

**PSCI 4800 (B)**

Advanced International Relations Theory

11:35 a.m. – 14:25 p.m. Fridays

This course will be held remotely online (blended: synchronous seminars with asynchronous aspects)

I General information

Instructor: Sacha Ghandeharian

On-line Office Hours: 11:00 a.m. – 13:00 p.m. Wednesdays or by appointment (via Zoom)

Email: [sacha.ghandeharian@carleton.ca](mailto:sacha.ghandeharian@carleton.ca)

All email communication is to be via official Carleton university e-mail accounts and/or cuLearn, not personal emails.

II 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 concerning ontology (being), epistemology (knowing) and methodology (researching) in the study of IR. Furthermore, these discussions are intertwined with ethical questions about how to solve 'real world' global problems and what kind of collective future is desirable? 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 a selection of significant perspectives and concepts in the field and to provide a theoretical foundation for analyzing key issues in contemporary 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 and then turns to discussions about different key issues in contemporary global politics. Each topic section and set of readings will be 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, seminar 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.

III Course format

This course will be structured around three key elements involving both synchronous and asynchronous aspects: weekly readings, weekly synchronous seminar meetings via Zoom and written assignments. Each week, students will be required to complete the assigned readings before the seminar, post at least

one discussion question about one (or more) of those readings to the designated cuLearn forum at least 24hrs prior to the seminar, and then attend and actively participate in a live seminar meeting concerning the assigned readings. Participation in seminars, through posting discussion questions on cuLearn and active engagement in live meetings, are the main components of the participation grade (see 'evaluation' below); both of these aspects necessitate proper preparation in the form of completing the assigned readings for each week. The instructor will begin each seminar meeting by briefly introducing the week's readings (associated themes, concepts and debates) and will then facilitate a discussion of the assigned readings while incorporating student questions posted to cuLearn.

The live seminar will take place during the official timeslot for this course (see above) and will require access to a device with the Zoom application, a webcam, a microphone and an internet connection. The Zoom link and password required to access the weekly seminars will be provided to students at least 24hrs in advance of the meeting each week. The preference will be to try and mimic, as much as possible, an in-person seminar. As such, students will be asked to keep their cameras on (if possible) and to refrain from utilizing the chat function in lieu of verbal participation; however, adjustments may be made based on technical issues. Please note that the seminar meetings will NOT be recorded and students are NOT permitted to record seminar meetings. In addition, screen sharing will not be used. In case of unforeseen technical difficulties, or absence as a result of a serious issue, students can contact the instructor to discuss the option of submitting a short-written reflection on the readings in lieu of participating in the live seminar for that particular week; however, this option is reserved only for unexpected technical difficulties or serious issues that prevent a student from attending the seminar meeting – it should not become the norm and it is not an available option under normal circumstances.

Over the course of the term, students will also complete a Critical Review Essay, a Research Paper Outline, an abstract for their research paper to be posted in a cuLearn discussion forum and a Final Research Paper (see 'evaluation' below). The assignments are designed to develop skills related to critically analyzing contemporary themes, ideas and issues in IR. The instructor will be available to discuss and provide advice on any aspect of the course (comprehension of material and process of completing assignments) over email as well as Zoom office hours (either during scheduled office hours or a mutually agreed upon time). The course will also make active use of the cuLearn page to share any relevant links or additional materials pertaining to the course, as well as for the submission of assignments, communication of feedback and posting of discussion questions and final paper abstracts.

#### IV Learning outcomes

- Attain a greater knowledge of key concepts and approaches in contemporary IR theory.
- Be able to apply this knowledge in the evaluation of important issues in IR and global politics.
- Develop skills related to critically reading, analyzing and discussing theoretical texts and questions.
- Develop skills related to researching, theorizing and writing within the field of IR.

#### V Texts

The readings for this course are composed of various academic journal articles and book chapters. These will all be accessible through the Library Reserves Ares system. There will be a link to the Ares on the cuLearn for this course. Alternatively, the Ares can be accessed through the library website, or the online catalogue can be used to search for individual readings. No text(s) need to be purchased.

