

THEORIES OF INTERNATIONAL POLITICS

POLSCI 772

Term 1, Fall 2022

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Course Description

This course is designed to acquaint students with the main currents in the growing range of theoretical approaches that characterize the contemporary field of International Relations. We begin the first half of the course with a selection of readings that review 'the state of the field' and its origins, asking whose voices have dominated IR and to whose interests and perspectives they speak. We then move to debates about epistemology and methodology, inquiring into what it means to make knowledge claims in our discipline and weighing various approaches to authorizing them. From there, we begin a genealogy of theory in International Relations, surveying the 'Great Debates' that give shape to the field's story about its own origins before examining contemporary mainstream approaches. The second half of the course takes us through a series of critical interventions that have variously contested the mainstream and one another. Some of these are well established, others are still struggling toward recognition, and others even now are only appearing at the critical margins of the discipline. Part of what fashions the concerns of this course is the way in which particular epistemological, methodological, and traditional norms inform expectations within International Relations about what sorts of questions it is appropriate to ask, how we ought to go about answering those questions, and whose voices speak with authority in theory and practice. The overall objective, however, is to give students a broad grounding in the wide (and widening) theoretical terrain of the field.

Course Objectives

By the end of the course students should be able to:

- Have a deeper understanding 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 the Avenue to Learn page for this course. All recommended readings are available as e-Journals or as eBooks from the McMaster University Library website.

Class Format

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

Course Evaluation – Overview

	Due Date	Description	Percentage
Participation	Every class	Read assigned readings. Active engagement in class discussion	20%
	Wednesdays at 12noon	Keywords, Key Passage, Questions	
Class Leadership	Once per term	Presentation on readings; leading class discussion	10%
Short Paper	2 weeks after topic is covered in class	8-10 page essay	25%
Longer Paper	December 8th	15 page essay	40%
Presentation of Research Paper	December 8th	Presentation and discussion of research papers	5%

Course Evaluation – Details

Participation (20%), due: every class

This is an advanced seminar and so you are expected to attend all class sessions and participate in the discussions. You are expected to complete the required readings, think carefully about them before coming to class, and take an active part in the seminar. The quality of your questions and comments will be valued more than the quantity. Listening and engaging with your fellow students' ideas will also be valued.

The agenda of each class session will be student driven. For weeks 2-4 and 6-12 you will be responsible for submitting a one-page document consisting of: 1) a list of key concepts and terms from the readings; 2) a key line or passage from one of the readings; 3) three or four discussion questions based on the readings. The document is to be uploaded to the 'Discussion' section of the Avenue to Learn website by Wednesday at 12noon. You are encouraged to bring up your own or others' keywords, passages, and questions in the seminar.

Class Leadership (10%), due: once per term

Class leaders will be composed of individuals or teams of two students (depending on class size). Their responsibility will be to (a) make a short presentation (10-15 minutes) that introduces the assigned texts; (b) lead the seminar discussion; and (c) devise

small-group activities for the balance of the seminar period. 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. Class leaders will also be responsible for making a curated list of the keywords, key passages, and discussion questions based on the student reaction papers. This two-page document – or Agenda – must be posted to Avenue prior to the class meeting. Creative forms of presentation, including audio-visual elements and videos, are welcome. (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 December 8th).

Short Paper (25%), due: two weeks after chosen topic is covered in class

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. No outside research is necessary. This paper should deal with any topic arising from the readings from weeks 2 through 8 (i.e., up to and including the week of November 3rd).

Longer Paper (45%), due: December 8, 2022

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

Presentation of Research Papers (10%), due: December 8, 2022

The final session of the seminar will take the format of a mini-conference. Students will make a 10-minute presentation of the key findings of their research paper and then field questions from their classmates. A PowerPoint presentation must accompany the presentation.

Weekly Course Schedule and Required Readings

Week 1 (September 15) Introduction

Introduction to the Course

Readings: None

Week 2 (September 22) What is IR?

What is International Relations Theory, What is it for, and Whose is it?

Assigned Readings:

- Martin Wight. 1960. "Why is There No International Theory?" *International Politics* 2(1): 35-48.
- Robert W. Cox. 1981. "Social Forces, States and World Orders: Beyond International Relations Theory," *Millennium* 10(2): 126-155.

