

POLI 260.001  
Fall 2015, MWF 11:00-11:50 a.m.  
Office Hours: MW 9:00-10:30 a.m.,  
TR 2:00-3:00 p.m. and by appointment

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# International Relations -- Theories and Concepts

## *Course Objectives*

As a foundational course designed to enhance your understanding of the many elements of international relations, POLI 260 has several specific objectives. First, it is crafted to acquaint you with some of the perennial and pressing questions of international politics and provoke you to think about them. Second, it is constructed to familiarize you with a host of analytical concepts and several different theoretical approaches that inform the structure of different answers to these prominent questions. Third, this course seeks to help you apply these theoretical perspectives to some of the urgent substantive issues of international relations. Analyzing key issues of international relations from a variety of theoretical perspectives highlights the insights each conceptual prism contributes to our understanding, reveals how different scholars of international politics have approached crucial questions of the discipline, and deepens our appreciation for the substance of international relations. Fourth, this course is designed to improve your analytical and critical thinking abilities by requiring you to evaluate the theoretical conclusions of selected scholars. Sessions of this course are finally designed to prompt all class participants to rethink the utility of these various theoretical approaches in light of both the changing contemporary international environment and perspectives heretofore underemphasized in contemporary international relations thinking.

## *Course Content*

This course will contain a significant helping of both conceptual and substantive material. Conceptually, we will be examining international relations from political-strategic, political-economic, and political-ecological perspectives, with care taken within each broad heading to isolate a number of theories that make up aspects of differing international worldviews. Toward the end of the course, we will also examine aspects of international relations that are not explicitly encompassed by any of these three broad conceptual headings, including how emerging non-western conceptions of international relations understand and explain world events. Substantively, we will be investigating in some detail the circumstances surrounding the world's deadliest post-Cold War political conflict involving the Democratic Republic of the Congo, the recent economic changes and pressures in Argentina, and the efforts to foster interstate cooperation to alleviate global climate change. Care will be taken in each of the cases to link the details of these situations with the different theoretical perspectives under consideration as well as other similar international circumstances elsewhere in the world.

## *General Education Student Learning Outcomes*

Successfully completing POLI 260 earns Social Science General Education credit at The College of Charleston and the College has established a General Education learning outcome for students which specifies that upon completion of the course, **students can apply social science concepts, models or theories to explain human behavior, social interactions or social institutions.** This outcome will be assessed for the purposes of General Education through the last of the four outside written assignments you will write for the class (due Monday, December 7 by 4:30 p.m.). This assignment is worth 15% of your total grade in the course.

## ***Additional Learning Objectives and Skills this Course Will Seek to Improve***

In addition, the Political Science Department has developed a number of learning outcomes for POLI 260, including having all students learn basic facts about the world; acquire the ability to translate insights from one case to others; become familiar with current debates in international politics; be able to theorize and explain political outcomes; understand social-scientific inquiry norms and standards; and develop critical thinking and reasoning abilities.

At its core, this particular version of International Relations Theory and Concepts seeks to meet all those outcomes by introducing you to key concepts, theories and dynamics of international relations and familiarizing you with a number of pressing issues that dominate international politics today. By the end of the semester, you should have obtained a working understanding of many essential concepts and theories of international politics and be able to employ these to construct understandings of and explanations for different international issues. You will also acquire and refine a capacity to identify and employ these concepts to ongoing contemporary issues in international relations that you discover on your own.

In addition, this course aims to develop your skills of critical reading and critical writing. Critical reading and writing entails actively engaging with texts, pulling them apart and putting them back together again (sometimes in new ways). As you develop and refine these abilities, you should be able to: 1.) propose an interpretation of the texts you read; 2.) identify central issues, concepts or conflicts that appear in the texts; 3.) evaluate an author's "tactics" or ways of communicating knowledge; 4.) investigate and articulate the implications of the arguments you encounter; and 5.) relate your ideas to ideas presented by other students and the world(s) around you. You will come to readily appreciate the difference between espousing opinions and developing arguments as the course progresses.

In that vein, this course will attempt to challenge and improve a number of your skills that are considered vital for students of Political Science (and students of the Liberal Arts and Sciences more broadly) to master. These include:

- \*\* oral communication (through regular class participation);
- \*\* reading comprehension (through regular reading assignments which will provide the basis for many class discussions, as well as questions on exams and core of the four paper writing assignments);
- \*\* effective, concise writing and development of critical analysis (through four paper assignments, exam take-home essays, final exam);
- \*\* demonstrate knowledge of political systems (through exams and paper assignments);
- \*\* applying theories and concepts to new situations (through class discussions, last three paper assignments and class exams);
- \*\* comprehending the views of others and articulating, defending one's own position (through four paper assignments, class exams and class discussions);
- \*\* cooperative work and active learning (through in-class exercises and out of class activities, exam preparation);
- \*\* time management and personal responsibility (through set-up of the entire course, specific exercises in class).

## ***Intended Long-Term Impact of the Course***

Beyond helping you learn about international relations, this course seeks to make a more lasting impact on your professional development in anticipation of your transition to the workplace. As one employer of college

graduates recently observed, young employees “are very good at *finding information* but not as good at *putting it into context* ... they are really *good at technology*, but not at how to take those skills and *resolve specific problems*” (emphasis added). Skills and abilities that employers repeatedly say they most value in their young employees include: written and oral communication skills, adaptability and flexibility, the ability to deal with ambiguity and complexity, managing multiple priorities, collaboration and interpersonal skills, the capacity to make decisions and the ability to creatively solve complex problems. Firms want graduates with “soft skills” – those who can work well in teams, write and speak clearly, engage in critical thinking, adapt quickly to changing conditions, solve problems on the fly, handle pressure effectively, interact with colleagues from different countries and cultures. As another employer said “soft skills tend to differentiate good college graduates from exceptional college graduates”.

This course seeks to work on many of those “soft skills” both directly and indirectly and it offers you space to improve in many of these areas. In addition, you should consider accessing the many underutilized resources available through the College of Charleston’s Career Center as you begin to think about and plan for life after college. For more information, consult the Career Center’s website at <http://careercenter.cofc.edu>, visit the office in the Lightsey Center, Room 216 or call (843) 953-5692.