## VI Evaluation at a glance

Seminar Participation (weekly): 30%

Critical Review Essay (1500 words; due before seminar on chosen week): 20%

Research Paper Outline (2 pages; due February 26<sup>th</sup>): 10%

Research Paper Abstract (250-300 words; April 9<sup>th</sup>- 14<sup>th</sup>): 5%

Final Research Paper (15 pages; due April 14<sup>th</sup>): 35%

Total: 100%

## VII Evaluation in detail

### **Seminar Participation (30%)**

The final participation grade will be based on the weekly posting of at least one discussion question pertaining to the readings for the week in the designated cuLearn forum at least 24hrs prior to the seminar meeting, attending the weekly live Zoom seminar meetings for the full duration of the meetings, and actively participating in discussion during the weekly live Zoom seminar meetings. Students will be evaluated based on the quantity of their participation, as well as the quality of their contributions (discussion questions and active participation in discussion). 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. The participation grade is meant to assess overall engagement in the course and the level of attentiveness to, and comprehension of, the course material.

### **Critical Review Essay (20%)**

Each student will be required to write (one) critical review essay (approximately 1500 words) related to a specific week's topic and readings. The review essay must provide a critical analysis and assessment of at least (two) of the readings from the chosen week. 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) that can engage with some of the key theoretical similarities, differences, strengths, weaknesses and/or the 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. A successful review essay must avoid being a mere summary of the readings under examination – the point is to critically analyze and not just summarize. The review essay will be due via cuLearn before the seminar meeting in which the readings for the chosen week are discussed.

### **Research Paper Outline (10% -- Due February 26<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 the paper, a clear research question, a precise preliminary thesis statement and a well-organized outline of the planned structure of the arguments/analysis. Students should make note of the specific instructions for the Final Research Paper (see below) before they begin their outline to make sure that they are taking an appropriate approach. A reference list including at

least 5 academic peer-reviewed sources is also required. This reference list should include at least 3 academic peer-reviewed sources related to IR theory 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. Students will be asked to use The Chicago Manual of Style (Author-Date) citation style; a guide for how to format citations according to CMS (Author-Date) will be posted to cuLearn. Students are permitted to use a different citation style if there is a strong preference for it as long as they check with the instructor beforehand.

### **Research Paper Abstract (5% -- April 9<sup>th</sup> - 14<sup>th</sup>)**

An end of term cuLearn forum will be dedicated to a discussion surrounding student final papers. Each student will be required to post a 250 - 300-word abstract for their final paper to the cuLearn forum created by the instructor. The abstract must be posted by 11:59 p.m. on April 9<sup>th</sup>. 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 enrollment). The questions and comments must be posted by 11:59 p.m. on April 14<sup>th</sup>. 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%. This (asynchronous) exercise will be conducted over multiple days and does not need to be completed during the timeslot for the course. Specific instructions as to how to construct the abstract will be provided.

### **Final Research Paper (35% -- Due April 14<sup>th</sup>)**

Each student will write a Final Research Paper related to critical 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). While students will be able to choose their exact topic, the expectation is that the chosen topic will be related to the specific context/theme of the course – contemporary critical IR theory. This does not mean that students are necessarily prohibited from framing their paper according to a more ‘traditional’ IR theory, or that they must subscribe to critical approaches; however, it does mean that critical approaches – as understood within the context of the course – should play a prominent role in the paper. Students will have an opportunity to receive feedback on their proposed papers (including whether the topic/approach is appropriate for the course) by submitting their Research Paper Outline. Regardless of the chosen topic, the paper should focus on presenting a clear, consistent and well-developed argument about IR theory, and should be sufficiently supported by, and/or based upon, peer-reviewed academic research. Papers should be approximately 15 pages, double-spaced, 12-point font, normal margins and should employ the CMS (Author-Date) citation style according to the link provided on cuLearn. The expectation is that students will provide full citations for all sources used and have a properly formatted reference list. Students are permitted to use an alternative citation style, if there is a strong preference for one, as long as they inform the instructor of which style they will employ prior to completing the paper.