- Cynthia Enloe. 2004. "Margins, Silences and Bottom Rungs: How to Overcome the Underestimation of Power in the Study of International Relations" in *The Curious Feminist: Searching for Women in a New Age of Empire*. Berkeley: University of California Press, 19-42.
- Sankaran Krishna. 2021. "On the pitfalls of geo-cultural pluralism in IR." *International Politics Reviews* 9, 276-279.
- Zeynep Gulsah Capan. 2017. "Decolonising International Relations?" *Third World Quarterly* 38(1): 1-15.

Recommended Readings:

- Stanley Hoffman. 1987. *Janus and Minerva: Essays in the Theory and Practice of International Politics*. New York: Routledge, 3-24.
- Barry Buzan and Richard Little. 2001. "Why International Relations Has Failed as an Intellectual Project and What to Do About It." *Millennium* 30(1): 19-39.
- Stephen M. Walt. 1998. "International Relations: One World, Many Theories." *Foreign Policy* 110: 29-32, 34-46.
- Marysia Zalewski. 1996. "'All These Theories Yet the Bodies Keep Piling Up': Theories, Theorists, Theorising," in Steve Smith, Ken Booth, and Marysia Zalewski, eds., *International Theory: Positivism and Beyond*. Cambridge: Cambridge University Press, 340-353.
- Martin Hollis and Steve Smith. 1990. *Explaining and Understanding International Relations*. Oxford: Clarendon Press, 45-91.
- Kelebogile Zvobgo and Meredith Loken. 2020. "Why Race Matters in International Relations." *Foreign Policy* (19 June).
- David Blaney. 2021. "Where, when, and what is IR?" in Arlene B. Tickner and Karen Smith, eds., *International Relations from the Global South*. New York: Routledge, 38-55.

Week 3 (September 29) Epistemology & Method

Epistemology and Method: What can we 'know' and how will we 'know' it?

Assigned Readings:

- Kenneth N. Waltz. 1979. *Theory of International Politics*. Reading: Addison-Wesley, 1-17.
- Mark A. Neufeld. 1995. *The Restructuring of International Relations Theory*. Cambridge: Cambridge University Press, 22-46.
- Steve Smith. 1996. "Positivism and Beyond," in Steve Smith, Ken Booth and Marysia Zalewski, eds., *International Theory: Positivism and Beyond*. Cambridge: Cambridge University Press, 11-44.
- Roland Bleiker and Emma Huchison. 2008. "Fear No More: Emotions and World Politics," *Review of International Studies* 34(S1): 115-135.
- Paul Musgrave. 2019. "Argument: IR Theory and Game of Thrones Are Both Fantasies," *Foreign Policy* (23 May).

Recommended Readings:

- Kenneth N. Waltz. 1979 *Theory of International Politics*. Reading: Addison-Wesley, 18-78.
- James Der Derian. 1989. "The Boundaries of Knowledge and Power in International Relations," in James Der Derian and Michael J. Shapiro, eds., *International/Intertextual Relations: Postmodern Readings of World Politics*. New York: Lexington Books, 3-10.
- R.B.J. Walker. 1993. *Inside/Outside: International Relations as Political Theory*. Cambridge: Cambridge University Press, 1-25.
- Didier Bigo and R.B.J. Walker. 2007. "Editorial: International, Political, Sociology," *International Political Sociology* 1(1), 1-5.
- Jim George. 1992. *Discourses of Global Politics: A Critical (Re)Introduction to International Relations*. Boulder: Lynne Rienner, 1-39.

Week 4 (October 6) Worlds Apart

Worlds Apart: Classical Realism and the Critique of Idealism

Assigned Readings:

- Woodrow Wilson. 1918. "'The Fourteen Points,' Address to the U.S. Congress, 8 January."
- Christoph Frei. 2016. "Politics Among Nations: Revisiting a Classic." *Ethics & International Affairs* 30(1): 39-46.
- Cornelia Navari. 2016. "Hans Morgenthau and the National Interest." *Ethics & International Affairs* 30(1): 47-54.
- Michael C. Williams. 1996. "Hobbes and International Relations: A Reconsideration." *International Organization* 50(2), 213-236.
- Amitav Acharya. 2022. "Race and Racism in the founding of modern world order." *International Affairs* 98(1): 23-43.