### ***Method of Presentation***

One underacknowledged truism in education is that we all learn differently. Some of us are primarily visual learners -- we need to see information and we retain and retrieve knowledge through an elaborate mental notecard system. Others of us are more auditory learners -- we thrive on hearing material and we store and access facts and ideas through auditory tapes we play in our minds. Still others of us are more kinesthetic learners -- we need to feel and experience material and we draw upon those feelings and experiences when processing and recounting what we know. While many of us learn using all of these broad channels to some extent, each of us has a "favorite" channel through which we absorb, process and retain knowledge best. Thus, we have our own individual reactions to different modes of communication and teaching techniques.

This class is designed to try to hit everyone's primary channels of learning as often as possible through the use of a variety of teaching techniques. As such, class meetings will be roughly divided between lecture and class discussion, with lecture material designed to complement the required readings. Class **will not** be a rehashing of the information in the texts. On occasion, students will be leading discussion portions of class sessions based on work they have done inside and outside of class. These discussions will sometimes take place in small groups.

If specific techniques work best for you or if you know of additional methods that you've seen work well in other classes, feel free to suggest them and if they can be incorporated into the class, we'll try to do it.

### ***Class Participation***

Class participation is a vital component of this class and your **ACTIVE** participation is therefore strongly encouraged. Participation in class discussions is expected and will be considered in final course evaluations. Such participation includes listening carefully and critically to the views expressed by classmates and asking clarifying questions, as well as the expression of personal views. You should always be prepared, during each class session, to discuss current political events as they relate to the subject of the course.

The minimum level of class participation is class attendance. Due to the structure of the course, a student should not expect to do well without regular class attendance. A general guideline is that any absence rate greater than fifteen percent (**excused and unexcused**) is excessive and will lower your grades for participation, as well as adversely affect your ability to maintain high work standards in other areas of the class. If you do miss class, you are still responsible for all material covered and assignments made.

### ***Special Circumstances***

If you have any kind of special circumstances that I should know about, please make me aware right away. For example, if you have a diagnosed (or undiagnosed) learning difference, if you have a physical impairment of any kind, or if you are an athlete or club member who will travel, I need to know at the start of the semester in order

that we can make certain your needs can be met. It is infinitely more difficult to accommodate you sufficiently if you delay in disclosing your needs. In addition, if you are a student who has problems with writing, taking class notes, or some other classroom skill, there are many resources and programs you can take advantage of that can help improve your class performance. All you have to do is ask.

**Please Note: If you are a SNAP student eligible for accommodations, you must provide me with a copy of the notification letter you have been given by the SNAP office well before the need for any accommodation arises. If you are a student athlete who will miss class time due to away events, you must follow the procedures set out by the College in order to expect due consideration. In both cases, I will not guarantee granting your requests if I have not been given sufficient notice.**

### ***Office Hours***

I have designated sets of office hours that are there for your use. Do not be reluctant to come by my office at these times, **especially if you have questions that are left unanswered from class or if you are experiencing any difficulties or uncertainties in the course.** If these hours conflict with your schedule, we can work out a mutually convenient time to meet. I'm around a lot -- don't hesitate to come by and visit.

### ***Method of Evaluation***

Final course evaluations will be based on the following:

1. ***Class Participation (10%)***: Your constructive input is a vital component to this class. It is expected you will attend class regularly and that you will be prepared to discuss the required readings on the day they are assigned. At the end of the semester, you will be given a grade based on the contribution you have made to class proceedings.

If it appears the class is not sufficiently prepared, I reserve the right to give unannounced quizzes and the grades will be factored into your participation totals. However, in this context, quizzes waste a lot of everyone's time; it will be a measure of our collective success if you manage to avoid them.

2. ***Outside Written Assignments (1<sup>st</sup> – 5%, 2<sup>nd</sup> – 10%, 3<sup>rd</sup> – 10%, 4<sup>th</sup> – 15%)***: You will complete four short written assignments during the course of the semester. Due dates for the assignments are listed in the course outline below. The precise guidelines for each of these assignments will be handed out separately.

3. ***Written Exams (1<sup>st</sup> In-Class and Take Home Essay – 10%, 2<sup>nd</sup> In-class and Take Home Essay – 20%)***: There will be two fifty minute exams administered in class during the course of the semester. There will also be two take-home essay exams during the term. In-class exams will be composed of identification and short answer questions. Take home essay exams will be based on one or more essay prompt. Each in-class and take home essay exam will cover the material contained in lectures, class discussion and required readings. A detailed study guide will be handed out prior to each in-class exam containing terms to define and sample short answer questions.

4. ***Cumulative Final Exam (20%)***: You will take a cumulative final exam to complete the course on Friday, December 11 from noon-3:00 p.m. The final exam format will roughly resemble that of the term exams, though in more detail to capture the cumulative element. A study guide with sample questions will be handed out prior to the exam to help you prepare.

Opportunities for "extra credit" are not available.

**Note: A failing grade will be given to any student who misses an exam and does not notify me within 24 hours (messages may be left in the Political Science office). A legitimate, substantiated reason for absence (medical excuse from a doctor) must be produced.**

A numerical and literal translation of grades assigned is as follows:

A – Superior (100-92)	A minus – Excellent (91-89)	B+ -- Very Good (88-86)
B – Good (85-82)	B minus – Promising (81-79)	C+ -- Fair (78-76)
C – Average (75-72)	C minus – Acceptable (71-69)	D+ -- Barely Acceptable (68-66)
D – Merely Passing (65-62)	D minus – Barely Passing (61-59)	F -- Failure (58-0)

### ***Course Ground Rules and Expectations***

**Attendance:** Absence from more than fifteen percent of the scheduled class sessions, whether excused or unexcused, is excessive. (Note: an absence memo from Student Affairs is for my information only -- it does not buy you an “excused” absence or free pass to miss additional class – I do not make any distinctions when it comes to absences -- “excused” or “unexcused”). Students missing more than **five** class sessions during the course of the semester (including required outside events) will lose one full letter grade from the participation portion of their total average for each additional absence.

