory: Positivism and beyond*, 186-202.
- Vasilaki, R. (2012). Provincialising IR? Deadlocks and prospects in post-Western IR theory. *Millennium*, 41(1), 3-22.

Your review should assess critically the principal arguments made in the article, using some of the literature we will already have examined in the course, if appropriate, along with any other material that you may find useful. Be sure to strike a balance between the descriptive elements of the review and the critical assessment. You should have a clear argument regarding your

assessment of the contribution of the article and the persuasiveness of its analysis. Of course, all sources must be properly cited with a reference list at the end.

Research Essay Proposal: All students will write a brief (500-600 words, not including bibliography) proposal for their final research papers. The proposals should include the following:

1. Working title
2. The **problem** guiding the inquiry (including context)
3. Research question
4. Brief statement of the (working) central argument or thesis
5. Theoretical/analytical framework or conceptual approach
6. Key sections for the analysis
7. Annotated Bibliography with at least 4 sources (at least 3 of which must not be course readings). Annotations should be 2-4 sentences each.

Essay Drafts: Students must prepare and submit a short (1000 words) draft of their essay. You will then present this draft to your peer group at a special 'draft essay workshop' (see below).

Draft Essay Workshop: All students will present their essay drafts during a special seminar. The class will be divided into groups based on topic; students will share their draft with the other members of the group in advance of the workshop class. Each student will prepare a ten-minute presentation of their research to date; presentations must include all the components from the proposal (above), as well as any further research that has been completed. Students will receive up to 5 marks if they a) share their draft with group members ahead of the workshop; b) prepare and deliver a well-organized and informative presentation on their research to date; c) listen attentively to other presentations in their group, and offer constructive feedback to all group members.

Research Essay (due April 12th): All students will write a final research paper on a topic of their choice related to IR theory. Papers **MUST** engage in theoretical and/or conceptual analysis. Papers can address a theoretical or meta-theoretical debate within the discipline, a new theoretical 'turn' and its existing or potential contribution to IR or compare two or more theoretical approaches to a particular issue or problem in international politics. In the latter 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 3500-4000 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 APA or Chicago author-date). 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/Argument
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.

READINGS

All the readings are on reserve and are available through the library's ARES reserve system.

OTHER INFORMATION

Submission of Written Assignments: Please submit all written assignments electronically via Brightspace. Please submit only **Word documents (no PDFs please)**. All assignments are due at 11:59pm on the due date. Late assignments should also be submitted via Brightspace.

- All assignments are due by 11:59pm on the due date and are to be submitted through the designated portal on Brightspace. Please submit Word documents. If you cannot submit an assignment by the due date, or you have to miss a seminar, please email me in advance, wherever possible. If no prior arrangement is made, late assignments will be penalized 3% per day.

Weekly Topics and Readings:

Week 1 Jan 13

Introduction to the Course

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

Week 2 Jan 20

Theories and Theorizing in IR

Berenskötter, F. (2018). Deep theorizing in International Relations. *European Journal of International Relations*, 24(4), 814–840.

Guzzini, S. (2013). The ends of International Relations theory: Stages of reflexivity and modes of theorizing. *European Journal of International Relations*, 19(3), 521-541.

Hutchings, K., & Owens, P. (2021). Women Thinkers and the Canon of International Thought: Recovery, Rejection, and Reconstitution. *American Political Science Review*, 115(2), 347-359.

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

Week 3 Jan 27

Sovereignty and the State

Biersteker, T. J. (2002). State, sovereignty and territory. *Handbook of International Relations*, 157-176.

Loh, D. M., & Heiskanen, J. (2020). Liminal sovereignty practices: Rethinking the inside/outside dichotomy. *Cooperation and Conflict*, 55(3), 284-304.

Reus-Smit, C. (2001). Human rights and the social construction of sovereignty. *Review of international studies*, 27(4), 519-538.

Simpson, A. (2016). The state is a man: Theresa Spence, Loretta Saunders and the gender of settler sovereignty. *Theory & Event*, 19(4).

Week 4 Feb 3 (article review due today)

Anarchy

Ashley, R. K. (1988). Untying the sovereign state: a double reading of the anarchy problematique. *Millennium*, 17(2), 227-262.

Wendt, A. (1992). Anarchy is what states make of it: the social construction of power politics. *International organization*, 46(2), 391-425.

Sjoberg, L. (2017). The invisible structures of anarchy: Gender, orders, and global politics. *Journal of International Political Theory*, 13(3), 325-340.

Cerny, P. G., & Prichard, A. (2017). The new anarchy: Globalisation and fragmentation in world politics. *Journal of international political theory*, 13(3), 378-394.

