

CRITICAL APPROACHES TO INTERNATIONAL RELATIONS THEORIES

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Ext. 1908

Office hours: Sundays 3.30-4.30pm on Zoom; at other times by appointment.

This interdisciplinary course explores various critical approaches to international relations. Critical theories in contemporary international relations have emerged as key approaches and perspectives in the field and also produced stimulating conceptual and analytical areas of overlap with other disciplines such as sociology, anthropology, history, and linguistics.

The course begins with an outline of the key debates in the history of international relations theories, summarizing the main underpinnings of mainstream IR approaches such as liberalism, realism and the “neo-neo debate”. From there, we engage with a range of more recent theories, perspectives and approaches in international relations that provide a critical stance on state-centric positivist theories. Covering a constellation of works that aim to disclose contemporary relations of domination giving shape to politics and the world order, the course introduces and applies to a variety of contemporary examples the following varieties of critical international relations theories, among others: critical theory, social constructivism, post-structuralism, post-colonial theory, feminist and non-Western theories, and critical environmentalism.

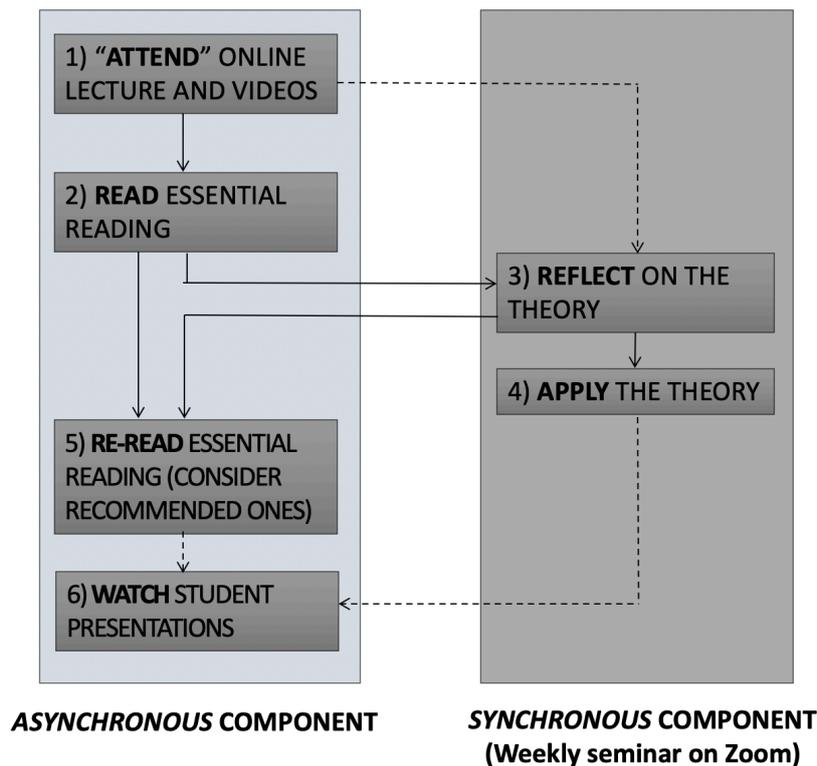
In so doing, this course problematizes and interrogates the basic units of politics, including the notions of sovereignty, representation, nation, border, identity, citizenship, and membership. While providing you with key analytical skills for approaching and understanding contemporary international theory, the course and its seminar activities also help you understand how these critical “lenses” can change the way you look at a variety of real-world cases drawn from contemporary international relations, including the impact of the ongoing COVID-19 crisis.

LEARNING OUTCOMES

Upon successful completion of the course, you will:

- 1) know the main theoretical underpinnings of two mainstream IR theories (liberalism and realism) and their systemic variants, and be able to assess critically their theoretical strengths and weaknesses;
- 2) know the main theoretical underpinnings of nine “critical” approaches to international relation theory, and be able to assess critically their theoretical strengths and weaknesses
- 3) know – and be able to apply correctly – key terminology for describing international relations theories, including the difference between ontology and epistemology;
- 4) be able to apply specific theoretical approaches to the analysis of recent events and processes in international relations, including the ongoing COVID-19 crisis on global security;
- 5) be able to articulate clearly and rigorously complex arguments on these themes and to apply them to the analysis of case studies.