**Late Work:** Late work will be severely penalized. Work that is turned in after the date and time due will lose five points off the total grade automatically (i.e. a paper with a numerical grade of 75 becomes a 70) and an additional five points will be deleted for every subsequent extra day. Work is considered late (and the clock begins ticking) if it is not handed in at the time requested. Any student who does not inform me of a missed exam within 24 hours time and cannot produce a legitimate, substantiated reason for absence will fail the missed exam automatically and will have no opportunities for a make-up test.

**Electronic Submissions:** NO work may be submitted to me electronically for credit under any circumstances. You must have a legible, printed copy of your work for me to collect when assignments are due.

**Cheating and Plagiarism:** When you enrolled in the College of Charleston, you were bound by an Honor Code. I expect you to abide by that code. If you are found to have cheated on an exam or plagiarized any of your written work, you will fail this course and be turned over to the Honor Board for further disciplinary action. If you have any doubts about what constitutes cheating or plagiarism, ask before you act.

**Courtesy and Tolerance:** As this course progresses, you will doubtlessly find that your ideas about international politics and various issues do not always match the views of your fellow students, the authors of your texts, or your instructor. This is the stuff of international relations. However, if this course is to prove rewarding for everyone (as it should), it is absolutely essential for each participant to respect and tolerate the ideas and opinions of others in the class. It is equally important for everyone to discuss issues on the basis of information and analysis rather than emotion and volume. By adopting such a posture, you will hopefully find the class to be a challenging and enlightening experience where you will have many opportunities to rethink what you know or believe to be true about international relations.

In keeping with courtesy and tolerance, I will insist that all cell phones and other personal electronic devices be **turned OFF** before class and remain OFF throughout the class session.

**Time Spent Outside of Class:** I have high expectations for you in this course and have crafted this class with that in mind. I envisage that to successfully complete the work in this course, you will **need to spend at least two to three hours working outside of class for every hour you spend inside the classroom**. Students who are not committed to spending that kind of time studying and preparing for class should expect to struggle. It is important to note, as well, that time alone does not automatically ensure success — the kind of time you devote to studying and how you approach the endeavor may be just as critical. You can spend time preparing and studying that is effective and ineffective. If you ever wish to discuss these issues with me, feel free.

One underutilized student resource is the **Center for Student Learning (CSL)**, which offers academic support services for assistance in study strategies, including tutoring, supplemental instruction, study skills consultations and workshops. For example, the Writing Lab is staffed with trained consultants offering one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information on what help is available to you for free as students, visit the CSL website at <http://csl.cofc.edu> or call (843) 953-5635.

## ***Readings and Texts***

Specific reading assignments and the dates we will discuss them are listed in the course outline. Students are responsible for completing the reading prior to the class period for which it is assigned. Assignments will be made in the following books:

Robert Jackson and Georg Sorensen, Introduction to International Relations: Theories and Approaches, 5<sup>th</sup> edition (New York: Oxford University Press, 2013).

Karen Mingst and Jack Snyder, eds. Essential Readings in World Politics. 5<sup>th</sup> edition, (New York: W.W. Norton, 2014).

Michael Deibert, The Democratic Republic of Congo: Between Hope and Despair (London: Zed Books, 2013).

Paul Blustein, And the Money Kept Rolling In (And Out): Wall Street, the IMF and the Bankrupting of Argentina. (New York: Public Affairs, 2005).

Dale Jamieson, Reason in a Dark Time: Why the Struggle Against Climate Change Has Failed – and What It Means for Our Future. (New York: Oxford University Press, 2014).

Assigned books may be purchased at each of the University Bookstores located on Calhoun and King Streets. Additional required readings are marked with an asterisk (\*) in the course outline. These are available on the course OAKS content page.

It is also important for you to keep up with international politics and current events as you take this course. Unfortunately, the Charleston Post and Courier will not be much help in that regard. I am therefore urging you to subscribe to The New York Times and read it as often as possible. A student discount subscription allowing you to purchase the paper on weekdays for a significant savings over the newsstand price is available through the New York Times website. The additional resources listed below are also helpful in keeping up with the pressing issues and debates in international relations.

### Newspapers and Magazines

The New York Times  
The Christian Science Monitor  
The Washington Post  
The Wall Street Journal  
The Economist  
The Financial Times

### Journals

International Organization  
World Politics  
International Security  
International Studies Quarterly  
Journal of Conflict Resolution

### TV/Radio

Nightly News (ABC, NBC, CBS, FOX, CNN)  
Nightline (ABC)  
The News Hour (PBS)  
This Week (ABC)  
Fox News Sunday (FOX)  
Meet the Press (NBC)  
Face the Nation (CBS)  
Frontline (PBS)  
Washington Week in Review (PBS)  
Morning Edition (NPR)  
All Things Considered (NPR)  
Weekend Edition (NPR)  
The World (BBC/PRI)  
Fareed Zakaria GPS (CNN)

Millennium  
Journal of Peace Research  
International Affairs (London)  
Review of International Studies  
Alternatives  
International Interactions  
International Political Science Review  
International Relations  
European Journal of International  
Relations  
Geopolitics  
International Theory  
International Studies Review  
International Politics  
Cambridge Review of International Affairs  
International Studies Perspectives

Websites (with scholarly material)

Council on Foreign Relations  
[www.cfr.org](http://www.cfr.org)  
Carnegie Endowment  
[www.carnegieendowment.org](http://www.carnegieendowment.org)  
Center for Strategic and International Studies  
[www.csis.org](http://www.csis.org)  
U.S. Institute for Peace  
[www.usip.org](http://www.usip.org)  
International Crisis Group  
[www.crisisgroup.org](http://www.crisisgroup.org)

In addition, blogging has become a significant communication vehicle and political activity among some scholarly commentators of the world. There are a number of scholars who maintain blogs about world politics – examples by scholars like Stephen Walt (Harvard) and Aaron David Miller (Wilson Center) can be found at [www.foreignpolicy.com](http://www.foreignpolicy.com). Take note that while the narrative content of scholarly blogs is typically heavily opinionated, the views of individual bloggers are often informed by scholarly work and they do periodically provide roadmaps to scholarly research and primary source materials originating with others. We may seek to assemble a list of some of the most interesting and useful blogs over the course of the semester.