Recommended Readings:

- Peter Wilson. 1998. "The Myth of the 'First Great Debate.'" *Review of International Studies* 24(5): 1-16.
- E.H. Carr. 1962. *The Twenty Years' Crisis, 1919-1939: An Introduction to the Study of International Relations*, 2nd edition. London: Macmillan, 11-94.
- Hans Morgenthau. 1985. *Politics Among Nations: The Struggle for Power and Peace*, 6th edition. New York: Alfred A. Knopf, 3-17.
- Hedley Bull. 1981. "Hobbes and the International Anarchy." *Social Research* 48(4): 717-738.
- Mark Heller. 1980. "The Use & Abuse of Hobbes: The State of Nature in International Relations." *Polity* 13(1): 21-32.
- J. Ann Tickner. 1988. "Hans Morgenthau's Principles of Political Realism: A Feminist Reformulation." *Millennium* 17(3): 429-440.
- Jonathan Symons. 2019. "Realist climate ethics: Promoting climate ambition within the Classical Realist tradition." *Review of International Studies* 45(1): 141-160.

- Thucydides. 1972. *History of the Peloponnesian War*. New York: Penguin Books, 400-408.
- Richard Ned Lebow. 1991. "Thucydides, Power Transition Theory, and the Causes of War," in Richard Ned Lebow and Barry S. Strauss, eds., *Hegemonic Rivalry: From Thucydides to the Nuclear Age*. Boulder: Westview Press.
- David Bedford and Thom Workman. 2001. "The Tragic Reading of the Thucydidean Tragedy." *Review of International Studies* 27(1): 51-67.

Week 5 (October 13) Mid-Term Recess – NO CLASS

No class – Reading Week

Week 6 (October 20) Worlds of Conflict

Worlds of Conflict: Neorealism and Hegemonic War

Assigned Readings:

- Kenneth N. Waltz. 1990. "Realist Thought and Neorealist Theory." *Journal of International Affairs* 44(1): 21-37.
- Robert O. Keohane. 1984. *After Hegemony: Cooperation and Discord in the World Political Economy*. Princeton: Princeton University Press, pp.31-46.
- Robert Gilpin. 1981. *War and Change in World Politics*. Cambridge: Cambridge University Press, 186-210.
- David A. Lake. 1993. "Leadership, Hegemony, and the International Economy: Naked Emperor or Tattered Monarch With Potential?" *International Studies Quarterly* 37(4), 459-489.
- Christine Sylvester. 2014. "Neorealist Reductionisms." *Australian Journal of Political Science* 49(3): 547-551.

Recommended Readings:

- Paul W. Schroeder. 1994. "Historical Reality vs. Neo-Realist Theory." *International Security* 19(1): 108-148.
- Andrew Linklater. 1995. "Neorealism in Theory and Practice," in Ken Booth and Steve Smith, eds., *International Relations Theory Today*. Cambridge: Polity Press.
- Friedrich Kratochwil. 1993. "The Embarrassment of Changes: Neo-Realism as the Science of Realpolitik Without Politics." *Review of International Studies* 19(1): 63-80.
- Isabelle Grunberg. 1990. "Exploring the 'Myth' of Hegemonic Stability." *International Organization* 44(4): 431-477.

Week 7 (October 27) Worlds of Inequality

Worlds of Inequality: Marxist- and Gramscian-Inspired Approaches

Assigned Readings:

- Mark Rupert. 2007. "Marxism," in Martin Griffiths, ed., *International Relations Theory for the Twenty-First Century*. London: Routledge, 35-46.

- John Maclean. 1988. "Marxism and International Relations: A Strange Case of Mutual Neglect," *Millennium* 17(2): 295-319.
- Immanuel Wallerstein. 1996. "The Inter-State Structure of the Modern World-System," in Steve Smith, Ken Booth and Marysia Zalewski, eds., *International Theory: Positivism and Beyond*. Cambridge: Cambridge University Press, 87-107.
- Stuart Hall. 1986. "Gramsci's Relevance for the Study of Race and Ethnicity." *Journal of Communication Inquiry* 10:2: 5-27.
- Anna Stavrianakis. 2006. "Call to Arms: The University as a Site of Militarised Capitalism and a Site of Struggle," *Millennium: Journal of International Studies* 35(1), 139-154.