ONLINE COURSE STRUCTURE



The course is structured in 14 weekly modules, whose exact focus and content is detailed in the final section of the syllabus. The standard structure of each module includes the following:

- a) An **asynchronous** component – i.e. material that is made available online on Blackboard and that can be accessed by the students at any time after posting. This includes:
 - a. At least one short weekly lecture by the instructor, consisting of an audio file that presents the topic of the module with specific reference to the essential reading. The online lectures are typically made available on Wednesdays for the following Sundays.
 - b. One weekly essential reading, which needs to be read by the time of the synchronous seminar (see below);
 - c. A series of recommended readings, that students may find useful to broaden their understanding of specific theories or for their essays, but whose knowledge is not required for the relevant seminar;
 - d. In some cases, when relevant material is available online, the lecture is supplemented by links short online videos in which major scholars present and discuss their own theories;
- b) A **synchronous** component – i.e. learning and assessment opportunities that require the participation of the entire class within a set timeframe – consisting in a weekly seminar on Zoom.

Each seminar will take place at the allotted time slot on **Sundays** (covering the material that has been uploaded the previous week) and will focus on:

 - i. Reviewing the theoretical approaches / debates related of the themes presented in that module;
 - ii. Discuss them with reference to specific examples and case studies.

You must register as soon as possible on the **Blackboard portal** of the course, in which you will find:

- A pdf copy of this syllabus
- Access to the weekly online lectures and videos (typically uploaded on Wednesdays for the following Sundays)
- Access to the essential and recommended course readings
- Links to the Zoom meetings and other relevant information about accessing the seminars

Blackboard will also be used to deliver any urgent or non-urgent notice to the class. Even if these notices are normally also forwarded to your email address, it is possible that you do not receive some of these (for instance if they go to your “spam” folder) so **you must check the Blackboard portal at least weekly to keep yourself updated.**

ASSESSMENT

Components:

Reaction papers	30% (3x10%)
Presentation	15%
Research paper + outline	35%
Final exam	20%

Reaction papers: students will be asked to submit three reaction papers across the course, focusing respectively on the material discussed in Sections 1, 2 and 3. The papers will consist in a short essay addressing a question of choice chosen from a short list provided by the instructor. The provisional dates for these assignments are as follows:

Section 1 paper: questions available on 28 Sept → paper due on 7 Oct

Section 2 paper: questions available on 19 Oct → paper due on 28 Oct

Section 3 paper: questions available on 9 Nov → paper due on 18 Nov

Case study presentations: starting from Section 2 of the course (4 Oct), students will be asked to select a module for a short presentation. A list of available modules and set presentation questions will be provided in late September. These presentations will typically consist of exploring the significance (and potential limitations) of specific theoretical approaches for understanding ongoing events and processes in international politics, with specific emphasis on the crises caused by the COVID-19 pandemic.

The presentations will be due on the day after the relevant Zoom seminar (Mondays) and should take the form of an audio or video file to be shared with the class and the instructor. The duration of the presentation should be between 10 and 15 minutes.

More detailed instructions on the expected content of the presentations will be shared in late September.

Final exam: an open-book take-home exam will be taken in the exam week in December.

The exam will be based on the essential readings of the course, and will test your ability to compare / contrast these approaches and assess their analytical and conceptual strengths and limitations. The detailed structure of the exam and its timing will be discussed in class.

Research paper: you will be required to submit a research paper on Thursday 3 December. The paper must focus on a specific issue in world politics and approach it with reference to at least two theoretical frameworks among those discussed in the course traditions.

The paper must be between 2,500 and 3,000-words long.

You are invited to discuss your theme and ideas with the instructor in advance. You will also be required to upload a short (3 to 5 minutes) audio or video presentation on your theme

and research question by Tuesday 3 November. Throughout the writing process you can ask for help and advice from the instructor.

Also, you **MUST** submit by Monday 9 November an **outline** of your paper which should briefly introduce: a) the theme/topic of the paper; b) its main research question; c) an indication of the IR traditions that will be used, and the reasons for this choice; d) a provisional bibliography. The outline must be between 500- and 1000-words long. These outlines will count towards the final mark (5%), and the instructor will provide some brief feedback.

