

ADVANCED CONCEPTS IN INTERNATIONAL RELATIONS THEORY
POLSCI 771
Term 2, Winter 2019

Instructor: Marshall Beier
Email: mbeier@mcmaster.ca
Seminar: Tuesdays, 8:30-11:20
Classroom: LRW 3001

Office: KTH-508
Office Hours: Tuesdays, 2:10-4:00

Contents

Course Description.....	3
Course Objectives	3
Required Materials and Texts	3
Class Format.....	3
Course Evaluation – Overview	3
Course Evaluation – Details	3
Seminar Participation (25%)	3
Short Paper (30%), due in class two weeks after chosen topic is covered	4
Essay (45%), due in class March 19, 2019.....	4
Weekly Course Schedule and Required Readings	4
Week 1 (JAN 8) Intro to Course.....	4
Week 2 (JAN 15) Telling Stories.....	4
Week 3 (JAN 22) Disciplinary Practice	5
Week 4 (JAN 29) Ethics, Poststructuralism, IR.....	6
Week 5 (FEB 5) Methodological Turn in IR?	7
Week 6 (FEB 12) Postcolonialism	7
Week 7 (FEB 19) Winter mid-term recess, NO CLASS	8
Week 8 (FEB 26) Indigeneity and IR	8
Week 9 (MAR 5) Pop Culture	9
Week 10 (MAR 12) Simulating Security & Selves	10
Week 11 (MAR 19) Childhood	11
Week 12 (MAR 26) NO CLASS, Conference.....	12
Week 13 (APR 2) Resilience	12
Course Policies	13
Submission of Assignments.....	13

Grades.....	13
Late Assignments	13
Absences, Missed Work, Illness	13
University Policies	14
Academic Integrity Statement.....	14
Academic Accommodation of Students with Disabilities.....	14
Faculty of Social Sciences E-mail Communication Policy	14
Course Modification.....	14

Course Description

Taking the International Relations canon as read, this course will delve into emergent trends and debates in and of relevance to International Relations theory. A range of new theoretical interventions will be examined in depth, as will questions of epistemology, methodology, ethics, representation, disciplinarity, and more. Novel subject matters and approaches such as those associated with a nascent literature on childhood will also be considered. A strong working knowledge of the main issues, debates, and theoretical traditions of IR is assumed. Though not exhaustive, the current IR comprehensive exam reading lists (available from the Political Science main office) give some indication of the sort of prior grounding that is assumed.

Course Objectives

By the end of the course students should:

- Have a deeper understanding of the extradisciplinary origins of key theoretical currents in international relations.
- Recognize and evaluate key concepts from contemporary social theory and how they both play a part in and help us to make sense of international relations.
- Have built on and refined research and writing skills through argumentative essays.
- Have developed skills in leading and participating in group discussions.

Required Materials and Texts

- All required readings are available online via e-Journals from the Library website and/or are accessible in the Department of Political Science.

Class Format

The course will operate on a weekly seminar format based on regular and consistent participation by all students.

Course Evaluation – Overview

1. Seminar Participation – 25%
2. Short Paper – 30%, due in class two weeks after chosen topic is covered
3. Longer Paper – 45%, due in class March 19, 2019

Course Evaluation – Details

Seminar Participation (25%)

Students will be graded on their participation in class discussions. Consistent participation informed by each week's assigned readings is expected. Beginning on week 2, one or two students per week will give short presentations (10-15 minutes in

length) at the start of class. Presentations should offer students' critical assessments of the week's readings, highlighting common themes and making connections where appropriate. It is assumed that all students will come to class having read and thought about the assigned readings, so presentations should not simply summarize them. Each presentation should end by suggesting three or four questions with the aim of stimulating class discussion. (NB: presenters need only address the *assigned* readings for the week – recommended readings are intended to give additional background and elaboration of topics necessary for the longer paper due on March 19th).

Short Paper (30%), due in class two weeks after chosen topic is covered

Students will prepare a short paper of 8-10 pages in length. Topics will deal with issues raised in the assigned readings from a week selected by the student and will be developed individually by students in consultation with the instructor. This paper should deal with a topic from weeks 2 through 5 (i.e., up to and including the week of February 5th). Please note that papers must be submitted in hard copy and cannot be accepted electronically or by fax.

Essay (45%), due in class March 19, 2019

Students will prepare an analytic essay of approximately 15 pages in length. Topics will deal with issues raised in the assigned and recommended readings of the course and will be developed individually by students in consultation with the instructor. Please note that papers must be submitted in hard copy and cannot be accepted electronically or by fax.