### ***Hints for Reading and Writing -- Survival Tips***

When seeking to understand different conceptual frameworks used in international relations, it is important to wrestle with the many assumptions and abstract ideas they are based upon. We will be reading several books through the semester that will help us in this endeavor. At times, the reading may prove difficult for some of you and reading assignments will quickly become burdensome if you choose to procrastinate and leave them to just before the exam. Thus, I have some suggestions to help you in your reading.

First, complete the assigned reading before you come to class on the day we are slated to discuss the topic. If you have even a vague familiarity with the subject matter upon entering class, you will find that our discussions will mean more to you. You will be able to more readily recognize important points and add context to what you have read. Our class discussions are also the perfect time to ask questions about readings and get clarification on issues or points you do not fully understand or feel comfortable with. If you wait and read later, you are unaware of what problems you might have and the opportunities to work them out sufficiently have often vanished.

After you read a chapter or article for the first time, consider going back and taking some notes as well. Much of what we read we do not retain for very long. However, committing information to paper in our own words can help stretch our retention capabilities. Attempting to summarize what someone is saying in your own words can also be a useful way of discovering what you understand and do not understand. In addition, notes are a helpful study tool when you are reviewing for exams or considering ideas for papers. The notes you take on readings need not be extensive or recount every detail. You might simply seek to identify what the major themes and key points of a reading are, identify and try to define new terms used in the chapter, and think about why the material is important and how it relates to other topics we have already discussed in the course.

Once we have discussed a topic in class, you should consider reviewing the assigned readings and your notes to see that you indeed identified the major points and that you feel you understand the material sufficiently. If the readings were very confusing when you tackled them before the class or you did not feel you got much out of them, reread the material after the discussion to see if you understand it any better. There is an unstated (and faulty) assumption among many of us that we should read pieces only once in order to gain a full appreciation of them.

However, it sometimes takes two, three or sometimes more readings to attain a true measure of what an author has to offer. We often see more if we give ourselves a second or third opportunity.

\*\*\*If you want more information on developing strategies for critical reading, please ask for the handout with examples which I am happy to provide you.

To succeed in this class, it will also be important for you to hone your writing abilities. During the semester, we will complete several writing assignments designed to help you develop your skills in analyzing other's arguments and constructing your own. Just as reading effectively is a process with many often overlooked stages, so too is writing. As you prepare written work for this class, consider the following stages:

**Invention:** When you prepare to write, allow yourself ample time to think about what it is you intend to say, how you wish to say it, and who will be your intended audience. The process of invention is one that can and probably should begin long before you actually begin writing your assignment. This is the time when you should be finding out about what it is you intend to write about, which strategies for writing you intend to employ to reach your audience effectively, and what tentative main point or thesis you hope to express and substantiate in your paper. As you make decisions and come up with ideas, it is a good idea to commit them to paper.

**Drafting:** Once you think you have some direction for your written work, begin setting more concrete goals of what you want or need your paper to say, what kind of opening you will use, what kind of end message you want your reader to walk away with. Plan the organization of your paper by constructing an outline of the entire work and then after refining that plan, write a rough draft. Allow yourself plenty of time before the due date to complete a rough draft. No paper ever emerges from our heads to paper in perfect form and most do not emerge in anything close to what we are finally capable of producing. The more opportunities we allow ourselves to create, rethink and rewrite, the stronger our final effort will be.

**Revising:** With a rough draft of your ideas committed to paper, it is infinitely easier to begin the process of recrafting your thoughts and words into a successful paper. Hopefully, you've given yourself time to allow your paper to sit idle (preferably for at least a day or two) before you go back to working on it. Getting a little distance and perspective on your ideas often helps you to see weaknesses, flaws and areas of new potential that otherwise go unnoticed. When you return to your paper, evaluate your work in terms of its focus (Am I saying exactly what I want to say?), organization (Is my paper structured appropriately to make my points?), content (Is my work complete and authoritative? Does it include all the necessary information but not too much?), and readability (If I were the reader and not the author, could I follow my points easily?). Revise your draft until you are satisfied that you have attained your goals.

**Proofreading:** Once you have finished making substantive changes in your draft, always proofread it for errors in spelling, usage and punctuation.

In both the case of reading and writing, allowing yourself plenty of time to do the work required is vital -- last minute efforts are always less successful and often reflect badly on your abilities and performance.

### ***Dates to Remember (also listed in the course outline)***

First Outside Written Assignment	Wednesday, September 16 (in class)
First In-Class Exam	Monday, October 5
First Draft Second Outside Written Assignment	Monday, October 12 (my office-4:30 pm)
First Take Home Exam	Wednesday, October 28 (my office-4:30 pm)
Final Draft Second Outside Written Assignment	Wednesday, November 4 (my office-4:30 pm)
Third Outside Written Assignment	Wednesday, November 11 (my office-4:30 pm)
Second In-Class Exam	Friday, November 13
Second Take Home Essay	Friday, November 20 (my office-4:30 p.m.)
Rewrites of Third Outside Written Assignment	Friday, December 4 (my office-4:30 p.m.)
Fourth Outside Written Assignment	Monday, December 7 (my office-4:30 pm)
Cumulative Final Exam	Friday, December 11 (noon-3:00 p.m.)



## ***Course Outline and Required Reading***

Note: The questions, theoretical approaches, concepts and terms posed in the context of each course section below are there to help focus you in your reading and thinking as we move through portions of the course. These can serve as a preliminary study guide for exams, one which will be augmented by a separate handout before each test.

(#) indicates readings out of Mingst and Snyder, eds. Essential Readings in World Politics, 5<sup>th</sup> edition

(\*) indicates readings available on course OAKS content page

### ***I. Course Introduction (August 26-28)***

Reading: (\*) Scott Burchill and Andrew Linklater, "Introduction" in Theories of International Relations 5<sup>th</sup> edition, (New York: Palgrave/Macmillan, 2013), pp. 1-31;  
(\*) Michael Nicholson, "A Brief History of the Twentieth Century," in International Relations: A Concise Introduction (Washington Square, NY: New York University Press, 1998), pp. 45-67.

### ***II. Setting the Context (August 31-September 2)***

Key questions: What is International Relations? What is a Theory? What is the purpose of theory in international relations? What might be considered the key forces of change in international relations today?