Recommended Readings:

- Andre Gunder Frank. 1966. "The Development of Underdevelopment." *Monthly Review* 18(4): 17-31.
- Immanuel Wallerstein. 1974. "The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis." *Comparative Studies in Society and History* 16(4): 387-415.
- Stephen Gill. 1993. "Gramsci and Global Politics: Towards a Post-Hegemonic Research Agenda," in Stephen Gill, ed., *Gramsci, Historical Materialism and International Relations*. Cambridge: Cambridge University Press.
- Kees van der Pijl. 1997. "Transnational Class Formation and State Forms," in Stephen Gill and James H. Mittelman, eds., *Innovation and Transformation in International Studies*. Cambridge: Cambridge University Press.
- Claire Cutler. 1999. "Locating 'Authority' in the Global Political Economy." *International Studies Quarterly* 43(1): 59-81.
- Robert O'Brien. 2021. "Revisiting Rosa Luxemburg's Internationalism," *Journal of International Political Theory* 17(1): 58-80.

Week 8 (November 3) Worlds Collide

Worlds Collide: From Strategic Studies to Security Studies

Assigned Readings:

- Ken Booth. 1979. *Strategy and Ethnocentrism*. London: Croom Helm, 13-31. [e-book].
- Carol Cohn. 1987. "Sex and Death in the Rational World of Defense Intellectuals," *Signs: Journal of Women in Culture and Society* 12(4): 687-718.
- Steve Smith. 1999. "The increasing insecurity of security studies: Conceptualizing security in the last twenty years." *Contemporary Security Policy* 20(3): 72-101.
- Tarak Barkawi and Mark Laffey. 2006. "The postcolonial moment in security studies." *Review of International Studies* 32(2): 329-352.
- Lee Jarvis. 2019. "Toward a Vernacular Security Studies: Origins, Interlocutors, Contributions, and Challenges." *International Studies Review* 21(1): 107-126.

Recommended Readings:

- Hans Morgenthau. 1962. "Death in the Nuclear Age," in Hans Morgenthau, *Politics in the Twentieth Century*, vol.3. Chicago: University of Chicago Press.
- Phil Williams. 1987. "Nuclear Deterrence," in John Baylis, Ken Booth, John Garnett and Phil Williams, *Contemporary Strategy I*. New York: Holmes & Meier.
- Philip Green. 1966. *Deadly Logic: The Theory of Nuclear Deterrence*. Columbus: Ohio State University Press, 255-76.
- Stephen Walt. 1991. "The Renaissance of Security Studies." *International Studies Quarterly* 35(2): 211-239.
- Edward Kolodziej. 1992. "Renaissance in Security Studies? Caveat Lector!" *International Studies Quarterly* 36(4): 421-438.
- David Baldwin. 1995. "Security Studies and the End of the Cold War." *World Politics* 48(1): 117-141.
- Keith Krause and Michael C. Williams. 1996. "Broadening the Agenda of Security Studies: Politics and Methods." *Mershon International Studies Review* 40(Supplement 2): 229-254.
- Tarak Barkawi. 2011. "From War to Security: Security Studies, the Wider Agenda and the Fate of the Study of War." *Millennium: Journal of International Studies* 39(3): 701-716.

Week 9 (November 10) Gender & IR

Gender and International Relations

Assigned Readings:

- Cynthia Enloe. 2007. "Feminism," in Martin Griffiths, ed., *International Relations Theory for the Twenty-First Century*. London: Routledge, 99-110.
- Christine Sylvester. 1996. "The Contributions of Feminist Theory," in Steve Smith, Ken Booth and Marysia Zalewski, eds., *International Theory: Positivism & Beyond*. Cambridge: Cambridge University Press, 254-278.
- J. Ann Tickner. 1997. "You Just Don't Understand: Troubled Engagements Between Feminists and IR Theorists," *International Studies Quarterly* 41(4): 611-632.
- Cynthia Enloe, 2014. *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*. Berkeley: University of California Press, xi-xv, 1-18.
- Catherine Eschle and Bice Maiguashca. 2006. "Bridging the Academic/Activist Divide: Feminist Activism and the Teaching of Global Politics," *Millennium: Journal of International Studies* 35(1): 119-137.

