

PSCI 4800B
Advanced International Relations Theory
11:35 a.m. – 2:25 p.m. Thursdays
Please confirm location on Carleton Central

Instructor: Dr. Eric Van Rythoven
Office: B647 **Phone:** ext 4129
Office Hours: 10:00 a.m. – 12:00 p.m. Fridays
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Contact Policy: Email is the best way to contact me. I will normally reply within 48 hours, weekends excluded. Please include the course code in the subject line of the email. For longer questions please come see me during office hours. If you are unable to come during my regular office hours, email me to schedule an appointment or feel free to speak with me before or after class.

1. Course Overview

In a world shaped by increasing demands for ‘data driven’ research and the need to ‘bridge the gap’ between policymakers and academics, theories of international relations can appear as an afterthought. Yet as the ‘lenses’ or ‘frames’ that shape how we define, explain, and critique problems theories exercise enormous influence in how we think about world politics. Thus, theory involves 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). And just as these lenses or frames can bring certain issues into focus, they are equally capable of filtering other issues out. In this sense, theory ‘makes’ or constitutes world politics. For this reason, it could be argued that, rather than being distinct from ‘real’ politics, theory is intensely political.

This course provides an overview of some of the key debates and approaches in contemporary IR theory. While we will explore a range of different views, the course entails a large emphasis on critical theory—theory that rejects the hard separation of ‘facts’ and ‘values’ and recognizes the fundamental connection between ‘knowledge’ and ‘power’. Each seminar will be organized around exploring, understanding, and critiquing a specific approach or thematic contribution to IR theory from different perspectives.

2. Aims and Objectives

The aim of this course is to expose students to key texts and cutting-edge work in 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.

3. Required Texts

All course readings are posted on cuLearn.

4. Evaluation

Attendance & Participation	20%
Essay Proposal	15%
Theory Blog Post	15%
Draft Essay & Peer Review	15%
Final Research Essay.....	35%

All papers are to be submitted online via cuLearn by the end of class on the day that they are due. If cuLearn is malfunctioning then please email me your paper.

Late Paper Policy: Papers are deducted 3% for each day they are late (e.g. an 80% grade becomes 77% for 1 day late). Weekends count as 1 day late.

Attendance & Participation (20%)

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.

In addition to your general contributions to seminar discussions, students will be expected to lead off seminar discussions by posing one or two questions about the readings that highlight different aspects of the seminar themes for that week. Up to eight students may be selected at random each week to provide lead-off questions, which means that you may expect to be called upon to do this at least twice and possibly three times during the term. To earn an 'A' grade for participation, you must have perfect or near perfect attendance, and have made regular, informed contributions to the discussion. If you must miss a seminar for a legitimate reason, please inform me as soon as possible (preferably before the seminar).

With the exception of the first class and the March 19th peer review exercise, all classes will proceed (more or less) according to the following format:

- 50 minutes: introductory discussion of key issues and questions for each week
- 10 minutes: Break

- 50 minutes: Small group discussion focused on the questions/issues/problems of the day, or to workshop/share written work. Students should be prepared to share the outcomes of their discussions with the rest of the class.
- 10 minutes: Break
- 50 minutes: Full group discussion

Essay Proposal (15% | Due January 30th)

All students will complete an initial 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).

The proposal will be a maximum of 2 pages, with your annotated bibliography attached as a separate page. I welcome and highly recommend that students come talk to me about their essay topic during office hours.

Theory Blog Post (15% | Due February 6th)

For this assignment you must choose a topic or issue in contemporary world affairs/international politics and provide an analysis of it using ideas and concepts related to IR theory and theories. **This is NOT a research essay**; you are not required to use scholarly sources to write the post. However, any sources you do use – scholarly books and articles, popular media articles, etc. – must be properly cited and referenced using notes and a bibliography. Blogs should be 1000-1200 words, 12-point font, double-spaced. Topics should be specific contemporary issues (search news outlets and magazines for ideas) related to foreign policy, diplomacy, war/conflict, security, IPE, or other topics discussed within the course. The blog post will be marked using the following criteria:

- a) Choice of topic/issue
- b) Grasp of ideas, concepts and theories
- c) Ability to link theories to practice/issue
- d) Ability to analyze critically and creatively
- e) Ability to construct an argument and sustain it throughout the post
- f) Writing style – fluidity, organization, grammar, syntax, spelling

Draft Essay & Peer Review (15% | Due on March 12th)

On March 12th students will submit a draft version of their final research essay. The draft must include:

- A fully written introduction (at least two paragraphs) with a research question, thesis statement and summary outline of the parts of the essay.
- An opening sentence for each part of the essay, with point form notes describing the remainder of each part.
- A working Bibliography (at least five sources)

On March 19th regular class will be replaced with a peer review exercise. Students will form small groups where they will briefly present their paper to their peers and receive feedback on the content and quality of their argument. The goal of this exercise is to give you an opportunity to improve your final essay before submitting it at the end of term, while at the same time learning about the peer review process. Part of your grade (5%) goes towards submitting a complete draft on time. The remaining (10%) goes towards the quality of your contribution as a peer reviewer as judged by your classmates.

Research Essay (35% | Due on April 7th)

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 3750 - 4000 words, 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 MLA, APA or Chicago). You should aim to use at least eight scholarly sources for your essay. Please include a wordcount on your essay title page.

The essay will be marked according to the following criteria:

1. Strength and Clarity of Research Question and Thesis Statement
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

5. Course Schedule & Assigned Readings

Week 1 | January 9th | Course Introduction

- Relax it's the first day

Week 2 | January 16th | On the Place, Purpose, and Relevance of Theory

- Reus-Smit, Christian (2012) 'International Relations, Irrelevant? Don't Blame Theory', *Millennium*, 40(3): 525-540.
- Berenskötter, Felix (2017) 'Deep theorizing in International Relations' *European Journal of International Relations* 24(4): 814-840.
- Jahn, Beate (2017) 'Theorizing the Political Relevance of International Relations Theory', *International Studies Quarterly*, 61(1): 64-77.

