Course Description and Objectives

Despite occasional forays by International Relations (IR) scholars into Sociology and by sociologists into IR, International Political Sociology (IPS) has only emerged as a distinctive field of inquiry in international studies and subfield of IR in the last ten to fifteen years. IPS brings into conversation concerns with international, transnational, and global practices, processes, relations, institutions, and systems traditionally studied by IR specialists (usually political scientists) with social and political theories, sociological theories and methodologies, and political sociology and other specialized empirical sociologies studied by sociologists. Among other factors, this conversation has been prompted by increasing challenges to state-centrism in IR and methodological nationalism in Sociology in the context of the contemporary phase/discourse of globalization.

This course provides a survey of a number of important approaches, debates, and substantive concerns in the still emerging field of IPS. Using the inchoate international political sociology of constructivism in IR as a foil, it considers a variety of alternative approaches which theoretically, analytically, and substantively extend IR-constructivist understandings of social construction at the interface between society or the social and politics or the political in international, transnational, and global contexts. The alternative approaches will be discussed in loosely chronological order and (loosely) moving from macrosociological to more microsociological perspectives (or indeed, perspectives that would challenge this distinction). We will first examine a number of approaches to IPS “avant la lettre,” including historical sociology, modern systems theory, sociological institutionalism, and feminist and postcolonial perspectives. In the second part of the course we will discuss more recent scholarship in IPS, including critical approaches to
security, governmentality, practice theory, and the “new materialism.” While the course focuses on theoretical approaches, these will be discussed in relation to a variety of substantive issues including the states system and international political economy, international and world society, global governance, human rights and human security, terrorism, diplomacy, borders and migration, environmental security, and African and European politics.

By the end of the course, students should have a good working knowledge of a spectrum of approaches in IPS and be able to identify differences among these approaches with respect to their ontological, epistemological, political, and methodological orientations. They should also have an understanding of how these approaches can inform substantive research. As a seminar, the course is centered on class discussion, supplemented by student presentations and short presentations by the instructor.

**Requirements and Evaluation**

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<thead>
<tr>
<th>Requirement</th>
<th>Percentage of final grade</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Attendance and class participation</td>
<td>25%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Class presentation</td>
<td>5%</td>
<td>(Sign up for a date in the first class.)</td>
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<tr>
<td>Short review essay</td>
<td>20%</td>
<td>(Sign up for a date in the first class.)</td>
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<tr>
<td>Research paper proposal</td>
<td>5%</td>
<td>Nov. 3 (or earlier if you wish)</td>
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<tr>
<td>Research paper presentation</td>
<td>5%</td>
<td>Nov. 24 or Dec. 1</td>
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<tr>
<td>Research paper</td>
<td>40%</td>
<td>Dec. 4</td>
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**Attendance and class participation (25%)**: Students are expected to attend all classes, read the assigned Required texts prior to class meetings, and participate actively and regularly in class discussions. Class participation will be evaluated based on the quality and quantity of contributions to class discussions with greater weight given to quality. Quality contributions to class discussions include questions and comments which demonstrate that you can analytically, interpretatively, and critically reflect on and engage with the central ideas of the readings under discussion, and that you can make connections between these ideas and other themes or readings in the course.
**Class presentation (5%)**: Each student has to give an in-class presentation of about 10-15 minutes introducing and responding to the *Required* readings for a particular class. *Further Readings* may be consulted, but this is not necessary. You will sign up for the date of your presentation in the first class. The class presentation should (a) summarily outline the central ideas (overall argument and main points) of the readings; (b) discuss how the readings relate to each other (and/or to other approaches and themes discussed in the course) by identifying points of agreement and disagreement; (c) present analytical and/or critical reflections on individual readings or the general approach under discussion; and (d) raise questions about the readings and the approach for class discussion. It is essential that your presentation is not a mere summary of the readings. The summary outline of central ideas of the readings should only take up about half of your presentation (or less).

**Short review essay (20%)**: Each student has to write a short review essay (1400-1600 words, 12 point font, double-spaced). The review essay should (briefly!) explain the central ideas of the *Required* readings for a given week, (briefly) situate them in relation to each other, and (as its main objective) provide a critical analysis and assessment of these ideas. *Further Readings* may be consulted, but this is not necessary. The week chosen for the review essay must be different from the one chosen for your class presentation. You will sign up for the date of your review essay in the first class. The review essay is due as a hard copy at the beginning of class on the day the chosen set of readings will be discussed.

**Research paper proposal (5%)**: Each student has to submit a 2-3 page proposal for a research paper (12 point font, double-spaced). The proposal should include (a) a working title; (b) the research question that will be addressed; (c) a tentative argument in response to the research question; (d) a brief statement of how you will go about substantiating this argument (e.g. direction and/or organization of the analysis; what theoretical and/or empirical aspects will be covered); (e) a list of bibliographic references (with at least six sources beyond the class readings). It is highly recommended that you consult with the instructor during office hours before submitting the proposal. The research paper proposal is due as a hard copy at the beginning of class on **November 3**. You may submit the research paper proposal before that date if you wish to get an early start on your paper.

**Research paper presentation (5%)**: In one of the final two classes (**November 24 or December 1**), each student has to give a 10-15 minute presentation on his or her research paper to the class. The research paper presentation should clearly communicate (a) the research question and its significance; (b) which theoretical framework(s) has (have) been used to examine this question and why it is (they are) appropriate; (c) the argument of the paper (or in the case of a work-in-progress, the tentative argument); and (d) an outline of the different steps of the theoretical analysis and/or empirical investigation. Since some of the presentations will be on works-in-progress while others will be on finished research papers, the presentations will be evaluated less for substantive results than for the coherence, organization, and delivery of the
presentation itself. The schedule of the presentations will be determined in consultation between the instructor and students after the submission of the research paper proposals on November 3.