The references must include at least 9 academic references (journal articles, chapters in edited books, academic books, etc., including any “recommended reading” listed below).

Readings listed as “essential” in the reading list below can be cited and used, but do not count towards the 9 references.

The penalty for the late submission of the paper is 5 per cent per day, including weekends.

Late outlines will not be accepted (i.e. students will lose the all the marks assigned for the outline) unless the student provides a valid and written justification for the delay.

The first page of each paper must include the student’s name and ID number, and the essay body must be 12-point font, double-spaced and include page numbers.

The essay must also include a bibliography and acknowledge sources appropriately. Any academic referencing style is acceptable provided that it is used consistently throughout the paper. Useful information on some widely used referencing styles can be found at:

<http://libweb.anglia.ac.uk/referencing/harvard.htm>

<http://www.chicagomanualofstyle.org>

Grade scale:

<i>Letter grade</i>	<i>Percentage</i>	<i>Letter grade</i>	<i>Percentage</i>
A	93+	B-	80-82
A-	90-92	C+	77-79
B+	87-89	C	70-76
B	83-86	F	Below 70

ATTENDANCE POLICY

No attendance mark is assigned in this course, but attendance in the weekly Zoom seminar is required. The following policies will be adhered to:

- Students are expected to attend the weekly Zoom seminars (including, if needed, rescheduled ones taking place in days other than Sundays) AND show knowledge of – and engagement with – the essential readings, that should be read before the relevant class. Students who attend the seminars but have not done the relevant readings or are busy in other activities (for instance by making repeated use of their mobile devices during the session) may be considered as absent.
- Students unable to attend the seminars for justifiable reasons should contact the instructor before the seminar time. These include:
 - o Serious and documented family or health emergencies
 - o Documented participation in university activities that require your physical presence.
 - o Problems with internet access – to be notified to the instructor within 30’ from the beginning of the relevant seminar. The instructor will accept such justifications up to 3 times overall across the course; if you have a recurrent problem with internet access, please discuss it with the instructor and/or contact the relevant IT services at AUC for assistance.

- Students who, without a valid justification, join the seminar more than 10' late or leave more than 10' early or leave the teaching room repeatedly during the session will be considered as absent.
- As the weekly Zoom seminar is the only activity that requires synchronous presence on a regular basis, absence in one of these sessions will be considered as an absence of "one week"-equivalent of classes. Absence in at least **FOUR** Zoom seminars will therefore activate the procedures discussed in the AUC Catalog on attendance, giving the instructor the right to assign an F grade based on (non-)attendance alone. The late-drop policy outlined in the AUC Catalog also applies.

OTHER SPECIAL ARRANGEMENTS RELATED TO ONLINE TEACHING

Zoom sessions / netiquette

- The sessions on Zoom are NOT recorded by the instructor. Students should also refrain from recording the sessions unless explicit assent is given by ALL the attendees.
- It is normally expected that all attendees will participate with their cameras on during the session. Microphones should instead normally be muted unless an attendee is actively participating in an exchange (e.g. asking a question etc.)
- The Zoom chat window should not be used unless strictly necessary (e.g. for sharing a specific resource or link during the seminar).

Student-faculty communication procedures

- Office hours will be conducted via Zoom In the event that the student has another course scheduled during the scheduled office hours, another meeting time can be requested, but this needs to be set and agreed upon by both parties at least 1-2 working days in advance.
- During the Sunday-Thursday work week, student emails and queries will generally be answered within 24 hours. During weekends students can expect a typical response time of 48 hours. Email correspondence that is professional, considerate and well written will lead to more effective communication and clearer answers. Please take the time to formulate and proofread well thought-out emails. Clearly stated questions will be answered within 1-2 working days. Students should look for answers to their questions in the syllabus and on Blackboard before emailing using their AUC email accounts.

ACADEMIC INTEGRITY

Teaching is based on a relation of mutual trust between the teacher and the students. As a teacher I take my academic responsibilities very seriously and I expect all my students to do the same. I expect all students to be familiar with the AUC code of practice on academic integrity which is available at:

<https://www.aucegypt.edu/academics/academic-integrity>

Please pay particular attention to the regulations on plagiarism, collaborative work and falsification of signatures.

