Course Description and Objectives

This class is the continuation of the Ph.D. core course in International Relations (IR). Together, PSCI 6600 and PSCI 6601 provide a survey of IR theory and research with a view to preparing students for the Ph.D. comprehensive examination. Building on the material studied in the first half of the course, this second half focuses on critical, reflectivist, and post-positivist approaches, which have emerged in the field since the 1980s. It aims to familiarize students with some of the key works, central ideas and debates, and recent scholarship in this vein of theorizing. By the end of the course, students should be able to critically analyze the epistemological orientations, ontological assumptions, and political and ethical implications of different approaches and research traditions in IR. As a seminar, the course is centered on class discussion, which will be introduced by student presentations.

Requirements and Evaluation

Class Participation 20%
Class Presentation 20%
Two Review Essays 60% (30% each)
Total 100%

Class participation: Students are expected to attend all classes, read the assigned 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:** Each student must give one in-class presentation of about 20-30 minutes introducing and responding to the required readings (and optionally, recommended readings) for a particular class. 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 ONLY) 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 evaluate the overall contribution of the approach to the field; and possibly (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 no more than half of your presentation (or less). The class presentation should be supported by a two-page handout highlighting the main points under discussion.

**Two review essays:** Each student has to write two review essays (2500-3000 words plus bibliography, 12-point font, double-spaced). The review essay must provide a critical analysis and assessment of a particular approach to IR theory, as presented in the assigned readings for a given week. It is essential that your review essay develops a clear argument about the chosen topic in response to the readings. The approaches chosen for your review essays may not be the same as the one chosen for your class presentation. The review essays are due (e-mailed, Word documents only please) before class on the days the chosen approaches will be discussed.

**Course at a Glance**

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<thead>
<tr>
<th>Topic</th>
<th>Date</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>January 5</td>
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<tr>
<td>Metatheoretical Debates</td>
<td>January 12</td>
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<tr>
<td>International Ethics and International Political Theory</td>
<td>January 19</td>
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<tr>
<td>Constructivism I</td>
<td>January 26</td>
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<tr>
<td>Constructivism II (norms and communicative action)</td>
<td>February 2</td>
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<tr>
<td>Historical Materialism and Critical IPE</td>
<td>February 9</td>
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<tr>
<td>The Frankfurt School and Emancipatory Critical Theory</td>
<td>February 16</td>
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<tr>
<td><strong>Reading Week</strong></td>
<td>February 23</td>
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<tr>
<td>Poststructuralism and Foucault in IR</td>
<td>March 2</td>
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<tr>
<td>Postcolonialism and Decolonialism</td>
<td>March 9</td>
</tr>
<tr>
<td><strong>Instructor Away; no class</strong></td>
<td>March 16</td>
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<tr>
<td>Feminism, Gender Studies and Queer IR Theory</td>
<td>March 23</td>
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<tr>
<td>Emotion, Experience and the Everyday</td>
<td>March 30</td>
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<tr>
<td>Critical Methodologies</td>
<td>April 6</td>
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<tr>
<td>Conclusion and Review</td>
<td>TBD</td>
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</tbody>
</table>
Weekly Topics and Readings

Week 1 Introduction: Theory, Practice, Power
January 5


Week 2 Metatheoretical Debates
January 12

Required


Recommended


Waever, Ole (1996) “The Rise and Fall of the Inter-paradigm Debate,” in Steve Smith, Ken Booth and Marysia Zalewski (eds.) *International Theory: Positivism and Beyond*. Cambridge: Cambridge University Press, ch. 7. (See also other contributions to this volume.)


**Week 3 International Ethics and International Political Theory**

**January 19**

**Required**


**Recommended**


Hayden, Patrick, ed. (2009) *Ashgate Research Companion to Ethics and International Relations*. London: Ashgate:


Seckinelgin, Hakan and Hideaki Shinoda (eds.) (2001) Ethics and International Relations. New York: Palgrave. (See especially the chapters by Hutchings, Robinson, and Campbell.)


**Week 4 Constructivism I**  
**January 26**

**Required**


Wendt, Alexander (1999) Social Theory of International Politics. Cambridge: Cambridge University Press, chs. 1, 3-6. (Read as much as you can; skim passages as you see fit.)


**Recommended**


**Week 5 Constructivism II (norms and communicative action) February 2**

*Required*


*Recommended*


**Week 6  Historical Materialism and Critical IPE**  
**February 9**

**Required**


**Recommended**


**Week 7 The Frankfurt School and Emancipatory Critical Theory**

**February 16**

*Required*


*Recommended*


*Review of International Studies*, Volume 33, Supplement S1, ‘Critical International Relations Theory after 25 Years’, April 200


** No class on February 23rd – Reading Week **

**Week 8 Poststructuralism and Foucault in IR**

**March 2**

**Required**


**Recommended**


**Week 9 Postcolonialism and Decolonialism**

**March 9**

*Required*


*Recommended*


(** Please note: There will be no class on March 16. I will be away that week due to the school March Break. We will meet on April 6th – or another time that suits everyone -- for our final class)**

**Week 10 Feminism, Gender Studies and Queer IR Theory**

**March 23**

**Required**


Recommended


**Week 11  Emotion, Experience and the Everyday**  
**March 30**

*Required*

Ty Soloman and Brent Steele (2016) ‘Micro-moves in International Relations Theory’, *European Journal of International Relations*.


*Recommended*


**Week 12 Critical Methodologies in IR**

**March 30**

**Required**


**Recommended**


**Week 13  Conclusion and Review**  
(Date, time and location TBD)


**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.

**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>
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<tbody>
<tr>
<td>90-100</td>
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<td>12</td>
<td>67-69</td>
<td>C+</td>
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<tr>
<td>85-89</td>
<td>A</td>
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<td>63-66</td>
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<tr>
<td>80-84</td>
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<td>60-62</td>
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<td>77-79</td>
<td>B+</td>
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<td>57-59</td>
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<td>73-76</td>
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<td>53-56</td>
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<td>70-72</td>
<td>B-</td>
<td>7</td>
<td>50-52</td>
<td>D-</td>
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</table>

**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.

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