**Note:** all written work will be evaluated based on how well it:

- a. Meets the requirements and guidelines for the assignment.
- b. Achieves the goals and purposes of the assignment.
- c. Reflects an understanding of the overarching themes and ideas of the course.
- d. Demonstrates clear and effective writing with proper spelling, syntax and grammar.

## **Note on 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. If a student wishes to request an extension for an assignment, they should consult with the instructor as early as possible and should not wait until after the due date for an assignment has passed. The granting of extensions will be reserved for serious medical or other emergency situations. Please note the (below) policies on academic accommodations as well as the policy regarding medical documentation during COVID.

## VIII Course schedule

### **Class 1 (January 15<sup>th</sup>) – Introduction: Critique and Why International Relations (IR) Theory Matters**

Hutchings, Kimberly. 2001. "The Nature of Critique in Critical International Relations Theory." In *Critical Theory in World Politics*, edited by Richard Wyn Jones, 79-90. Boulder: Lynne Rienner.

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

### **Class 2 (January 22<sup>nd</sup>) – Moving Beyond the Mainstream: Critical IR Theory**

Cox, Robert W. 1981. "Social Forces, States and World Orders: Beyond International Relations Theory." *Millennium: Journal of International Studies* 10 (2): 126-55.

Edkins, Jenny. 1999. "Politics, Subjectivity, and Depoliticization." In *Poststructuralism and International Relations: Bringing the Political Back In*, 1-19. Boulder: Lynne Rienner.

Duvall, Raymond, and Latha Varadarajan. 2003. "On the Practical Significance of Critical International Relations Theory." *Asian Journal of Political Science* 11 (2): 75-88.

### **Class 3 (January 29<sup>th</sup>) – International Relations and Global Ethics**

Frost, Mervyn. 1998. "A Turn not Taken: Ethics in IR at the Millennium." *Review of International Studies* 24: 119-32.

Tronto, Joan C. 2012. "Partiality Based on Relational Responsibilities: Another Approach to Global Ethics." *Ethics and Social Welfare* 6 (3): 303-16.

Hutchings, Kimberly. 2013. "A Place of Greater Safety? Securing Judgment in International Ethics." In *The Vulnerable Subject: Beyond Rationalism in International Relations*, edited by Amanda Russell Beattie and Kate Schick, 25-42. New York: Palgrave Macmillan.

### **Class 4 (February 5<sup>th</sup>) – Rethinking the State, Territory and Authority**

Agnew, John. 1994. "The Territorial Trap: The Geographical Assumptions of International Relations Theory" *Review of International Political Economy* 1 (1): 53-80.

Beier, J. Marshall. 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. New York: Routledge.

Berman, Jacqueline. 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.

### **Class 5 (February 12<sup>th</sup>) – Critical Security Studies: Conflict, Mobility and Governance**

Walters, William. 2010. "Migration and Security." In *The Routledge Handbook of New Security Studies*, edited by J. Peter Burgess, 217-28. New York: Routledge.

Browning, Christopher S., and Matt McDonald. 2011. "The Future of Critical Security Studies: Ethics and the Politics of Security." *European Journal of International Relations* 19 (2): 235–55.

Vaughan-Williams, Nick, and Daniel Stevens. 2016. "Vernacular Theories of Everyday (in)security: The Disruptive Potential of Non-elite Knowledge." *Security Dialogue* 47 (1): 40-58.

**\* WINTER BREAK (February 15<sup>th</sup> - 19<sup>th</sup>) – No Class. \***

### **Class 6 (February 26<sup>th</sup>) – Theorizing Power, War and Violence**

Edkins, Jenny. 2002. "Forget Trauma? Responses to September 11." *International Relations* 16 (2): 243-56.