Recommended Readings:

- Chandra Talpade Mohanty. 1984. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." *Boundary 2* 12(3)/13(1): 333-358.
- J. Ann Tickner. 1992. *Gender in International Relations: Feminist Perspectives on Achieving Global Security*. New York: Columbia University Press, 1-25.
- Sandra Whitworth. 2000. "Theory and Exclusion: Gender, Masculinity and International Political Economy," in Richard Stubbs and Geoffrey Underhill, eds., *Political Economy and the Changing Global Order*, 2nd edition. Toronto: Oxford University Press.

- V. Spike Peterson. 1997. "Whose Crisis? Early and Post-Modern Masculinism," in Stephen Gill and James H. Mittelman, eds., *Innovation and Transformation in International Studies*. Cambridge: Cambridge University Press.
- Marysia Zalewski and Jane L. Parpart, eds. 1998. *The Man Question in International Relations*. Boulder: Westview Press, passim.
- Cynthia Enloe. 2000. *Maneuvers: The International Politics of Militarizing Women's Lives*. Berkeley: University of California Press, 235-87.
- Sandra Whitworth. 1994. "Gender, International Relations, and the Case of the ILO." *Review of International Studies* 20(4): 389-405.

Week 10 (November 17) Poststructuralism

Deconstruction and the Linguistic Turn: Poststructuralism

Assigned Readings:

- Jenny Edkins. 2007. "Poststructuralism," in Martin Griffiths, ed., *International Relations Theory for the Twenty-First Century*. London: Routledge, 88-98.
- David Campbell. 1998. *Writing Security: US Foreign Policy and the Politics of Identity*. Minneapolis: University of Minnesota Press, 1-13.
- R.B.J. Walker. 1991. "State Sovereignty and the Articulation of Political Space/Time," *Millennium* 20(3): 445-461.
- Jim George. 1995. "Realist 'Ethics,' International Relations, and Post-Modernism: Thinking Beyond the Egoism-Anarchy Thematic," *Millennium* 24(2): 195-223.
- Judith Butler. 2010. "Performative Agency." *Journal of Cultural Economy* 3(2): 147-161.

Recommended Readings:

- Richard K. Ashley. 1987. "The Geopolitics of Geopolitical Space: Toward a Critical Social Theory of International Politics." *Alternatives* 12(4): 403-434.
- Richard K. Ashley and R.B.J. Walker. 1990. "Speaking the Language of Exile: Dissident Thought in International Studies." *International Studies Quarterly* 34(3): 259-268.
- Dalby, Simon. 1992. "Security, Modernity, Ecology: The Dilemmas of Post-Cold War Security Discourse." *Alternatives* 17(1): 95-134.
- V. Spike Peterson. 1992. "Security and Sovereign States: What is at Stake in Taking Feminism Seriously?" in V. Spike Peterson, ed., *Gendered States: Feminist (Re)Visions of International Relations Theory*. Boulder: Lynn Rienner Publishers.
- Jim George. 1994. *Discourses of Global Politics: A Critical (Re)Introduction to International Relations*. Boulder: Lynne Rienner, 191-219.
- Jean Baudrillard. 1995. *The Gulf War Did Not Take Place*, trans. Paul Patton. Bloomington: Indiana University Press.
- David Campbell. 1994. "The Deterritorialization of Responsibility: Levinas, Derrida, and Ethics After the End of Philosophy." *Alternatives* 19(4): 455-484.
- Vivienne Jabri. 1998. "Restyling the Subject of Responsibility in International Relations." *Millennium* 27(3): 591-611.

- Jenny Edkins. 1999. *Poststructuralism and International Relations: Bringing the Political Back In*. Boulder: Lynne Rienner, esp. pp.125-46.

Week 11 (November 24) Social Constructivism

The Constructivist Turn

Assigned Readings:

- Jeffrey T. Checkel. 1998. "The Constructivist Turn in International Relations Theory," *World Politics* 50(2): 324-348.
- Alexander Wendt. 1992. "Anarchy is What States Make of It: The Social Construction of Power Politics," *International Organization* 46(2): 391-425.
- Vendulka Kubálková. 2001. "A Constructivist Primer," in Vendulka Kubálková ed., *Foreign Policy in a Constructed World*. New York: ME Sharpe, 56-76.
- Emanuel Adler. 1997. "Seizing the Middle Ground: Constructivism in World Politics," *European Journal of International Relations* 3(3): 319-363.
- Birgit Locher and Elisabeth Prügl. 2001. "Feminism and Constructivism: Worlds Apart or Sharing the Middle Ground?" *International Studies Quarterly* 45(1): 111-129.