The assignments will be checked through **Turnitin**; course code and password will be made available to attending students in due course. Students will be allowed to self-check for plagiarism early drafts of their work and only the final submission will be checked by the instructor.

All breaches of the code of practice will be acted upon promptly and firmly, resulting at least in zero marks for the relevant piece of assessment and possibly in further action being taken by the instructor. If in doubt as to what constitutes plagiarism, do not hesitate to contact the instructor.

ACADEMIC FREEDOM AND INTELLECTUAL INTERACTION

In this course you will deal with a number of topics that are often controversial. You are free to offer the class any disagreement you may have with the readings or lecture. You will **NOT** be penalised for disagreeing with other students, the readings or the instructor, but your perspective must be based on documentable evidence from the course or other readings. Freedom of speech and ideas is a basic principle of academic life (and of universal human rights) and every student will have a chance to express her/his opinion as long as it is voiced in a respectful manner. However, varied points of view must be expressed in a manner that is sensitive to differences in abilities, ethnicity, religion, gender and lifestyle, and should not be expressed so as to be perceived as a personal attack. In short, respect for others' differences is one of the most important prerequisites for us working together in this course.

STUDENTS WITH DISABILITIES

If you believe you have a disability that impacts on your study, or have a documented disability that requires modified instructional procedures, please contact the instructor as soon as possible. The instructor is happy to hear from you even if you do not have a formal proof of your disability; however, you may be asked to provide a note from the AUC Disability Services (<https://www.aucegypt.edu/student/well-being/disability-services>) when your condition requires substantial adjustments (e.g. to the structure of the exams etc.).

TEXTBOOKS

There is no single textbook for this course. The essential readings for each module are listed below and are available on Blackboard.

Students who would like to access directly or own a good book that covers most of the topics included in this course are advised to refer to the following textbooks:

Viotti, P. – Kauppi, M. (2012) *International Relations Theory* (Pearson) – **VK** in the list below [the edition used below is the 5th, but any would do]

Dunne, T. – Kurki, M. – Smith, S. (2010) *International Relations Theories: Discipline and Diversity* (Oxford University Press) – **DKS** in the list below [the edition used below is the 2nd, but any would do]

COURSE SCHEDULE

	Planned seminar date (on Zoom)
0) Introduction	<i>SUN 6 SEP</i>
SECTION 1: CRITICAL OF WHAT? SETTING THE BASELINE	
1) Debates in IR theory	<i>SUN 13 SEP</i>
2) Traditional theories (“ontologies”)	<i>SUN 20 SEP</i>
3) The reflectivist turn	<i>SUN 27 SEP</i>

SECTION 2: “CRITICAL” WITH UPPER-CASE “C”: THE MARXIST / NEO-MARXIST TRADITION

- 4) Economic structuralism: From Marxism to world-system theory *SUN 4 OCT*
5) Between Frankfurt and Italy: Critical theory in IR *SUN 11 OCT*
6) Post-colonial theory: A critique of the Marxist tradition? *SUN 18 OCT*

SECTION 3: CRITICAL AS INTERDISCIPLINARY: THE SEARCH FOR NEW ANALYTICAL TOOLS

- 7) The Sociological Turn: Social Constructivism *SUN 25 OCT*
8) The Linguistic Turn: Post-Structuralism / Post-Modernism *SUN 1 NOV*
9) The Aesthetic Turn: Image and Form in International Politics *SUN 8 NOV*

SECTION 4: CRITICAL AS DIVERSE: ACTOR-NESS AND AGENCY

- 10) Gendering IR *SUN 15 NOV*
11) Global IR *SUN 22 NOV*
12) The Environment and IR *SUN 29 NOV*

13) Conclusion / recap *SUN 6 DEC*

DETAILED SCHEDULE AND READINGS

**Planned seminar date
(on Zoom)
*SUN 6 SEP***

0) Introduction

*No online material
No readings*

SECTION 1: CRITICAL OF WHAT? SETTING THE BASELINE

1) Debates in IR theory

SUN 13 SEP

Online material: L1a – History of IR theory and its debates
L1b – Key terms: ontology vs. epistemology

Essential readings: Kurki, M – Wight, C. (2010) “International Relations and Social Science,” DKS, 14-25.
Viotti, P. – Kauppi, M. (2012) “Thinking About IR Theory,” section on “Levels of Analysis,” VK. 8-12.