Key terms: high politics, low politics, concepts, propositions, theories, worldviews

#### **A. Forces of Change (August 31)**

Reading: Jackson and Sorensen, chapter 1;  
(#) Thucydides, "Melian Dialogue";  
(#) Woodrow Wilson, "The Fourteen Points";  
(#) George Kennan, "The Sources of Soviet Conduct."

#### **B. Elements of Analysis (September 2)**

Reading: (\*) Barry Hughes, "Elements of Analysis";  
(#) Barry Posen, "A Nuclear Armed Iran: A Difficult but Not Impossible Policy Problem";  
(#) Kenneth Waltz, "Why Iran Should Get the Bomb: Nuclear Balancing Would Mean Stability";  
(\*) Scott Sagan, "How to Keep the Bomb from Iran";  
(\*) John Mueller, "The Essential Irrelevance of Nuclear Weapons."

### ***III. The Roots of the International System (September 4-7)***

Key questions: What are states and where did they come from? What is the inter-state system and how has it worked? How are the benefits of statehood changing? What is the difference between explanation and understanding in the context of international relations?

Key concepts: nations, the state, sovereignty, autonomy, legitimacy, unrecognized states, nationality, spheres of influence, polarity, hegemony, levels of analysis

#### **A. The Rise of the Modern State System (September 4)**

- Reading: (\*) Anthony Marx, "The Nation-State and Its Exclusions," Political Science Quarterly 117 (Spring 2002), pp. 103-127;  
(\* ) Tanisha Fazal and Ryan Griffiths, "Membership Has Its Privileges: The Changing Benefits of Statehood" International Studies Review 16 (March 2014), pp. 79-106.

#### **B. Explanation, Understanding and the Policy Relevance of Theory (September 7)**

- Reading: Jackson and Sorensen, chapter 11  
(\* ) Martin Hollis and Steve Smith, "Introduction: Two Traditions," in Explaining and Understanding International Relations (New York: Oxford University Press, 1990), pp. 1-9;

### ***IV. Theory in the Politico-Strategic Realm (September 9-October 2)***

Key questions: What is power in the context of international politics? What is the balance of power? What pattern of relationships does this concept describe? What reading of world historical events is used to explain it? What happens if, instead of thinking about a balance of power in terms of power as dominance or subordination, we do so as power in terms of competence? What assumptions do different politico-strategic worldviews share? Where do their conceptions of the world begin to diverge and over what?

Key concepts: systems, anarchy, zero and non-zero sum, power, capability, influence, polarity, uni-polarity, bi-polarity, multi-polarity, balance of power, deterrence, strategic capacity, regimes, hegemony, cycles, prisoner's dilemma, nationalism, collective security, relative gain, absolute gain, social contract, civil society, community, pluralism, federalism, functionalism, rationality, human rights, bandwagoning, identity group, ethnicity, transnational advocacy networks

Key theoretical approaches and theories: utopian liberalism, realism, idealism, liberalism, constructivism, behavioralism, neorealism, long cycle theory, latent pressure theory, neoliberalism, complex interdependence, globalism, hegemonic transition theory, prospect theory, discourse theory, securitization theory, diffusion theory, regime theory, integration theory, liberation theory, historical sociology, the English School

Key terms: geopolitics, diplomacy, unconventional warfare, proxy wars, brinkmanship, reciprocity, flexible response, NATO, UNCTAD, MAD, counterforce v. countervalue, free ride, alliances, factors of production, bureaucratic politics model, MNC, IGO's, NGO's, epistemic communities, regimes, clash of civilizations, twenty-years crisis,

#### **A. Realism, Liberalism, Radicalism and Constructivism (September 9)**

- Reading: Jackson and Sorensen, chapter 2;  
(\* ) Barry Hughes, "Realist, Liberal and Constructivist Views";  
(#) Jack Snyder, "One World, Rival Theories."

#### **B. The Elements of Realism (September 11)**

- Reading: Jackson and Sorensen, chapter 3;  
(\* ) Hedley Bull, "Does Order Exist in World Politics?"  
(#) Hans Morgenthau, "A Realist Theory of International Relations" and "Political Power";  
(#) Hans Morgenthau, "The Balance of Power," "Different Methods of the Balance of Power," and "Evaluation of the Balance of Power";

- (#) Carl von Clausewitz, "War as an Instrument of Policy";
- (\*) Kenneth Waltz, "Political Structures" and including "Anarchic Orders and Balances of Power" which follows on.

### **C. Political-Strategic Theories and the International System (September 14)**

- Reading:
- (#) John Mearsheimer, "Anarchy and the Struggle for Power";
  - (#) G. John Ikenberry, Michael Mastanduno and William Wohlford, "Unipolarity, State Behavior and Systemic Consequences";
  - (#) Randall Schweller and Xiaoyu Pu, "After Unipolarity: China's Vision of International Order in an Era of U.S. Decline";
  - (#) Martha Finnemore, "Legitimacy, Hypocrisy and the Social Structure of Unipolarity: Why Being a Unipole Isn't All It's Cracked Up to Be".

### **D. Elements of Liberalism (September 16-18)**

- Reading:
- Jackson and Sorensen, chapter 4;
  - (\*) Michael J. Glennon, "The New Interventionism: The Search for a Just International Law";
  - (#) Margaret E. Keck and Kathryn Sikkink, "Transnational Advocacy Networks in International Politics: Introduction and Human Rights Advocacy Networks in Latin America";
  - (#) Michael Doyle, "Liberalism and World Politics".

### **First Outside Written Assignment Due -- Wednesday, September 16 (in class)**

### **E. Political-Strategic Theories and the State (September 21)**

- Reading:
- Jackson and Sorensen, chapter 5;
  - (#) Robert Putnam, "Diplomacy and Domestic Politics: The Logic of Two Level Games";
  - (#) Robert Jervis, "Cooperation under the Security Dilemma";
  - (#) Stephen Krasner, "Sharing Sovereignty: New Institutions for Collapsed and Failing States".