Weekly Course Schedule and Required Readings

Week 1 (JAN 8) Intro to Course

Topic: Introduction to the Course

Readings: None

Week 2 (JAN 15) Telling Stories

Topic: Telling Stories: Another Look at IR's Account of Itself

Assigned Readings:

• Brian C. Schmidt, *The Political Discourse of Anarchy* (Albany: State University of New York Press, 1998), pp.15-76, 189-241.

Recommended Readings:

• Jacques Derrida, *Archive Fever: A Freudian Impression*, trans. Eric Prenowitz (Chicago: University of Chicago Press, 1996).

• Brian C. Schmidt, *The Political Discourse of Anarchy* (Albany: State University of New York Press, 1998), pp.77-187.

- Steve Smith, "The Self Images of a Discipline: A Genealogy of International Relations Theory," in Ken Booth and Steve Smith, eds., *International Relations Theory Today* (Cambridge: Polity Press, 1995).
- Stephen M. Walt, "International Relations: One World, Many Theories," *Foreign Policy*, 110 (Spring 1998).
- Benjamin de Carvalho, Halvard Leira and John Hobson, "The Big Bangs of IR: The Myths That Your Teachers Still Tell You about 1648 and 1919," *Millennium* 39:3 (May 2011).

Week 3 (JAN 22) Disciplinary Practice

Topic: Disciplinary Practice and Disciplined Knowledge

Assigned Readings:

- William E. Connolly, *Identity/Difference: Democratic Negotiations of Political Paradox* (Ithaca: Cornell University Press, 1991), pp.36-64.
- Immanuel Wallerstein, "What Are We Bounding, and Whom, When We Bound Social Research," *Social Research*, 62:4 (Winter 1995).
- Michael McKeon, "The Origins of Interdisciplinary Studies," *Eighteenth-Century Studies*, 28:1 (Fall 1994).
- Mattei Dogan, "The New Social Sciences: Cracks in the Disciplinary Walls," *International Social Science Journal*, 49:3 (September 1997).
- J. Marshall Beier and Samantha Arnold, "Becoming Undisciplined: Toward the Supradisciplinary Study of Security," *International Studies Review* 7:1 (March 2005).

Recommended Readings:

- Richard K. Ashley and R.B.J. Walker, "Speaking the Language of Exile: Dissident Thought in International Studies," *International Studies Quarterly* 34:3 (September 1990).
- Richard K. Ashley and R.B.J. Walker, "Reading Dissidence/Writing the Discipline: Crisis and the Question of Sovereignty in International Studies," *International Studies Quarterly* 34:3 (September 1990).
- J. Marshall Beier, *International Relations in Uncommon Places: Indigeneity, Cosmology, and the Limits of International Theory* (New York: Palgrave Macmillan, 2005), 53-72.

- Suzanne Werner, David Davis and Bruce Bueno de Mesquita, "Dissolving Boundaries," *International Studies Review* 5:4 (December 2003).
- Bruce Russett, "Reintegrating the Subdisciplines of International and Comparative Politics," *International Studies Review* 5:4 (December 2003).
- Arabella Lyon, "Interdisciplinarity: Giving Up Territory," *College English* 54 (October 1992).

Week 4 (JAN 29) Ethics, Poststructuralism, IR

Topic: Ethics, Poststructuralism, IR

Assigned Readings:

- Simon Critchley, *The Ethics of Deconstruction: Derrida and Levinas* (London: Routledge, 1992), pp.1-58.
- Jim George, "Realist 'Ethics,' International Relations, and Post-Modernism: Thinking Beyond the Egoism-Anarchy Thematic," *Millennium* 24:2 (Summer 1995).
- Vivienne Jabri, "Restyling the Subject of Responsibility in International Relations," *Millennium* 27:3 (1998).
- Henry Shue, "Global Accountability: Transnational Duties Towards Economic Rights," in Jean-Marc Coicaud, Michael W. Doyle, and Ann-Marie Gardner, eds., *The Globalization of Human Rights* (Tokyo: United Nations University Press, 2003).

Recommended Readings:

- Emmanuel Levinas, "Ethics as First Philosophy," in Sean Hand, ed., *The Levinas Reader* (New York: Basil Blackwell, 1989).
- Emmanuel Levinas, "The Trace of the Other," in Mark C. Taylor, ed., *Deconstruction in Context: Literature and Philosophy* (Chicago: University of Chicago Press, 1986).
- David Campbell, "The Deterritorialization of Responsibility: Levinas, Derrida, and Ethics After the End of Philosophy," *Alternatives* 19:4 (Fall 1994).
- David Campbell, *National Deconstruction: Violence, Identity, and Justice in Bosnia* (Minneapolis: University of Minnesota Press, 1998), pp.1-15.