Barnett, Michael, and Raymond Duvall. 2005. "Power in International Politics." *International Organization* 59 (1): 39-75.

Zehfuss, Maja. 2010. "Targeting: Precision and the Production of Ethics." *European Journal of International Relations* 17 (3): 543-66.

\* Research Paper Outline due by 11:59 p.m. via cuLearn \*

### **Class 7 (March 5<sup>th</sup>) – Cosmopolitanism, Humanitarianism and Global Citizenship**

Linklater, Andrew. 1996. "Citizenship and Sovereignty in the Post-Westphalian State." *European Journal of International Relations* 2 (1): 77-103.

Barnett, Michael N. 2012. "International Paternalism and Humanitarian Governance." *Global Constitutionalism* 1 (3): 485-521.

Kurasawa, Fuyuki. 2013. "The Sentimentalist Paradox: on the Normative and Visual Foundations of Humanitarianism." *Journal of Global Ethics* 9 (2): 201-14.

### **Class 8 (March 12<sup>th</sup>) – Globalization, Capitalism and Inequality**

Cox, Robert W. 1996. "Civilisations in World Political Economy." *New Political Economy* 1 (2): 141-56.

Hayden, Patrick. 2007. "Superfluous Humanity: An Arendtian Perspective on the Political Evil of Global Poverty." *Millennium: Journal of International Studies* 35 (2): 279-300.

Brassett, James, and Christopher Holmes. 2010. "International Political Economy and the Question of Ethics." *Review of International Political Economy* 17 (3): 425-53.

### **Class 9 (March 19<sup>th</sup>) – Overcoming Eurocentrism in IR Theory and Global Politics**

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

Rojas, Cristina. 2016. "Contesting the Colonial Logics of the International: Toward a Relational Politics for the Pluriverse." *International Political Sociology* 10 (4): 369-82.

Blaney, David L., and Arlene B. Tickner. 2017. "Worlding, Ontological Politics and the Possibility of a Decolonial IR." *Millennium: Journal of International Studies* 45 (3): 293-311.

### **Class 10 (March 26<sup>th</sup>) – Environmentalism and Global Health**

Davies, Sara E. 2010. "What Contribution can International Relations Make to the Evolving Global Health Agenda?" *International Affairs* 86 (5): 1167-90.

Coole, Diana. 2013. "Agentic Capacities and Capacious Historical Materialism: Thinking with New Materialisms in the Political Sciences." *Millennium: Journal of International Studies* 41 (3): 451-69.

Harrington, Cameron. 2016. "The Ends of the World: International Relations and the Anthropocene." *Millennium: Journal of International Studies* 44 (3): 478-98.

**\* UNIVERSITY CLOSED (April 2<sup>nd</sup>) – No Class. \***

### **Class 11 (April 9<sup>th</sup>) – Feminist International Political Theory (IPT) and Foreign Policy**

Robinson, Fiona. 2010. "After Liberalism in World Politics? Towards an International Political Theory of Care." *Ethics and Social Welfare* 4 (2): 130-44.

Aggestam, Karin, Annika Bergman Rosamond, and Annica Kronsell. 2019. "Theorising Feminist Foreign Policy." *International Relations* 33 (1): 23-39.

\* Research Paper Abstracts due by 11:59 p.m. via cuLearn \*

### **Class 12 (April 14<sup>th</sup>) – Final Paper Abstracts and Constructive Criticism (no live meeting this week)**

\* Final Research Paper and comments/questions on abstracts due by 11:59 p.m. via cuLearn \*

## IX Accommodations during COVID

Due to COVID, instructors will not request or require a doctor's note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available here: [https://carleton.ca/registrar/wp-content/uploads/COVID-19\\_Self-declaration.pdf](https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf)

## X Academic Accommodations

### Pregnancy

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)

### 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.

### 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)

### 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.

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).

## Note on 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 the instructor may be subject to revision. No grades are final until they have been approved by the Dean.