### **F. States and Conflict (September 23)**

- Reading:
- (#) Abel Escriba-Folch and Joseph Wright, "Dealing With Tyranny: International Sanctions and the Survival of Authoritarian Rulers";
  - (#) Olivier Roy, "The Transformation of the Arab World";
  - (#) James Fearon, "Rationalist Explanation for War";
  - (#) Thomas Schelling, "The Diplomacy of Violence;"
  - (\*) John Mueller, From *Retreat from Doomsday: The Obsolescence of Major War*";
  - (\*) Lotta Harbom and Peter Wallensteen, "Armed Conflict, 1946-2009," *Journal of Peace Research* 47 (July 2010), pp. 501-509.

### **G. The Elements of Constructivism (September 25-28)**

- Reading:
- Jackson and Sorensen, chapter 8;
  - (#) Alexander Wendt, "Anarchy is What States Make of It"
  - (#) Samuel Huntington, "The Clash of Civilizations."
  - (\*) John Ruggie, "What Makes the World Hang Together?"

## H. Political-Strategic Theories and the Individual (September 30-October 2)

Reading: Jackson and Sorensen, chapter 10;  
(#) Todd Hall, “We Will Not Swallow this Bitter Fruit: Theorizing a Diplomacy of Anger”;  
(#) Andrew Kydd and Barbara Walters, “The Strategies of Terror”;  
(#) Robert Jervis, “Hypotheses on Misperception;”  
(\* ) Margaret Hermann and Joe Hagen, “International Decision-Making: Leadership Matters.”

### First In-Class Exam – Monday, October 5

## V. Politico-Strategic Theories Assess Creating and Recreating the Congo (October 7-21)

Key questions: Why do so many westerners initially think about the Congo in terms of the “*Heart of Darkness*”? What were the Congo’s origins? Why did the European powers become interested in the Congo? How was it ruled and administered by the Europeans? How did the Congo become independent and what political forces took hold? How did the U.S. influence events in the Congo during the Cold War? How did Mobutu “reinvent” the country and what did he seek to turn it toward? Why? How did the country evolve from Zaire to the Democratic Republic of the Congo? How did the Congo become engulfed in regional war? Who are the key African players in the Congo wars and what interests have they pursued in the conflicts? What have been the different discursive narratives connected to the Congo and who has authored these different narratives? How have these narratives competed with one another? How have they shaped, altered the “Congolese” identity over time? How has identity shaped these conflicts? What led to the fall of Laurent Kabila and the rise of his son Joseph? How has this shift affected the conflict in the DRC? Why might the conflicts in the Congo be thought of as an epic armed robbery? Why have some argued that the Democratic Republic of Congo suffers from a “resource curse” and what is the evidence for this condition? Why have women been particular targets of violence? How has the international community sought to apply the responsibility to protect to the violence in the conflict? With what results? What was the nature of the false peace that has overtaken the DRC and how has the international community contributed to this situation? How do the theories of realism, liberalism and constructivism account for the dynamics witnessed in this case? What can each set of theories explain? What can they not readily explain?

Key concepts and theories: sovereignty, national self-determination, autonomy, containment, proxy wars, strategic depth, state failure, imperial overstretch, cooperative threat reduction, coercive diplomacy, appeasement, rogue states, enlargement, blowback, preemption, regime change, identity, cognitive maps, paternalism, hegemony and counterhegemony, discourse theory, resource curse, conflict minerals, responsibility to protect

Key terms: Congo Free State, “Red Rubber” scandal, *Heart of Darkness*, “Sensible Africans” Third World nationalism, Great Lakes region, Organization of African Unity, Mobutu Sese Seko, Laurent Kabila, Zaire, Paul Kagame, King Leopold II, “scramble for Africa,” Berlin Conference of 1884-85, blood diamonds, Henry Morton Stanley, Shaba I and II, Hutu, Tutsi, UNITA, Patrice Lumumba, Joseph Kabila, Laurent Nkunda, North and South Kivu, National Congress for the Defense of the Congolese People (CNDP), Rwanda Patriotic Front, MONUC, MONUSCO, Banyamulenge, Lords Resistance Army, Mayi-Mayi, Hema, Lendu, Bas Congo, BDK

### A. The Congo Playing Field (October 7)

Reading: Deibert, pp. 1-49.

**B. The African Players (October 9)**

Reading: Deibert, pp. 50-77.

**C. Competing Congolese Identities (October 12)**

Reading: Deibert, pp. 78-105.

**First Draft of Second Outside Written Assignment due – Monday, October 12 (by 4:30 p.m. in my office)**

**D. Congo's Resource Curse (October 14)**

Reading: Deibert, pp. 106-151;  
(#) Michael Ross, "Oil, Drugs and Diamonds: The Varying Roles of Natural Resources in Civil War".

**E. Congo's False Peace (October 16)**

Reading: Deibert, pp. 152-187;  
(#) John Mearsheimer, "The False Promise of International Institutions".

***Fall Break – Monday, October 19 (no class)***

**F. Congo and the Responsibility to Protect (October 21)**

Reading: Deibert, pp. 188-208;  
(#) Samantha Power, "Bystanders to Genocide: Why the United States Let the Rwandan Tragedy Happen;"  
(#) Virginia Page Fortuna, "From *Does Peacekeeping Work?*";  
(#) Ian Hurd, "Is Humanitarian Intervention Legal? The Rule of Law in an Incoherent World";  
(#) Martha Finnemore, "Changing Norms of Humanitarian Intervention: from *The Purpose of Intervention*".

***VI. Thinking about International Politics -- The Politico-Economic Domain (October 23-28)***

Key questions: What is the international political economy? Why is the international political economy capitalist? What, in mercantilist, Marxist and commercial liberal views, does class mean? What is the relationship between class formation and state formation according to each of these worldviews? What is the balance of productivity? What readings of world development do different worldviews prompt? What part do finance capital and multinational corporations play in this reading? What is meant by globalization? How do various worldviews come to terms with and assess the consequences of globalization?

