PSCI 6601W
Theory and Research in International Politics II
Monday 14:35 – 17:25
Please confirm location on Carleton Central

Instructor: Hans-Martin Jaeger
Office: D691 Loeb
Office Hours: Thursday 12:00 – 16:00
(or by appointment)
Phone: (613) 520-2600 ext. 2286
Email: Hans-Martin_Jaeger@carleton.ca

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

<table>
<thead>
<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>
</tr>
<tr>
<td>Class presentation</td>
<td>15%</td>
<td>(sign up for a date in the first class)</td>
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<tr>
<td>Two review essays</td>
<td>60% (30% each)</td>
<td>the day the approach under review is discussed</td>
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</table>
**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 has to give an in-class presentations of about 20-25 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 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 (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 presented by 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 as hard copies at the beginning of class on the days the chosen approaches will be discussed.

**Overview of the Course**

| Jan. 7 | Introduction |
| Jan. 14 | IR Theory and Metatheory |
| Jan. 21 | International Political Theory and International Ethics |
| Jan. 28 | Constructivism as Social (and Quantum?) Ontology |
| Feb. 4 | Varieties of Constructivism: Norms, Communication, Practices |
| Feb. 11 | Historical Sociology and vs. Historical Materialism |
| Feb. 18 | Winter Break |
| Feb. 25 | Critical Theory: Neo-Gramscianism and vs. the Frankfurt School |
| Mar. 4 | Feminism, Gender, and Queer IR Theory |
| Mar. 11 | Poststructuralism |
March 18 Postcolonialism and Decoloniality
March 25 International Political Sociology
April 1 Postfoundational IR: The Return of the (Cosmo-) Political?
April 8 Conclusion and Review

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


Depending on your own interests (and to build your personal IR library), you may consider buying some of the books from which required readings have been assigned from your preferred seller (and perhaps especially the following two with substantial required portions):


These two books have been ordered at the CU Bookstore. They and all other books containing required readings have also been placed on reserve at the library. The assigned articles are available through the library’s on-line journals at [https://wc2pu2sa3d.search.serialssolutions.com/ejp/?libHash=WC2PU2SA3D#/?language=en-US](https://wc2pu2sa3d.search.serialssolutions.com/ejp/?libHash=WC2PU2SA3D#/?language=en-US).

Class Schedule and Readings

January 7 Introduction

January 14 IR Theory and Metatheory

Required


**Recommended**


Reus-Smit, Christian (2013) “Beyond Metatheory?” *European Journal of International Relations* 19(3): 589-608. (Also see other contributions in this special issue “The End of International Relations Theory?”)


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.)


**Jan. 21 International Political Theory and International 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. 28 Constructivism as Social (and Quantum?) Ontology

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. 4 Varieties of Constructivism: Norms, Communication, Practices

Required


Recommended


McCourt, David (2016) “Practice Theory and Relationalism as the New Constructivism,” *International Studies Quarterly* 60(3): 475-485. (See also the ISQ Symposium on this research note at https://www.isanet.org/Publications/ISQ/Posts/ID/5473/Seizing-Constructivist-Ground-Practice-and-Relational-Theories.)


Feb. 11  Historical Sociology and vs. Historical Materialism

Required


Recommended

Historical Sociology


*Historical Materialism*


Blaney, David L. and Arlene B. Tickner (2017) “International Relations in the Prison of Colonial Modernity,” *International Relations* 31(1): 71-75. (Also see the other contributions to this forum on Rosenberg (2016).)


Feb. 18 Winter Break

Feb. 25 Critical Theory: Neo-Gramscianism and/vs. the Frankfurt School

**Required**


Rupert, Mark (2005) “Reading Gramsci in an Era of Globalizing Capitalism,” *Critical Review of International Social and Political Philosophy* 8(4): 483-497. (Also see the other contributions to this special issue on Gramsci and IR theory.)


**Recommended**

**Neo-Gramscianism**


Frankfurt School


“Special Issue: Critical International Relations Theory after 25 Years” (2007) Review of International Studies 33(S1).


**Mar. 4 Feminism, Gender, and Queer IR Theory**

*Required*


*Recommended*


Mar. 11 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. 18 Postcolonialism and Decoloniality**

*Required*

Seth, Sanjay (2013) “Introduction” (pp. 1-3 only) and “Postcolonial Theory and the Critique of International Relations,” in Seth (ed.) *Postcolonial Theory and International Relations: A Critical Introduction*. London: Routledge, ch. 1. (Also see the other contributions to this volume.)


**Recommended**


Special Section: “The Imperial Voice in Western Political Thought” (2003), Political Theory 31(2): 171-264.


**Mar. 25 International Political Sociology**

*Required*

Bigo, Didier (2017) “International Political Sociology: Rethinking the International Through Dynamics of Power,” in Tugba Basaran et al. (eds.) *International Political Sociology: Transversal Lines*. London: Routledge, ch. 2. (Also see the other contributions to this volume.)


**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.)


**Apr. 1  Postfoundational IR: The Return of the (Cosmo-) Political?**

*Required*


*Recommended*


Academic Accommodations

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 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

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

Academic 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 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. carleton.ca/pmc

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 is 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
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 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](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](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.

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>
</tr>
<tr>
<td>80-84</td>
<td>A-</td>
<td>10</td>
<td>60-62</td>
<td>C-</td>
<td>4</td>
</tr>
<tr>
<td>77-79</td>
<td>B+</td>
<td>9</td>
<td>57-59</td>
<td>D+</td>
<td>3</td>
</tr>
<tr>
<td>73-76</td>
<td>B</td>
<td>8</td>
<td>53-56</td>
<td>D</td>
<td>2</td>
</tr>
<tr>
<td>70-72</td>
<td>B-</td>
<td>7</td>
<td>50-52</td>
<td>D-</td>
<td>1</td>
</tr>
</tbody>
</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.
**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/](https://www.facebook.com/CarletonPoliticalScienceSociety/) and our website [https://carletonpss.com/](https://carletonpss.com/), or stop by our office in Loeb D688!"

**Official Course Outline**

The course outline posted to the Political Science website is the official course outline.