

**Carleton University**  
**Winter 2022**  
**Department of Political Science**  
**Carleton.ca/Polisci**

**PSCI 4800B**  
**Advanced International Relations Theory**  
**Wednesdays 11:35-2:25**  
**Tory Building, 236**

*While face-to-face classes at Carleton remain suspended because of COVID-19, this course will meet in a synchronous online format via Zoom. Please find access information on Brightspace.*

**Instructor:** Dr. Fiona Robinson  
Professor, Department of Political Science  
**Email:** [Fiona.Robinson@carleton.ca](mailto:Fiona.Robinson@carleton.ca)  
**Office Hours (via Zoom; link on Brightspace)**  
Mondays: 11:30-12:30 or by appointment

### **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.

**Course Materials:** All readings are available on the **Ares** electronic reserve system, accessible through Brightspace and the Library website.

**ASSESSMENT:**

<b>Participation (attendance, seminar participation)</b>	<b>25%</b>
<b>Seminar Presentation</b>	<b>10%</b>
<b>Article Review (February 9)</b>	<b>20%</b>
<b>Essay Proposal (March 2)</b>	<b>10%</b>
<b>Essay Proposal Workshop (March 16)</b>	<b>5%</b>
<b>Final Research Paper (April 6)</b>	<b>30%</b>
<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. If you must miss a seminar for a legitimate reason, please inform me as soon as possible (preferably before the seminar).

*In addition to regular participation, I will choose two students each week to serve as discussants for the presentations. No extra preparation is required for this task. Students should read the readings as normal, listen closely to the presentations, and offer a thoughtful response (2-3 minutes each). Taking notes while the presenters are speaking is strongly recommended. There will be no separate mark for this; rather, it will be folded into your participation grade.*

**Marking Criteria:**

- Regular attendance in seminars
- Regular and informed contributions to full-class and small group discussions/activities
- Demonstrated knowledge of readings and key themes/concepts
- Active/engaged listening to others and respectful engagement with others' comments.
- Thoughtful, informed 'discussant' comments

**Seminar Presentations**

During Weeks 2-7 and 9-13 (10 classes) 2-3 students will present the readings in relation to the key themes of the week and the course more generally. One student will introduce the key themes of the week's topic (5 minutes), then each student will present ONE of the assigned readings (5 minutes per reading). Finally, the other student will conclude the presentation, summing up the key issues and debates, and posing three discussion questions (5 minutes). The entire group presentation should take approximately 15 minutes.

When presenting the reading, students should NOT provide a long, descriptive summary. Instead, they should:

- 1) Present a short, succinct statement of the main argument and conclusions, and a sentence or two on the moves made by the author in support of the argument.
- 2) Locate the reading within broad debates in the week's theme (ie what is important about the reading for what we are studying?)
- 3) Offer a brief, informed review of the article's contribution to its area and to IR theory.

Students may wish to prepare one or two slides each to facilitate the presentation.

Marking Criteria:

- Demonstrated understanding of the reading and how it relates to wider themes in the course.
- Preparation and effort put into the presentation.
- Ability to communicate the presentation clearly and effectively in a manner that keeps the class engaged and keeps to the prescribed time limits.

### **Article Review (due February 9<sup>th</sup>)**

Students will choose ONE of the influential articles listed below on which to write a review paper. This is NOT a research essay, but you are encouraged to use sources beyond the text under review (including class readings!) to support your points. Reviews should be 4-5 pages, double-spaced, 12-point font (Times New Roman). Please include citations (Chicago author-date) and a Bibliography (Chicago).

**Please choose ONE of the following to review:**

- Cox, R. W. (1981). Social forces, states and world orders: beyond international relations theory. *Millennium*, 10(2), 126-155.
- Tickner, J. A. (1988). Hans Morgenthau's principles of political realism: A feminist reformulation. *Millennium*, 17(3), 429-440.
- Doty, R.L., (1993). Foreign policy as social construction: A post-positivist analysis of US counterinsurgency policy in the Philippines. *International Studies Quarterly*, 37(3), pp.297-320.
- Acharya, A. (2014). Global International Relations (IR) and Regional Worlds: A New Agenda for International Studies. *International Studies Quarterly*, 58(4), 647-659.

Reviews should do the following:

- 1) Briefly summarize the article (no more than one page)
- 2) Explain the key theoretical critique set out by the author. How does the author propose to rethink 'theory' in the article?
- 3) Discuss the strengths and weaknesses of the author's argument.

**Research Essay Proposal (due March 2):** 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, no more than 2 of which may be course readings).

**Essay Proposal Workshop (March 16<sup>th</sup>):**

All students will present their essay proposals during class on **March 16<sup>th</sup>**. This will be done in Breakout Rooms during regular class times (no readings are assigned that week). I will be moving from room to room listening to the presentations and feedback. If you attend this session, present your outline, and participate in giving feedback, you will receive the 5 marks allocated for this assignment.

When considering their peers' outlines, students should consider the following:

1. Does the working title give a good indication of the content of the essay? Is it clear and thought-provoking?
2. Has the student used the research question as set out by the instructor?
3. Does the thesis statement respond effectively and clearly to the research question? Is it convincing?
4. Has the student provided a good structure for the essay with the main points?
5. Are the sources used relevant to the topic? Are they from appropriate scholarly journals/books?