Key concepts: political economy, class, markets, development, balance of productivity, imperialism, divisions of labor, comparative advantage, core and periphery, dual economy, globalization

Key theoretical approaches: mercantilism, commercial liberalism, complex interdependence, neo-marxism, world systems theory, dependency theory

Key terms: factors of production, capital accumulation, comparative advantage, stages of growth, Bretton Woods system, IMF, World Bank, trade blocs, terms of trade, multinational corporations, UNCTAD, NIEO, NICs, transfer pricing, import substitution, New Development Bank

### **A. Commercial Liberalism, Mercantilism and Neo-Marxism (October 23)**

- Reading: Jackson and Sorensen, chapter 6;  
(\* ) Barry Hughes, “Commercial Liberalism, Mercantilism and Neo-Marxism”;  
(# ) Erik Gartzke, “Capitalist Peace or Democratic Peace?”  
(\* ) V. I. Lenin, “From *Imperialism, the Highest Stages of Capitalism: a Popular Outline*”;  
(\* ) Immanuel Wallerstein, “The Rise and Future Demise of the World Capitalist System for Comparative Analysis”;  
(\* ) Andre Gunder Frank, “The Development of Underdevelopment”.

### **B. The Rise and Maintenance of the Global Economy (October 26)**

- Reading: (# ) Robert Gilpin, “The Nature of Political Economy”;  
(# ) Helen Milner, “Globalization, Development and International Institutions: Normative and Positive Perspectives”;  
(# ) Robert Keohane, “From *After Hegemony: Cooperation and Discord in the World Political Economy*”;  
(\* ) Stephen Krasner, “State Power and the Structure of International Trade.”

### **C. How Many Worlds Divided? (October 28)**

- Reading: Jackson and Sorensen, chapter 7  
(\* ) Jessica Einhorn, “The World Bank’s Mission Creep.”

### **First Take-Home Exam Essay Due – Wednesday, October 28 (by 4:30 p.m. in my office)**

### ***VII. The Argentina Economic Experience and Politico-Economic Theories (October 30-November 11)***

Key questions: Why was Argentina’s financial collapse so unexpected? How are aspects of the collapse potentially connected to the dynamics of globalization and the role of emerging markets? How was Argentina’s economy structured during the early and mid-20<sup>th</sup> century? How did Carlos Menem alter the prevailing economic dynamics of the country in the early 1990’s? With what results? What external events began to raise concerns about Argentina’s path? What role did Argentina’s convertibility system play in deepening concerns? What faulty assumptions began to creep into the discussions of Argentina’s economic future? What were the emerging terms of conflict between Argentina and the IMF? What were the dilemmas faced internally by the IMF as it sought to deal with Argentina’s emerging problems? How did events in Russia and Brazil deepen these dilemmas? Why did some economists sound warnings about Argentina’s situation as early as 1997? Why did few listen? How did the early decisions of the de la Rúa administration begin to exacerbate the crisis situation? What factors were expanding Argentina’s debt burden? What steps did the IMF initiate in late 2000 to begin to address Argentina’s problems? What did the IMF choose not to do? Why? What did Argentina fail to do? Why? How was Washington beginning to influence economic dynamics in Argentina? Where did the idea for Argentina to engage in a “debt-swap” originate and what impacts did it have? How did Argentina respond financially to the failures of the “debt-swap”? How did the IMF respond? Why was Argentina’s banking system becoming an increasing concern? Why was Argentina intent on avoiding devaluation at all costs? Why did the IMF launch another rescue attempt in early fall 2001 when the odds of success seemed so slim? Why were the chances of success so long? What were the debates over in the IMF and the Bush administration? Why did these last measures fail? With what results – for Argentina, private creditors, the IMF, the larger global financial system? How did Argentina respond to collapse in terms of new policies? Why does Blustein believe the Argentine case matters when thinking about the future of the international financial system? Why does Blustein hold the IMF and Wall Street financiers as responsible for Argentina’s demise as the Argentine

government? What constituencies lost the most in this crisis and how do these losses compare with their levels of responsibility? What has Argentina experienced economically and politically since the collapse played out in 2002-2003? How did Argentina attempt to recover from its default? What factors led to a new default in 2014?

Key concepts: development model, import-substitution model, economic liberalization, statism, growth, equity, anti-statism, privatization, competitive advantage, corporatism, structural adjustment, globalization, austerity, political liberalization, bureaucratic authoritarianism, patron-clientelism, bureaucratic patrimonialism, civil society, sovereignty

Key terms: convertibility, *corralito*, emerging markets, Washington consensus, globalization, Domingo Cavallo, Peronism, Carlos Menem, Asian financial crisis, Group of Seven, International Monetary Fund (IMF), EMBI-Plus, moral hazard, *riesgo país*, Fernando de la Rúa, haircut, Plan Gamma, forced restructuring, devaluation, dollarization, short-selling, Paul O’Neill, David Mulford, debt swap, zero-deficit policy, orderly vs. voluntary restructuring, threading the eye of the needle, Sovereign Debt restructuring Mechanism (SDRM), credit default swaps, collateralized debt obligations, Christina Fernandez de Kirchner, Paris Club, black markets, NML Capital, exchange bonds, Rights Upon Future Offers (RUFO)

**A. Instability in Global Financial Markets (October 30)**

Reading: Blustein, pp. xvii-xxii, 1-38.

**B. The Roots of the Argentine Crisis (November 2)**

Reading: Blustein, pp. 39-60.

**C. The Good Times Are Ending (November 4)**

Reading: Blustein, pp. 61-114.

**Final Draft of Second Written Assignment Due – Wednesday, November 4 (by 4:30 in my office)**

**D. Shadows Deepen (November 6)**

Reading: Blustein, pp. 115-157.

**E. The Crisis Hits (November 9)**

Reading: Blustein, pp. 158-207.

**F. Crisis ... and Recovery?? (November 11)**

Reading: Blustein, pp. 207-235;  
(\* Meredith Hoffman, “Argentina: Driven Black” World Policy 31 (Summer 2014), pp. 22-30;  
(\* Giselle Datz, “What Life after Default? Time Horizons and the Outcome of the Argentine Debt Restructuring Deal” Review of International Political Economy 16 (August 2009), pp. 456-484;  
(\* M. Victoria Murillo, “Curtains for Argentina’s Kirchner Era” Current History 144 (February 2015), pp. 56-61;  
(#) Daniel Drezner, “The Irony of Global Economic Governance: The System Worked”;  
(#) Lloyd Gruber, “Globalization with Growth and Equity: Can We Really Have It All?”