Recommended readings: Buzan B. – Little, R. (2001) “Why International Relations Has Failed as an Academic Project and What to Do About It?” *Millennium* 30(1): 19-39.
Rosenau, J.N. – Durfee, M. (1995) *Thinking Theory Thoroughly: Coherent Approaches to an Incoherent World* (Boulder: Westview Press), chapter 1 “The Need for Theory”, 1-8, and chapter 8 “Toward Thinking Theory Thoroughly”, 177-190.
Wight, M. (1966) “Why Is There No International Theory?,” in H. Butterfield and M. Wight (eds.)

Diplomatic Investigations (London: George Allen & Unwin), pp. 17-34. Republished in J. Der Derian (ed.) *International Theory: Critical Investigations* (NY: New York University Press, 1995), 15-35.

2) Traditional theories (“ontologies”)

SUN 20 SEP

Online material: L2a – Realism and liberalism
L2b – The “neo-neo synthesis”

Essential reading: Powell, R. (1994) “Anarchy in International Relations Theory: The Neorealist-Neoliberal Debate”, *International Organization* 48(2): 313-344.

Recommended readings: Rosenberg, J. (1990) “What’s the Matter with Realism?” *Review of International Studies* 16(4): 285-303.
Moravcsik, A. (1997) “Taking Preferences Seriously: A Liberal Theory of International Politics”, *International Organization* 51(4): 513-553.
Waltz, K.N. (2000) “Structural Realism after the Cold War”, *International Security* 25(1): 5-41.

3) The reflectivist turn

SUN 27 SEP

Online material: L3 – Reflecting on reflectivism

Essential reading: Neufeld, M.A. (1995) *The Restructuring of International Relations Theory* (Cambridge: Cambridge University Press), chapter 3 “Reflexivity and International Relations Theory”, 39-69.

Recommended readings: Lake, D.A. (2013) “Theory Is Dead, Long Live Theory: The End of the Great Debates and the Rise of Eclecticism in International Relations,” *European Journal of International Relations* 19(3): 567-587.
Lapid, Y. (1989) “The Third Debate” On the Prospects of International Theory in a Post-Positivist Era.” *International Studies Quarterly* 33(3): 235-253.
Keohane, R.O. (1988). “International Institutions: Two Approaches”, *International Studies Quarterly* 32(4): 379-396.

SECTION 2: “CRITICAL” WITH UPPER-CASE “C”: THE MARXIST / NEO-MARXIST TRADITION

4) Economic structuralism: From Marxism to world-system theory

SUN 4 OCT

Online material: L4a – Classical Marxism
L4b – World-system theory
V4 – Expert view: Immanuel Wallerstein on the center-periphery system

Essential readings: Viotti, P. – Kauppi, M. (2012) “Economic Structuralism:

Global Capitalism and Postcolonialism,” [excluding the section on “Postcolonialism”] VK, 187-207.

Recommended readings:

- Berki, R.N. (1971) “On Marxian Thought and the Problem of International Relations” *World Politics* 24(1): 80-105.
- Wallerstein, I. (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.
- Wallerstein, I. (2002) “The Itinerary of World-Systems Analysis: or, How to Resist Becoming a Theory,” in J. Berger and M. Zelditch (eds.) *New Directions in Contemporary Sociological Theory* (Lanham: Rowman and Littlefield), 358-376.

5) Between Frankfurt and Italy: Critical theory in IR

SUN 11 OCT

Online material: L5 – Critical theory

Essential reading: Moolakkattu, J.S. (2009) “Robert W. Cox and Critical Theory of International Relations”, *International Studies* 46(4), 439-456.