**Research Essay (due April 6<sup>th</sup>):** 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 13-15 pages, 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.

- 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 2% per day.

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

#### **Week 1 January 12**

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

Enloe, Cynthia (2004) 'Margins, Silences, and Bottom Rungs: How to Overcome the Underestimation of Power in the Study of International Relations' in *The Curious Feminist Searching for Women in the New Age of Empire*. Berkeley: University of California Press. Chapter Two, pp. 19-42

#### **Week 2 January 19**

##### **Theory and Meta-theory: epistemology, ethics and the political**

Milja Kurki and Colin Wight (2021) 'Chapter 1, International Relations and Social Science', in Tim Dunne, Milja Kurki and Steve Smith, eds., *International Relations Theory: Discipline and Diversity*. Oxford: Oxford University Press.

Smith, S. (2004). Singing our world into existence: International Relations theory and September 11. *International Studies Quarterly*, 48(3), 499-515.

Reus-Smit C. (2013) Beyond metatheory? *European Journal of International Relations*. 19(3):589-608.

#### **Week 3 January 26**

##### **Eurocentrism, Colonialism and Modernity in IR Theory**

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

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

Cristina Rojas (2016) Contesting the Colonial Logics of the International: Toward a Relational Politics for the Pluriverse, *International Political Sociology*, 10(4): 369–382,

#### **Week 4 February 2**

##### **Race, Sovereignty and the International**

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.

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

**Week 5 February 9 (article reviews due today)**

**Silences and Recovery in IR: Women Theorists, Feminist and Queer Theory**

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.

Peterson, V. S. (2004). Feminist theories within, invisible to, and beyond IR. *The Brown Journal of World Affairs*, 10(2), 35-46.

Weber, C. (2015). Why is there no queer international theory? *European Journal of International Relations*, 21(1), 27-51.

**Week 6 February 16**

**Critical Security Theorizing**

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

Balzacq, T., Léonard, S., & Ruzicka, J. (2016). ‘Securitization’ revisited: Theory and Cases. *International Relations*, 30(4), 494-531.

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

**\*\*NO CLASS FEBRUARY 23; WINTER TERM READING WEEK**

**Week 7 March 2 (essay proposals due today)**

**Theorizing War in IR**

Barkawi, T. (2009). ‘Small Wars’ and Big Consequences: From Korea to Iraq. *Globalizations*, 6(1), 127-131.

Bartelson, J. (2021). War and the Turn to History in International Relations. In *Routledge Handbook of Historical International Relations* (pp. 127-137). Routledge.

Sylvester, C. (2013). *War as experience: Contributions from international relations and feminist analysis*. Routledge. Chapter 2: 'Feminists take on War'.

### **Week 8 March 9** **Ethics in IR Theory**

Ralph, J. (2018). What should be done? Pragmatic constructivist ethics and the responsibility to protect. *International Organization*, 72(1), 173-203.

Hayden, P. (2014). Systemic evil and the international political imagination. *International Politics*, 51(4), 424-440.

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

### **Week 9 March 16** **\*\*Essay Proposal Workshop – no readings**

### **Week 10 March 23** **The International Politics of Settler Colonialism**

Shaw K. (2002). Indigeneity and the International. *Millennium*. 31(1):55-81.

Lightfoot, S. (2016). *Global indigenous politics: A subtle revolution*. Routledge. Chapter 1: Indigenous Politics as Social Change.

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

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

### **Week 11 March 30** **Theorizing Everyday International Political Economy**

Hobson, John, and Leonard Seabrooke (2007). "Everyday IPE: Reading Everyday Forms of Change in the World Economy." In *Everyday Politics of the World Economy*, edited by John Hobson and Leonard Seabrooke, 1–23. Cambridge: Cambridge University Press.

Davies, M. (2016). Everyday life as critique: Revisiting the everyday in IPE with Henri Lefebvre and postcolonialism. *International Political Sociology*, 10(1), 22-38.

Elias, J., & Rai, S. M. (2019). Feminist everyday political economy: Space, time, and violence. *Review of International Studies*, 45(2), 201-220.

<http://i-peel.org>

## **Week 12 April 6 (Essays due today)**

### **Emotions in IR theory**

Sasley, B. E. (2011). Theorizing states' emotions. *International Studies Review*, 13(3), 452-476.

Åhäll, L., 2018. Affect as methodology: Feminism and the politics of emotion. *International Political Sociology*, 12(1), pp.36-52.

Pin-Fat, V., 2019. 'What's love got to do with it? 'Ethics, emotions, and encounter in International Relations. *Review of International Studies*, 45(2), pp.181-200.

## **Appendix**

### **Covid-19 Information**

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) When accessing campus you must fill in the [COVID-19 Screening Self-Assessment in cuScreen](#) each day before coming to campus. You must also check-in to your final destination (where you plan on being longer than 15 minutes) within a building using the [QR location code](#).

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions](#)

([FAQs](#)). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca)

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

### **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 more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf).

***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, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf).

***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, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more information, please visit [carleton.ca/pmc](http://carleton.ca/pmc).

***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. <http://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](http://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](http://carleton.ca/sexual-violence-support).

### **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 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, 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. During the COVID-19 pandemic, 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:

<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>	<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>
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.