PSCI 6601W
Theory and Research in International Politics II
Thursday 11:35 – 14:25
Please confirm location on Carleton Central

Instructor: Hans-Martin Jaeger
Office: C678 Loeb
Office Hours: Monday 12:00 noon – 14:00; Thursday 15:00 – 17:00
or by appointment
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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 and reflectivist (or 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

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<tr>
<th>Requirement</th>
<th>Percentage of final grade</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Class participation (including attendance)</td>
<td>25%</td>
<td>weekly</td>
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<tr>
<td>Class presentation</td>
<td>15%</td>
<td>(sign up for a date in the first class)</td>
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<td>Two review essays</td>
<td>60% (30% each)</td>
<td>the day the approach under review is discussed</td>
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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 reflect on and critically 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 has to give an in-class presentations of about 25 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) 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 about half of your presentation (or less). The class presentation should be supported by a two-page handout that highlights the main points under discussion.

**Two review essays:** Each student has to write two review essays (2400-3000 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 (re)presented by the assigned readings. (For classes with two required readings, the review essay must cover at least one additional recommended reading. For classes with three or more required readings, the review essay must cover all the required readings and may additionally cover recommended readings.) 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 as hard copies at the beginning of class on the days the chosen approaches will be discussed.

**Readings**

In case you do not have a basic familiarity with the major approaches in IR theory or you need to refresh your knowledge, a good resource is


To build your personal IR library (and depending on your own interests), you may consider buying some or all of the following books at your preferred retail outlet (but this is not mandatory):


These books as well as the books containing other required and recommended readings have also been placed on reserve at the library. The assigned articles are available through the library’s online journals at [http://www.library.carleton.ca/eresources/databases.html](http://www.library.carleton.ca/eresources/databases.html).

**Class Schedule and Reading Assignments**

**Jan. 6**  
Introduction

**Jan. 13**  
IR Theory and Metatheory

*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.)


Kratochwil, Friedrich (2007) “Of False Promises and Good Bets: A Plea for a Pragmatic Approach to Theory Building (the Tartu Lecture),” *Journal of International Relations and Development* 10(1): 1-15. (See also the commentaries by Lebow, Suganami, and Wight in the same issue.)


Jan. 20  International Political Theory and Ethics

Required


Recommended


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


**Jan. 27 Constructivism I: Foundations**

*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*


Feb. 3 Constructivism II: Applications

Required


Recommended


**Feb. 10 Historical Sociology and/vs. Historical Materialism**

*Required*


*Recommended*


Feb. 17 Varieties of Critical Theory: Neo-Gramscianism, the Frankfurt School, and beyond

Required


Recommended

Neo-Gramscianism in IR


*Frankfurt School in IR*


Rengger, Nicholas and Ben Thirkell-White (2007), “Still Critical After All Those Years? The Past, Present and Future of Critical Theory in International Relations,” *Review of International Studies* 33(S1): 3-24. (See also the other contributions to this special issue on Critical Theory in IR.)

... and beyond


Feb. 24 Winter Break

Mar. 3 Feminism and Gender

Required


Recommended


Mar. 10 Poststructuralism

Required


**Recommended**


Der Derian, James (1990) “The (S)pace of International Relations: Simulation, Surveillance, and Speed,” *International Studies Quarterly* 34(3): 295-310. (See also the other contributions to this special issue on “dissidence” in IR, especially Ashley and Walker, and George and Campbell.)


**Mar. 17 Postcolonialism**

*Required*


*Recommended*


Special Section: “The Imperial Voice in Western Political Thought” (2003), Political Theory 31(2): 171-264 (with contribution by Anthony Pagden, Jennifer Pitts, and Cheryl B. Welch).


Mar. 24 International Political Sociology

Required


*Recommended*


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.)


**Mar. 31** New (and not so new) “Master” Concepts and Narratives

*Required*


**Recommended**


**World (Civil/Risk) Society/System/Community**


Empire


World State/Government/Community


Cosmopolitan Democracy/Cosmopolitanism


**Academic Accommodations**

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your request for accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by November 15 2010 for December examinations and March 11 2011 for April examinations.

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 include a mark of zero for the plagiarized work or a final grade of "F" for the course.

**Oral Examination:** At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

**Submission and Return of Term Work:** Papers must be handed directly to the instructor 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. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

**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.

**Course Requirements:** Failure to write the final exam will result in a grade of ABS. FND (Failure No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.

**Connect Email Accounts:** All email communication to students from the Department of Political Science will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student’s responsibility to monitor their Connect account.

**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 in the after-hours academic life 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, please email carletonpss@gmail.com, visit our website at poliscisociety.com, 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.