Recommended readings:

- Cox, R. (1983) “Gramsci, Hegemony and International Relations: An Essay in Method,” *Millennium*, 12(2), 162-175. Republished in S. Jill (ed.) *Gramsci, Historical Materialism and International Relations* (Cambridge: Cambridge University Press, 1993), 49-66.
- Hoffman, M. (1987) “Critical Theory and the Inter-Paradigm Debate”, *Millennium* 16(2): 231-249.
- Renngger, N. – Thirkell-White, B. (2007) “Still Critical After All These Years? The Past, Present and Future of Critical Theory in International Relations”, *Review of International Studies* 33: 3-24.
- Roach, S.C. (2010) *Critical Theory of International Politics: Complementarity, Justice, and Governance* (London and NY: Routledge), chapter 3 “The Frankfurt School: The Rise of Radical Immanence and Communicative Action Theory”, 44-70.

6) Post-colonial theory: A critique of the Marxist tradition?

SUN 18 OCT

Online material: L6 – Post-colonial theory

Essential reading: Seth, S. (2013) “Postcolonial Theory and the Critique of International Relations” in S. Seth (ed.), *Postcolonial Theory and International Relations: A Critical Introduction* (Abingdon: Routledge), 15-31.

Recommended readings:

Capan, Z.G. (2017) “Decolonising International Relations?” *Third World Quarterly* 38(1): 1-15.

- Hobson, J.M. (2007) "Is Critical Theory Always for the White West and for Western Imperialism? Beyond Westphalian towards a Post-Racist Critical IR," *Review of International Studies* 33: 91-116.
- Salem, S. (2019) "'Stretching' Marxism in the Postcolonial World: Egyptian Decolonization and the Contradictions of National Sovereignty", *Historical Materialism* 27(4): 3-28.

SECTION 3: CRITICAL AS INTERDISCIPLINARY: THE SEARCH FOR NEW ANALYTICAL TOOLS

7) The Sociological Turn: Social Constructivism

SUN 25 OCT

- Online material:* L7 – Social Constructivism
V7 – Change according to social constructivism
- Essential readings:* Hopf, T. (1998) "The Promise of Constructivism in International Relations Theory," *International Security* 23(1): 171-200.
- Recommended readings:* Finnemore, M. – Sikkink, K. (2001) "Taking Stock: The Constructivist Research Program in International Relations and Comparative Politics," *Annual Review of Political Science* 4: 391-416.
- Guzzini, S. (2000) "A Reconstruction of Constructivism in International Relations," *European Journal of International Relations* 6(2)" 147-182.
- Wendt, A. (1992) "Anarchy is what States Make of it: The Social Construction of Power Politics," *International Organization* 46(2): 391-425.

8) The Linguistic Turn: Post-Structuralism / Post-Modernism

SUN 1 NOV

- Online material:* L8 – Language and power in IR
V8 – Expert view: Foucault and Chomsky on power
- Essential reading:* Çalkvik, A. (2017) "Poststructuralism and Postmodernism in International Relations", *Oxford Research Encyclopedia of International Studies*.
- Recommended readings:* Devetak, R. (1995) "The Project of Modernity and International Relations Theory", *Millennium* 24(1): 27-51.
- Østerud, Ø. (1996) "Antinomies of Postmodernism in International Studies", *Journal of Peace Research* 33(4): 385-390.
- Smith, S. (1997) "Epistemology, Postmodernism and International Relations Theory: A Reply to Østerud", *Journal of Peace Research* 34(3): 330-336.
- Selby, J. (2007) "Engaging Foucault: Discourse, Liberal Governance and the Limits of Foucauldian IR", *International Relations* 21(3): 324-345.

9) The Aesthetic Turn: Image and Form in International Politics

SUN 8 NOV

Online material: L9 – Political aesthetics and IR

Essential reading: Bleiker, R. (2001) “The Aesthetic Turn in International Political Theory”, *Millennium* 30(3): 509-533.

Recommended readings: Moore, C. – Shepherd, L.J. (2010) “Aesthetics and International Relations: Towards a Global Politics”, *Global Society* 24(3): 299-309.
Pinfari, M. – Aiello, G. – Voltmer, K. (2020) “The Political Aesthetics of Democratization Conflicts”, *Media, War and Conflict* 13(1): 3-7.
Schlag, G. – Geis, A. (2017) “Visualizing Violence: Aesthetics and Ethics in International Politics”, *Global Discourse* 7(2): 193-200.

