

Abstracts

Simon Koschut

The Power of Emotions: On the Importance of Emotions for Social Constructivist Discourse Analysis in IR

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Constructivist approaches in International Relations (IR) often emphasize the importance of language in the construction of reality, identity and power relations. It is sometimes overlooked, however, that the discursive exercise of power through, say, status differentiation is rooted in collective emotions that undergird and reproduce social discourses and identities at the international level. I argue that the inclusion of emotions as an additional category to analyze intersubjectivity allows further questions and meanings to emerge that are often overlooked in constructivist discourse analysis. To this end, this article presents some initial components of emotion-based discourse analysis in IR. Building on process sociology, I show how particular categories of emotion can strengthen relational structures of domination and resistance, but can also lead to the transformation of social hierarchies in world politics. The theoretical and conceptual assumptions are then empirically illustrated using emotion-based power configurations between EU member states and EU candidate countries. Finally, the paper points out some implications of the argument and provides a possible research agenda for constructivist emotion research.

Keywords: Social constructivism, emotions, language, power, discourse analysis

Jennifer Gronau

The World at Our Backs: Self-legitimation by the G8 and the G20 in Times of Competitive Multilateralism

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Given our pluralistic world today, the G8 or, rather, G7 is an anachronism. How has the club of Western nations managed to prevail over its four decades of existence? In the light of the rise of the G20 at the beginning of the financial crisis in 2008, this question is even more relevant. By making use of the concept of self-legitimation, this paper seeks to better understand how both clubs ended up in a state of coexistence rather than replacement of the G8 by the G20. The main argument is that both needed (and need) to carefully position themselves as distinct in order to prevail and to inspire adherence. By including visual data and examining two informal clubs rather than formalized international organizations, the analysis com-

plements concurrent research on the legitimation efforts of international institutions. The article traces three modes of public self-legitimation: legitimation policies, legitimation talk and visual self-presentations. Based on textual analysis and a reconstruction of ideal-typical summit photographs (1975-2014), this contribution shows how both institutions present themselves as inclusive and accountable managers for the benefit of all. Despite these similarities, a normative as well as a *de facto* division of labour makes it more likely for today's G7 to prevail, even in – or even because of – today's more pluralistic world.

Keywords: self-legitimation, visual analysis, international institutions, informal governance, G7, G8, G20, competitive multilateralism

Lisa Kriegmair/Moritz Weiß

From the Sanctions Paradox towards the Sanctions Trap: The European Union and Zimbabwe

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Scholars in International Relations normally approach sanctions in one of two ways: they explain them either by their objectives, such as changing the target's behavior, or through the political decision-making process. Our article links these two analytical perspectives by introducing the two-dimensional concept of reputation. First, sanctioning actors have a specific role, like universally protecting human rights. Second, they need to demonstrate resolve in crisis negotiations to maintain the credibility of this role, which may, in turn, shape a situation such that it becomes necessary to impose sanctions in order to avoid a loss of reputation. In contrast to the predominant tenet in the literature, our empirical analysis illustrates how reputation evolved as the primary trigger within the political process and how the European Union (EU) was gradually entrapped in its crisis bargaining with Zimbabwe. As a result, the article integrates not only an additional objective of sanctions, but systematically links it with the political dynamics of crisis negotiations.

Keywords: sanctions, reputation, crisis negotiations, European Union, Zimbabwe

Delf Rothe

From Remote-sensing to Governing at a Distance: Satellites and other Securitizing Actors

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This article seeks to further the debate about a »new materialism« in International Relations (IR), which so far has been largely ignored by the German IR-literature. Drawing on the example of the EU earth observation program, Copernicus, the ar-

ticle investigates the role of material things and technologies in processes of securitization. The study reveals how global climate change is turned into a security problem through practices of satellite surveillance and highlights the role of non-human actants in this process. The article provides novel insights into the securitization of climate change by discussing the political implications of earth observation beyond the field of environmental politics. I show how the particular visualization of climate risks through »Copernicus« corresponds with a depoliticization of environmental problems, including climate-induced migration, resource conflicts or natural disasters. The techno-scientific rationalization abstracts from the local context of phenomena under surveillance and obscures everything that cannot be visualized and digitized. As a result the socio-economic sources of – and political responsibilities for – the current environmental crises become blurred.

Keywords: Securitization, climate change, satellite surveillance, new materialism, European Union

Axel Heck/Gabi Schlag

»And... Cut!« Theories, Methods and Research Practices for Using Films in Teaching and Research

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The article addresses the increasing interest of Internationale Relations (IR) scholars in using movies in teaching and research in order to illustrate and discuss international politics and IR theories. While film studies encompass a variety of theoretical and methodological approaches to studying moving images, IR scholars have often ignored the original aesthetic and narrative aspects of films. We argue that these approaches are helpful for understanding film-specific knowledge production and the creation of meaning. When films are used in the classroom, students should learn to approach moving images from a critical distance and not for entertainment purposes. When films are used as primary sources, methodological reflection might help to create intersubjectively comprehensible results. The central aims of the article are to sketch out a critical perspective on moving images in IR and to show when, how and why films are politically powerful. In order to understand the performative effects of audio-visual representations and visualizations of international politics the film »Zero Dark Thirty« (2012; D: Kathryn Bigelow) and the associated debate on legitimizing torture are used as an illustrative case to show the added value of our approach.

Keywords: film analysis, aesthetics, narratives, methodology, teaching and research

Ulrich Hamenstädt/Jens H. Hellmann

»It's the Movies, Stupid!« On the Use of Movies in Teaching International Relations

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Using movies in higher education is becoming increasingly popular. We describe a university course, in which (Hollywood) movies were used to support the introduction to theories of International Relations (IR) and International Political Economy (IPE). In this contribution, we outline particular experiences with this course, but also reflect on how competences are related in higher education studies. We delineate how intrinsic motivation can be increased in students of IR and IPE studies to thoroughly revisit abstract theories through the use of movies as a medium in higher education. Furthermore, this concept also aids the acquisition of complementary competences together with specialist competences. This article, therefore, speaks to the ongoing discussion about how to bring movies and new media into the classroom.

Keywords: Movies, IR theory, IPE theory, competence orientation in higher education, didactics, Bologna Process