Week 5 (FEB 5) Methodological Turn in IR?

Topic: A Methodological Turn in IR? Ethnographic Research and Writing

Assigned Readings:

- Clifford Geertz, *The Interpretation of Cultures* (New York: Basic Books, 1973), 3-32.
- Lila Abu-Lughod, "Can There Be a Feminist Ethnography?" *Women & Performance* 5:1 (1990).
- Hugh Gusterson, "Exploding Anthropology's Canon in the World of the Bomb: Ethnographic Writing on Militarism," *Journal of Contemporary Ethnography* 22:1 (April 1993).
- Wanda Vrasti, "The Strange Case of Ethnography and International Relations," *Millennium* 37:2 (2008).

Recommended Readings:

- Clifford Geertz, *The Interpretation of Cultures* (New York: Basic Books, 1973), 421-453.
- Renato Rosaldo, "From the Door of His Tent: The Fieldworker and the Inquisitor," in James Clifford and George E. Marcus, eds., *Writing Culture: The Poetics and Politics of Ethnography* (Berkeley: University of California Press, 1986).
- Gary Alan Fine, "Ten Lies of Ethnography: Moral Dilemmas of Field Research," *Journal of Contemporary Ethnography* 22:3 (October 1993).
- Timothy Jenkins, "Fieldwork and the Perception of Everyday Life," *MAN* 29:2 (June 1994).
- Hugh Gusterson, *Nuclear Rites: A Weapons Laboratory at the End of the Cold War* (Berkeley: University of California Press, 1998), pp.ix-xi, 1-67, 165-235.
- J. Marshall Beier, *International Relations in Uncommon Places: Indigeneity, Cosmology, and the Limits of International Theory* (New York: Palgrave Macmillan, 2005), 73-95.

Week 6 (FEB 12) Postcolonialism

Topic: Postcolonialism

Assigned Readings:

- Sandra Harding, *Is Science Multicultural? Postcolonialisms, Feminisms, and Epistemologies* (Bloomington: Indiana University Press, 1998), pp.146-87.
- Gayatri Chakravorty Spivak, *In Other Worlds: Essays in Cultural Politics* (New York: Routledge, 1988), pp.95-102.
- Kwame Anthony Appiah, "Is the Post- in Postmodernism the Post- in Postcolonial?" *Critical Inquiry* 17:2 (Winter 1991).
- Albert J. Paolini, *Navigating Modernity: Postcolonialism, Identity, and International Relations* (Boulder: Lynne Rienner, 1999), 169-200.

Recommended Readings:

- Chandra Talpade Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourses," *Boundary 2* 12:3/13:1 (Spring/Fall 1984).
- Erin O'Gorman and Vivienne Jabri, "Locating Difference in Feminist International Relations" in Vivienne Jabri and Erin O'Gorman, eds., *Women, Culture and International Relations* (Boulder: Lynne Rienner Publishers, 1999), pp1-16.
- Geeta Chowdhry and Sheila Nair, eds., *Power, Postcolonialism and International Relations: Reading Race Gender and Class* (London: Routledge, 2002), passim.
- Ilan Kapoor, "Capitalism, Culture, Agency: Dependency Versus Postcolonial Theory," *Third World Quarterly* 23:4 (2002).
- Himadeep Muppidi, *The Politics of the Global* (Minneapolis: University of Minnesota Press, 2004).

Week 7 (FEB 19) Winter mid-term recess, NO CLASS

Week 8 (FEB 26) Indigeneity and IR

Topic: Indigeneity and IR

Assigned Readings:

- Neta C. Crawford, "A Security Regime Among Democracies: Cooperation Among Iroquois Nations," *International Organization*, 48:3 (Summer 1994).
- David Bedford and Thom Workman, "The Great Law of Peace: Alternative Inter-Nation(al) Practices and the Iroquoian Confederacy," *Alternatives*, 22:1 (Jan.-Mar. 1997).