SECTION 4: CRITICAL AS DIVERSE: ACTOR-NESS AND AGENCY

10) Gendering IR

SUN 15 NOV

Online material: L10 – Gender in IR
V10 – Expert view: Cynthia Enloe

Essential readings: Tickner, J.A. (1997) “You Just Don’t Understand: Troubled Engagements between Feminists and IR Theorists,” *International Studies Quarterly* 41(4): 611-632.

Recommended readings: Enloe, C. (2014) *Bananas, Beaches and Bases: Making Feminist Sense of International Politics* (London: University of California Press), chapter 1 “Gender Makes the World Go Round: Where Are the Women?”, 1-36.
Maliniak, D. – Powers, R. – Walter, B.F. (2013) “The Gender Citation Gap in International Relations”, *International Organization* 67(4): 889-992.
Youngs, G. (2004) “Feminist International Relations: A Contradiction in Terms? Or: Why Women and Gender are Essential to Understanding the World ‘We’ Live in” *International Affairs* 80(1): 75-87.

11) Global IR

SUN 22 NOV

Online material: L11 – Locating global / non-Western IR theory

Essential reading: Acharya, A. – Buzan, B. (2019) *The Making of Global International Relations: Origins and Evolutions of IR at Its Centenary* (Cambridge: Cambridge University Press), chapter 10 “Towards Global International Relations”, 285-320.

Recommended readings:

- Acharya, A. – Buzan, B. (2010) “Why Is There No Non-Western International Relations Theory? An Introduction,” in A. Acharya – B. Buzan (eds.) *Non-Western International Relations Theory: Perspectives on and beyond Asia* (Abingdon: Routledge), 2-25.
- Jarvis, D.S.L. (2001) “International Relations: An International Discipline?,” in R.M.A. Crawford and D.S.L. Jarvis (eds.) *International Relations – Still an American Social Science? Toward Diversity in International Thought* (NY: SUNY Press), 369-380.
- Tickner, A.B. (2003) “Seeing IR Differently: Notes from the Third World” *Millennium* 32(2), 295-324.

12) The Environment and IR

SUN 29 NOV

*Online material:
Essential reading:*

- L12 – Taking the environment seriously in IR theory
- Hovden, E. (1999) “As If Nature Doesn’t Matter: Ecology, Regime Theory and International Relations”, *Environmental Politics* 8(2): 50-74

Recommended readings:

- Boardman, R. (1997) “Environmental Discourse and International Relations Theory: Towards a Proto-Theory of Ecosation”, *Global Society* 11(1): 31-44.
- Fagan, M. (2017) “Security in the Anthropocene: Environment, Ecology, Escape”, *European Journal of International Relations* 23(2): 292-314.
- Mulligan, S. (2010) “Reassessing the Crisis: Ecology and Liberal International Relations”, *Alternatives* 35: 137-162.
- Smith, S. (1993) “Environment on the Periphery of International Relations: An Explanation”, *Environmental Politics* 2(4): 28-45.

13) Conclusion / recap

SUN 6 DEC

*No online material
No readings*

OTHER RESOURCES

The main scholarly journals in the field of international relations theory include the *Review of International Studies*, *Millennium*, *International Studies Quarterly*, *International Organization*, *Third World Quarterly* and the *European Journal of International Relations*.

Students are encouraged to become familiar with these journals especially to understand the characteristics of a “good” academic paper in this discipline, but should by all means extend their bibliographic search to other academic journals listed in the AUC e-journal search engine on the basis of their own personal interests. Feel free to contact the course instructor if you require personalized guidance.

Students are also encouraged to keep up-to-date with the ongoing COVID-19 crisis and its implications for global politics. The following are some of the most useful links:

Johns Hopkins Coronavirus Resource Center: <https://coronavirus.jhu.edu/>

World Health Organization (includes section on COVID-19 research):

<https://www.who.int/health-topics/coronavirus>

The Social Science Research Council – Covid-19 and the Social Sciences:

<https://covid19research.ssrc.org/>

The New York Times: <https://www.nytimes.com/news-event/coronavirus>

The Guardian: <https://www.theguardian.com/world/coronavirus-outbreak>