Recommended Readings:

- Alexander Wendt. 1995. "Constructing International Politics." *International Security* 20(1): 71-81.
- David Dessler. 1999. "Constructivism Within a Positive Social Science." *Review of International Studies* 25(1): 123-138.
- John Gerard Ruggie. 1998. "What Makes the World Hang Together? Neo-Utilitarianism and the Social Constructivist Challenge." *International Organization* 52(4): 855-885.
- Alexander Wendt. 1999. *Social Theory of International Politics*. Cambridge: Cambridge University Press, passim.
- Erik Ringmar. 1997. "Alexander Wendt: A Social Scientist Struggling with History," in Iver B. Neumann and Ole Waever, eds., *The Future of International Relations: Masters in the Making?* London: Routledge.
- Steve Smith. 2000. "Wendt's World." *Review of International Studies* 26(1): 151-163.

Week 12 (December 1) Postcolonialism

Reading IR: Postcolonialism

Assigned Readings:

- Rita Abrahamsen. 2007. "Postcolonialism," in Martin Griffiths, ed., *International Relations Theory for the Twenty-First Century*. London: Routledge, 111-122.
- Phillip Darby and A.J. Paolini. 1994. "Bridging International Relations and Postcolonialism," *Alternatives* 19(3): 371-397.
- Sanjay Seth. 2011. "Postcolonial Theory and the Critique of International Relations." *Millennium: Journal of International Studies* 40(1): 167-183.

- Arlene B. Tickner. 2013. "Core, periphery and (neo)imperialist International Relations." *European Journal of International Relations* 19(3): 627-646.
- V. Spike Peterson. 2020. "Family Matters in Racial Logics: Tracing Intimacies, Inequalities, and Ideologies." *Review of International Studies* 46(2): 176-196.

Recommended Readings:

- Edward W. Said. 1979. *Orientalism*. New York: Vintage Books, 1-28.
- Edward W. Said. 1993. *Culture and Imperialism*. New York: Vintage, 3-61, 191-209.
- Arjun Appadurai. 1988. "Putting Hierarchy in Its Place." *Cultural Anthropology* 3(1): 36-49.
- Phillip Darby. 1998. *The Fiction of Imperialism: Reading Between International Relations & Postcolonialism*. London: Cassell, 9-33.
- Sandra Harding. 1998. *Is Science Multicultural? Postcolonialisms, Feminisms, and Epistemologies*. Bloomington: Indiana University Press, 146-87.
- Gayatri Chakravorty Spivak. 1988. "Can the Subaltern Speak?" in Cary Nelson and Lawrence Grossberg, eds., *Marxism and the Interpretation of Culture*. Urbana: University of Illinois Press.
- Kwame Anthony Appiah. 1991. "Is the Post- in Postmodernism the Post- in Postcolonial?" *Critical Inquiry* 17(2): 336-357.
- Albert J. Paolini. 1999. *Navigating Modernity: Postcolonialism, Identity, and International Relations*. Boulder: Lynne Rienner, 169-200.
- Geeta Chowdhry and Sheila Nair, eds. 2002. *Power, Postcolonialism and International Relations: Reading Race Gender and Class*. London: Routledge, passim.
- Sankaran Krishna. 1993. "The Importance of Being Ironic: A Postcolonial View on Critical International Relations Theory," *Alternatives* 18(3): 385-417.
- James Der Derian. 1994. "The Pen, the Sword, and the Smart Bomb: Criticism in the Age of Video." *Alternatives* 19(1), pp. 133-140.

Week 13 (December 8) Mini-Conference

Presentation of Student Research

No readings

Course Policies

Submission of Assignments

Written work must be submitted directly to Professor Nyers at nyersp@mcmaster.ca in either Word or PDF format, no later than 11:59 pm (Eastern) on the date it is due.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A

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

Late Assignments

Assignments are to be handed in on the due date. Unless a prior arrangement has been made with Professor Nyers, late submissions will be penalized 3% per day. Students are required to keep both paper and electronic copies of all work submitted for evaluation.

Absences, Missed Work, Illness

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.

Courses With An On-Line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

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 behaviour 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. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

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.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.