- J. Marshall Beier, "Beyond Hegemonic State(ment)s of Nature: Aboriginal Lifeways and the Tyranny of Orthodox International Relations Theory," in Geeta Chowdhry and Sheila Nair, eds., *Power, Postcolonialism and International Relations: Reading Race, Gender and Class* (London: Routledge, 2002).
- Karena Shaw, "Indigeneity and the International," *Millennium* 31:1 (May 2002).
- Hayden King, "Discourses of Conquest and Resistance: International Relations and Anishinaabe Diplomacy," in Randolph B. Persaud and Alina Sajed, eds., *Race, Gender, and Culture in International Relations: Postcolonial Perspectives* (London: Routledge: 2018).

Recommended Readings:

- Roger Epp, "At the Wood's Edge: Towards a Theoretical Clearing for Indigenous Diplomacies in International Relations," in D. Jarvis and R. Crawford, eds., *International Relations: Still and American Social Science?* (Albany: SUNY Press, 2000).
- Paul Keal, *European Conquest and the Rights of Indigenous Peoples: The Moral Backwardness of International Society* (Cambridge: Cambridge University Press, 2003).
- Allaine Cerwonka, *Native to the Nation: Disciplining Landscapes and Bodies in Australia* (Minneapolis: University of Minnesota Press, 2004).
- J. Marshall Beier, *International Relations in Uncommon Places: Indigeneity, Cosmology, and the Limits of International Theory* (New York: Palgrave Macmillan, 2005).

Week 9 (MAR 5) Pop Culture

Topic: Pop Culture

Assigned Readings:

- Roland Bleiker, "The Aesthetic Turn in International Political Theory," *Millennium* 30:3 (2001).
- Jutta Weldes, "Going Cultural: Star Trek, State Action, and Popular Culture," *Millennium* 28:1 (1999).
- Kyle Grayon, Matt Davies, and Simon Philpott, "Pop Goes IR? Researching the Popular Culture–World Politics Continuum," *Politics* 29:3 (2009).
- Nick Robinson, "Videogames, Persuasion and the War on Terror: Escaping or Embedding the Military-Entertainment Complex?" *Political Studies* 60:3 (2012).

- Nic Crowe, “‘We Die for the Glory of the Emperor’: Young People, Warhammer, and Role-Playing War Online,” in J. Marshall Beier, ed., *The Militarization of Childhood: Thinking Beyond the Global South* (New York: Palgrave Macmillan, 2011).

Recommended Readings:

- Debbie Lisle, “Gender at a Distance: Identity, Performance and Contemporary Travel Writing,” *International Feminist Journal of Politics* 1:1 (1999).
- Cynthia Weber, *International Relations Theory: A Critical Introduction* (London: Routledge, 2001), passim.
- Iver Neumann, “‘Grab a Phaser, Ambassador’: Diplomacy in Star Trek,” *Millennium* 30:3 (2001).
- Roland Bleiker, ed., Poetic World Politics, special issue of *Alternatives* 25:3 (July-Sept. 2000).
- Roland Bleiker, *Popular Dissent, Human Agency and Global Politics* (Cambridge: Cambridge University Press, 2000), pp.244-72.
- Louise Amoore, “Vigilant Visualities: The Watchful Politics of the War on Terror,” *Security Dialogue* 38:2 (2007).
- Lesley Copeland, “Mediated War: Imaginative Disembodiment and the Militarization of Childhood,” in J. Marshall Beier, ed., *The Militarization of Childhood: Thinking Beyond the Global South* (New York: Palgrave Macmillan, 2011).

Week 10 (MAR 12) Simulating Security & Selves

Topic: Simulating Security and Selves in Crisis and War

Assigned Readings:

- Jean Baudrillard, *The Gulf War Did Not Take Place* trans. Paul Patton (Bloomington: Indiana University Press, 1995).
- J. Marshall Beier, “Outsmarting Technologies: Rhetoric, Revolutions in Military Affairs, and the Social Depth of Warfare,” *International Politics* 43:2 (April 2006).
- Cynthia Weber, “Flying Planes Can Be Dangerous,” *Millennium* 31:1 (2002).
- Hugh Gusterson, *People of the Bomb: Portraits of America’s Nuclear Complex* (Minneapolis: University of Minnesota Press, 2004), pp.51-81.

- Gargi S. Bhattacharyya, "Spectatorship and the War on Terror: Creating Consensus through Global Audiences," *Globalizations* 6:1 (March 2009).

Recommended Readings:

- James Der Derian, "In Terrorem: Before and After 9/11," in Ken Booth and Tim Dunne, eds., *Worlds in Collision: Terror and the Future of Global Order* (Houndsmills: Palgrave Macmillan, 2002).
- James Der Derian, "Global Events, National Security, and Virtual Theory," *Millennium* 30:3 (2003).
- Derek Gregory, "The Death of the civilian?" *Environment & Planning D: Society and Space* 24 (2006).