(#) Yotam Margalit, “Lost in Globalization: International Economic Integration and the Sources of Popular Discontent”.

**Third Outside Written Assignment Due – Wednesday, November 11 (by 4:30 p.m. in my office)**

**Second In-Class Exam -- Friday, November 13**

***VIII. Thinking about International Politics -- The Politico-Social Domain (November 16-20)***

Key questions: What are the roots of international environmental concern? What are the key overriding debates and questions regarding the environment at the international level? What are the competing explanations for a state’s participation in international environmental cooperation?

Key concepts: civil society, culture, ideology, balance of ideologies, progress, carrying capacity, sustainable development, tragedy of commons, demographic transition

Key theoretical approaches: modernism, eco-wholism, human needs theory

Key terms: laissez innover, technology transfer, technological mercantilism, privatization, collective regulation, microenvironment, macroenvironment

**A. Modernism and Eco-wholism (November 16)**

Reading: (\*) Barry Hughes, “Modernism and Eco-Wholism”;  
(\*) Matthew Paterson, “Green Politics” in Scott Burchill, ed., Theories of International Relations 3<sup>rd</sup> edition. (New York: Palgrave Macmillan, 2005), pp. 235-257;

**B. Technology and Human Interactions (November 18)**

Reading: (\*) Thomas Friedman, “The First Law of Petropolitics”;  
(#) Garrett Hardin, “The Tragedy of the Commons,”

**C. Environmental Constraints (November 20)**

Reading: (#) Elinor Ostrom, “Institutions and the Environment”;  
(#) Thomas Bollyky, “Developing Symptoms: Noncommunicable Diseases Go Global”

**Second Take Home Exam Essay Due – Friday, November 20 (by 4:30 p.m. in my office)**

***IX. International Relations Theory Encounters Climate Change (November 23-December 4)***

Key questions: What are the proximate and structural factors impeding cooperation among states on climate change? How did climate science develop and what did it discover? How have states sought to address climate change using the United Nations system? How has inequality helped drive noncooperative behavior between North and South on climate change? What role does mistrust play in this dynamic and how is mistrust fostered? How do climate disasters unfold today and what factors influence the disparate vulnerabilities among states to such calamities? What factors best account for national patterns of suffering from climate change? What does economics help illuminate about the climate change challenge? How are the characteristics of a state’s political economy associated with suffering from climate change? What does the study of morals and ethics reveal about climate change as an issue? How is responsibility for the problem of climate change best measured and apportioned? Who participates in environmental agreements and what factors account for a state’s willingness to ratify environmental treaties? Why are the best



designed climate agreements of today potentially insufficient for addressing the problem of climate change? What factors must be better addressed by global negotiators in order to craft more effective and comprehensive future climate change agreements? Why are political scientists not studying adaptation and what can they contribute to the idea?

Key theoretical approaches: eco-wholism, modernism, rational choice institutionalism, structuralism

Key concepts: climate justice, global division of labor, sustainable development, ecological debt, offshoring, credibility, environmental imperialism, mistrust, core, periphery, semi-periphery, ecologically unequal exchange, risk aversion, hard vs. soft law, geoengineering, politicization, adaptation, mitigation, collective responsibility, probability of outcomes, collective action problem

Key terms: Rio Earth summit, United Nations Framework Convention on Climate Change (UNFCCC), Kyoto Protocol, Berlin Mandate, Byrd-Hagel resolution, Annex I parties, Washington Consensus, Rio + 20, Copenhagen Climate change conference, Stern Review, emissions trading, carbon intensity, Alliance of Small Island States (AOSIS), Clean Development Mechanism (CDM), Intergovernmental Panel on Climate Change (IPCC), the Anthropocene

#### **A. The Nature of the Problem (November 23)**

Reading: Jamieson, pp. 1-60.

*Thanksgiving Break, November 25-27 (no class)*

#### **B. Obstacles to Action (November 30)**

Reading: Jamieson, pp. 61-143.

#### **C. Frontiers of Ethics (December 2)**

Reading: Jamieson, 144-177;  
(#) Amartya Sen, "Human Rights and Capabilities"  
(#) Jack Donnelly, "Human Rights and Cultural Relativism"  
(#) Emile Hafner-Burton and Kiyoteru Tsutsui, "Justice Lost! The Failure of International Human Rights Law to Matter Where Needed Most".

#### **D. Living with Climate Change (December 4)**

Reading: Jamieson, pp. 178-238;  
(#) Robert Keohane and David Victor, "The Regime Complex for Climate Change";  
(\* ) Debra Javeline, "The Most Important Topic Political Scientists Are Not Studying: Adapting to Climate Change" *Perspectives on Politics* 12 (June 2014), pp. 420-434.

**Rewrites of Third Outside Written Assignment Due – Friday, December 4 (by 4:30 p.m. in my office)**

#### ***X. Worlding Beyond the West: The Future and the Utility of Existing, Emerging Theory (December 7)***

Key questions: What are the major international concerns facing us in the coming years? What challenges and opportunities exist in the coming years? In the politico-strategic realm? The politico-economic realm? The politico-social realm? What has been the utility of international relations theory in terms of explanation and understanding when seeking insights into recent regional and global changes? What is the future utility of theory in international relations? To what extent must international relations theory

incorporate the rest of the world to be more relevant? What are the possible trade-offs necessary to make international relations theory more policy and practical world relevant?

- Reading:
- (#) Francis Fukuyama, "The Future of History?"
  - (\*) John Lewis Gaddis, "International Relations Theory and the End of the Cold War," International Security (Winter 1992-93), pp. 5-58;
  - (\*) David Lake, "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 (September 2013), pp. 567-587;
  - (\*) Amitav Acharya, "Dialogue and Discovery: In Search of International Relations Theories Beyond the West" Millennium 39 (April 2011), pp. 619-637.

**Fourth Outside Written Assignment Due – Monday, December 7 (by 4:30 p.m. in my office)**

**Cumulative Final Exam – Friday, December 11, noon-3:00 p.m. (in Maybank 307)**

Please don't throw away this syllabus -- **RECYCLE IT INSTEAD**