Week 5 Feb 10

War and Intervention

Beier, Marshall (2012) 'Thinking and rethinking the Causes of War' in Craig Snyder, ed., *Contemporary Security and Strategy*, 3rd edition, 128.

Wibben, A. T. (2016). Introduction: feminists study war. In *Researching War* (pp. 1-16). Routledge.

Bulley, D. (2010). The politics of ethical foreign policy: A responsibility to protect whom? *European Journal of International Relations*, 16(3), 441-461.

Pison Hindawi, C. (2021). Decolonizing the Responsibility to Protect: On pervasive Eurocentrism, Southern agency and struggles over universals. *Security Dialogue*, 53(1): 38-56.

Week 6 Feb 17 (essay proposal due)

The Security Dilemma, Ontological Security, Human Security

Jervis, R. (2001). Was the Cold War a Security Dilemma? *Journal of Cold War Studies*, 3(1), 36-60.

Mitzen J. (2006) Ontological Security in World Politics: State Identity and the Security Dilemma. *European Journal of International Relations*. 12(3):341-370.

Brent J. Steele & Alexandra Homolar (2019) Ontological insecurities and the politics of contemporary populism, *Cambridge Review of International Affairs*, 32:3, 214-221

Hudson, H. (2005). 'Doing' Security as Though Humans Matter: A Feminist Perspective on Gender and the Politics of Human Security. *Security Dialogue*, 36(2), 155-174.

****NO CLASS FEBRUARY 24; WINTER TERM READING WEEK**

**Week 7 March 3
Securitization Theory**

Michael C. Williams (2003) Words, Images, Enemies: Securitization and International Politics, *International Studies Quarterly*, 47(4): 511–531.

Huysmans, J. (2000). The European Union and the Securitization of Migration. *JCMS: Journal of Common Market Studies*, 38(5), 751-777.

Hansen, L. (2000). The Little Mermaid's Silent Security Dilemma and the Absence of Gender in the Copenhagen School. *Millennium*, 29(2), 285-306.

Howell, A., & Richter-Montpetit, M. (2020). Is securitization theory racist? Civilizationism, methodological whiteness, and antiblack thought in the Copenhagen School. *Security Dialogue*, 51(1), 3-22.

**Week 8 March 10 (essay draft due today)
Borders and Biopolitics**

Doty, R. L. (2011). Bare life: Border-crossing deaths and spaces of moral alibi. *Environment and Planning D: Society and Space*, 29(4), 599-612.

Salter, M. B. (2006). The global visa regime and the political technologies of the international self: Borders, bodies, biopolitics. *Alternatives*, 31(2), 167-189.

Berman, J. (2010). Biopolitical management, economic calculation and "trafficked women". *International Migration*, 48(4), 84-113.

Gökariksel, B., & Secor, A. J. (2020). Affective geopolitics: Anxiety, pain, and ethics in the encounter with Syrian refugees in Turkey. *Environment and Planning C: Politics and Space*, 38(7-8), 1237-1255.

Week 9 March 17

****No seminar; Essay Research/Writing Class (instructor attending academic conference)****

Week 10 March 24

Essay Workshop – no readings

Week 11 March 31

Race in IR Theory

Sabaratham, Meera (2020) Is IR theory white? Racialised subject-positioning in three canonical texts. *Millennium* 49(1): 3-31.

Henderson, E. A. (2014). Hidden in plain sight: racism in international relations theory. In *Race and racism in international relations* (pp. 19-43). Routledge.

Lynch, C. (2019). The moral aporia of race in international relations. *International Relations*, 33(2), 267-285.

Nisancioglu, K., (2020). Racial sovereignty. *European Journal of International Relations*, 26(1_suppl), pp.39-63.

****No class April 7; Statutory Holiday (Good Friday)****

Week 12 WEDNESDAY April 12 (classes run on a Friday schedule).

Decolonizing International Relations?

Capan, Z. G. (2017). Decolonising International Relations? *Third World Quarterly*, 38(1), 1-15.

Lightfoot S. (2021) Decolonizing Self-Determination: Haudenosaunee Passports and Negotiated Sovereignty. *European Journal of International Relations*.

Bilgin, P., (2008). Thinking Past ‘Western’ IR? *Third World Quarterly*, 29(1): 5-23.

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

Appendix

Covid-19 Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being

vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

Student Mental Health

As a university student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

- **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

- **Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

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 accommodation: 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious accommodation: 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 [click here](#).

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

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 engage in student activities 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.

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. 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.

Plagiarism

Carleton's [Academic Integrity Policy](#) defines plagiarism as “presenting, whether intentional 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, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

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.

More information on the University’s Academic Integrity Policy can be found at:

<https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

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 |

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 Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

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/>.

Official Course Outline

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