Week 11 (MAR 19) Childhood

Topic: Childhood

Assigned Readings:

- Alison M. S. Watson, *The Child in International Political Economy* (London: Routledge, 2009), pp. 14-45.
- J. Marshall Beier, "Children, Childhoods, and Security Studies: An Introduction," *Critical Studies on Security* 3:1 (2015).
- Cecilia Jacob, "'Children and Armed Conflict' and the Field of Security Studies," *Critical Studies on Security* 3:1 (2015).
- Lorraine Macmillan, "The Child Soldier in North-South Relations," *International Political Sociology* 3:1 (2009).
- J. Marshall Beier, "Ultimate Tests: Children, Rights, and the Politics of Protection," *Global Responsibility to Protect* 10:1-2 (2018).

Recommended Readings:

- E. Kay M. Tisdall and Samantha Punch, "Not So 'New'? Looking Critically at Childhood Studies," *Children's Geographies* 10:3 (2012).
- Henry A. Giroux, "Zero Tolerance, Domestic Militarization and the War Against Youth," *Social Justice* 30:2 (2003), pp. 59-65.
- Henry A. Giroux, "The Militarization of US Higher Education after 9/11," *Theory, Culture & Society* 25:5 (2008), pp. 56-82.

- Mary-Jane Fox, “Girl Soldiers: Human Security and Gendered Insecurity,” *Security Dialogue* 35:4 (2004), pp. 465-79.
- Juliet B. Schor, “Cultivating Insecurity: How Marketers are Commercializing Childhood,” in Hugh Gusterson and Catherine Besteman, eds., *The Insecure American: How We Got Here & What We Should Do About It* (Berkeley: University of California Press, 2010), pp. 182-204.
- Chris Gilligan, “‘Highly Vulnerable?’ Political Violence and the Social Construction of Traumatized Children,” *Journal of Peace Research* 46:1 (2009).

Note: Essay due in class

Week 12 (MAR 26) NO CLASS, Conference

No class – ISA Conference

Week 13 (APR 2) Resilience

Topic: Resilience

Assigned Readings:

- Gill Windle, “What is Resilience? A Review and Concept Analysis,” *Reviews in Clinical Gerontology* 21:2 (2011).
- David Chandler, “Resilience and Human Security: The Post-Interventionist Paradigm,” *Security Dialogue* 43:3 (2012).
- Mark Neocleous, “Resisting Resilience,” *Radical Philosophy* 178 (2013).
- Alison Howell, “Resilience, War, and Austerity: The Ethics of Military Human Enhancement and the Politics of Data,” *Security Dialogue* 46:1 (2015).
- J. Marshall Beier, “Shifting the Burden: Childhoods, Resilience, Subjecthood,” *Critical Studies on Security* 3:3 (2015).

Recommended Readings:

- James Brassett, Stuart Croft and Nick Vaughan-Williams, “Introduction: An Agenda for Resilience Research in Politics and International Relations,” *Politics* 33:4 (2013).
- Timothy Prior and Jonas Hagmann, “Measuring Resilience: Methodological and Political Challenges of a Trend Security Concept,” *Journal of Risk Research* 17:3 (2014).
- Staci M. Zolkoski and Lyndal M. Bullock, “Resilience in Children and Youth: A Review,” *Children and Youth Services Review* 34:12 (2012).

- Carl Folke, “Resilience: The Emergence of a Perspective for Social-Ecological Systems Analyses,” *Global Environmental Change* 16:3 (2006).
- Angela Simmons and Linda Yoder, “Military Resilience: A Concept Analysis,” *Nursing Forum* 48:1 (2013).

Course Policies

Submission of Assignments

Written work must be submitted in hard copy in class and cannot be accepted electronically or by fax.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
69-0	F

Late Assignments

Late papers will be accepted, but will be subject to a late penalty of 5 per cent per weekday to a maximum of 5 days, after which they will not be accepted and a mark of 0 will be recorded. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged with me in advance for an extension. Papers submitted after deadlines (including excused late papers) will be marked, but comments will not be provided.

Absences, Missed Work, Illness

Extensions on assignments can be arranged in the event of illness or similar circumstances. All extensions must be arranged in advance of the day on which a paper is due.

In light of the format of the course and the emphasis on regular and consistent participation in class discussions, attendance is mandatory. Some absences (such as in cases of illness, for example) may be unavoidable. Please contact me in advance (or as soon thereafter as possible) via email if you are going to be absent.

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable

notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.