**Research paper (40%)**: Each student is required to write a research paper exploring a theoretical question, issue, or debate in IPS. The focus of the research paper can be theoretical (e.g. an analysis and critique of one or comparative assessment of two approaches in IPS) or related to a substantive (empirical) issue or phenomenon pertinent to IPS. However, if you choose to write a paper with a heavily theoretical focus, some part of the paper must address the implications of your theoretical analysis for substantive research or provide a (or several) brief empirical illustration(s). If, on the other hand, you choose to write a paper centered on some empirical issue, it is essential that you frame your paper theoretically and that there be theoretical implications to your analysis. The research paper must present a clear argument, follow a recognized citation style, and use at least eight outside sources (scholarly books or articles) beyond any class readings you may use. The length of the paper should be 15 to 18 pages double-spaced including footnotes (approximately 4500-5400 words) plus bibliography. The research paper is **due** as a hard copy on **December 4 before 4:00 p.m.** (Please hand in your paper at the instructor’s office or to the Political Science drop-box before the deadline.) There will be no extension of this deadline, except in case of a documented medical or family emergency. Late submissions will be accepted but penalized by one third of a letter grade per day (e.g. from A- to B+) for up to seven calendar days. In case of a late submission you may send the paper as an email attachment (as a time stamp), but you must provide the instructor with an identical hard copy the following business day or as soon as possible thereafter.

**Readings**

Most of the readings for this course are available on-line through the Library’s electronic journals. All other readings have been placed on reserve at the Library.

**Class Schedule and Reading Assignments**

**Sept. 8** 

**Introduction**

*Required*


Part I: IPS “avant la lettre”

**Sept. 15 Constructivism in IR: IPS 1.0**

*Required*


*Further Reading*


Sept. 22 Historical Sociology: The state, capitalism, and world/international order

Required


Further Reading


Hobson, John M. (1998) “The Historical Sociology of the State and the State of Historical Sociology in International Relations,” Review of International Political Economy 5(2): 284-320. (See also the other contributions to the debate in the same issue.)


**Sept. 29**  
**Systems Theory and Sociological Institutionalism: Differentiation and rationalization in world society and world politics**

*Required*


*Further Reading*


**Oct. 6 Feminist and Postcolonial Perspectives and/in IPS**

*Required*


*Further Reading*


Special Issue: Contesting Imperial Epistemologies (2014), *Historical Sociology* 27(3): 293-461.

**Part II: IPS – Selected recent approaches**

**Oct. 13 Critical Approaches to Security I: Securitization and exceptionalism**

*Required*


*Further Reading*


**Oct. 20 Governmentality and Biopolitics (… and Sovereignty)**

*Required*


*Further Reading*


Rosenow, Doerthe (2009) “Decentering Global Power: The Merits of a Foucauldian Approach to International Relations,” *Global Society* 23(4): 497-517. (See also the other contributions to this special issue on Foucault and IR.)


**Oct. 27** Fall Break – Classes suspended
Nov. 3 Critical Approaches to Security II: Risk, resilience, etc.

***** Research paper proposal due in class *****

Required


Further Reading


**Nov. 10 Practice Theory: Practices, fields, habitus**

*Required*


*Further Reading*


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**Nov. 17** The ‘New Materialism’/Posthumanism: Actor-networks and assemblages

*Required*


*Further Reading*


Part III: Discussion of student research projects

**Nov. 24** Research paper presentations I

**Dec. 1** Research paper presentations II

**Dec. 4**  ***** Research paper due ***** (no class)

**Academic Accommodations**

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and 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 me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

**For Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as
possible after the need for accommodation is known to exist, but no later than two weeks before
the compulsory academic event. Accommodation is to be worked out directly and on an
individual basis between the student and the instructor(s) involved. Instructors will make
accommodations in a way that avoids academic disadvantage to the student. Instructors and
students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to
contact an Equity Advisor in Equity Services to complete a letter of accommodation. Then,
make an appointment to discuss your needs with the instructor at least two weeks prior to the
first academic event in which it is anticipated the accommodation will be required.

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:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>12</td>
<td>67-69</td>
<td>C+</td>
<td>6</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
<td>11</td>
<td>63-66</td>
<td>C</td>
<td>5</td>
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<tr>
<td>80-84</td>
<td>A-</td>
<td>10</td>
<td>60-62</td>
<td>C-</td>
<td>4</td>
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<tr>
<td>77-79</td>
<td>B+</td>
<td>9</td>
<td>57-59</td>
<td>D+</td>
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<tr>
<td>73-76</td>
<td>B</td>
<td>8</td>
<td>53-56</td>
<td>D</td>
<td>2</td>
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<tr>
<td>70-72</td>
<td>B-</td>
<td>7</td>
<td>50-52</td>
<td>D-</td>
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**Approval of final grades:** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Carleton E-mail Accounts:** All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student’s responsibility to monitor their Carleton and cuLearn accounts.

**Carleton Political Science Society:** The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit [https://www.facebook.com/groups/politicalsciencesociety/](https://www.facebook.com/groups/politicalsciencesociety/) or come to our office in Loeb D688.

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