Week 3 | January 23rd | IR theory of what, for whom and where?

- Cox R.W. (1981). 'Social forces, states and world orders: Beyond International Relations Theory', *Millennium*, 10(2): 126-155.
- Duvall, Raymond and Latha Varadarajan (2003) 'On the Practical Significance of Critical International Relations Theory', *Asian Journal of Political Science*, 11(2): 75-88.
- Peterson, V. Spike (2004) 'Feminist Theories Within, Invisible to, and Beyond IR,' *Brown Journal of World Affairs* 10(2): 35-46.
- Kayaoglu, Turan (2010) 'Westphalian Eurocentrism in International Relations Theory,' *International Studies Review* 12(2): 193-217.

Week 4 | January 30th | Realism in the 20th Century

Essay Proposal Due

- Mearsheimer, John (2019) *The Great Delusion: Liberal Dreams and International Realities* (Chapters 1-2). Yale University Press.
- McQueen, Allison (2019) *Political Realism in Apocalyptic Times* (Chapters 1 & 5). Cambridge University Press.

Week 5 | February 6th | The New Constructivism(s)

Theory Blog Post Due

- McCourt, David (2016) 'Practice Theory and Relationalism as the New Constructivism' *International Studies Quarterly* 60(3): 475-485.
- Pratt, Simon Frankel (2019) 'From norms to normative configurations: a pragmatist and relational approach to theorizing normativity in IR' *International Theory* (First View)
- Subotic, Jelena and Brent Steele (2018) 'Moral Injury in International Relations' *Journal of Global Security Studies* 3(4): 387-401.

Week 6 | February 13th | Rethinking Sovereignty, Power, and Statecraft

- Alberts, T. E. (2014) 'Rethinking the principle of (sovereign) equality as a standard of civilisation' *Millennium* 42(3): 767-789.
- Barnett, Michael and Raymond Duvall (2005) 'Power in International Politics' *International Organization* 59(1): 39-75
- Goddard, Stacie E., Paul K. MacDonald, and Daniel H. Nexon (2019) 'Repertoires of statecraft: instruments and logics of power politics' *International Relations* 33(2): 304-321.

Week 7 | February 20th | Reading Week ***No Class***

- No readings

Week 8 | February 27th | Bodies and Gender

- Auchter, Jessica (2016) 'Paying Attention to Dead Bodies: The Future of Security Studies?' *Journal of Global Security Studies* 1(1): 36-50.
- True, J. M. (2018) 'Bringing back gendered states: Feminist second image theorizing of international states'. In *Revisiting gendered states: Feminist imaginings of the state in international relations* edited by Swati Parashar, J. Ann Tickner, and Jacqui True (pp. 33-48). Oxford University Press.
- Aggestam, Karin and Ann Towns (2018) 'The gender turn in diplomacy: a new research agenda' *International Feminist Journal of Politics* 21(1): 9-28

Week 9 | March 5th | Emotion and Images

- Hansen, Lene (2015) 'How images make world politics: International icons and the case of Abu Ghraib' *Review of International Studies* 41(2):263-288.
- Solomon, Ty (2019) 'Rhythm and Mobilization in International Relations' *International Studies Quarterly* (First View).
- Hutchison, Emma. 2016. *Affective Communities in World Politics: Collective Emotions After Trauma* (Chapter 1) Cambridge University Press.

Week 10 | March 12th | Time and Timing

Draft Essays Due

- Hom, Andrew (2019) 'Time in International Relations Theory' in *The Oxford Handbook of Time and Politics* edited by Klaus H. Goetz, Oxford University Press.

- Solomon, Ty (2014) 'Time and Subjectivity in World Politics' *International Studies Quarterly* 58(4): 671-681.
- Hom, Andrew (2018) 'Silent Order: the Temporal Turn in Critical International Relations' *Millennium* 46(3): 303-330.

Week 11 | March 19th | Peer Review Exercise

- Read papers from your assigned peer-review group

Week 12 | March 26th | Indigenous Politics and Settler Colonialism

- Lightfoot, Sheryl (2016) *Global Indigenous Politics: A Subtle Revolution*, 1-25.
- Bell, C. and K. Schriener (2018). "The International Relations of Police Power in Settler Colonialism: The "civilizing" mission of Canada's Mounties." *International Journal* 73(1): 111-128.
- King, H. (2017). "The erasure of Indigenous thought in foreign policy". *Open Canada*. <https://www.opencanada.org/features/erasure-indigenous-thought-foreign-policy/>.

Week 13 | April 2nd | Race and Racism in International Politics

- Anievas, Alexander, Nivi Manchanda, and Robbie Shilliam (2014) 'Confronting the Global Colour Line: an Introduction' in *Race and Racism in International Relations Confronting the Global Colour Line* edited by Alexander Anievas, Nivi Manchanda, and Robbie Shilliam, (pp. 1-16) Routledge.
- Namusoke, Eva (2019) 'The Anglosphere, Race and Brexit' in *The Anglosphere Continuity, Dissonance and Location* edited by Ben Wellings and Andrew Mycock, (Chapter 12) Oxford University Press.
- Howell, Alison and Melanie Richter-Montpetit (2019) 'Is securitization theory racist? Civilizationism, methodological whiteness, and antiblack thought in the Copenhagen School' *Security Dialogue* (First View).

6. Academic Accommodations

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 its 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>

For more information on academic accommodation, please contact the departmental administrator or visit: 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:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
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

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/> and our website <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.