

INR 6007: International Relations Seminar

Summer 2017
Sections 50588 & 50509
6:00 – 8:45, T 79/174

Instructor: Jacob Shively
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Office and Office Hours: Bldg 50/Rm 126, TR 1:30-4:00 and W 3:00-4:00 or by appointment

Course Objectives

“Our lives are shaped by those cold monsters, the states.” –Stanley Hoffman

“What made war inevitable was the growth of Athenian power and the fear which this caused in Sparta.” –Thucydides

This course surveys major topics, theories and approaches central to the academic field of International Relations (IR). It’s about the big questions, and it addresses two levels of enquiry: *what* is the nature of world politics and *how* scholars attempt to understand that phenomenon. We will focus on the historical origins of our modern international system, major theories or paradigms of IR, and major areas of interest. These substantive areas include war, foreign policy, and global governance. In these areas, scholars fiercely debate fundamental principles, conceptual models, and causal relationships because the stakes remain high, even perilous. The fates of individuals, states and the international system rest on how such issues are addressed by citizens and policy makers. Students are expected to critically engage these questions by remaining current with the assigned readings and actively participating. As a seminar, the course focuses upon student discussion with a specific concern for critically analyzing both the substance and the method of a given work. The seminar concludes with a major writing project. Our goals are to leave with 1) a more profound understanding of world affairs, 2) an ability to concisely analyze complex issues and arguments, and 3) methodological tools to evaluate and generate international relations research.

- KEEP THIS SYLLABUS -
you will need it for MA comps

Student Learning Outcomes

- Students will evaluate and critically engage competing, sometimes contradictory, theories and explanations of international relations.
- Students will engage a major research topic, evaluate existing literature on that topic, develop testable hypotheses and execute a comparative case study.
- Students will practice and refine deliberative skills among their peers and be challenged to articulate and defend considered positions on contested topics.
- Students will assimilate complex material and distill it to fundamental principles and assumptions.

Topics

- IR as a social science: its theoretical underpinnings and goals.
- The origins and development of the modern states system and how the constraints and incentives of that system shape international relations.
- Major theories of IR: their uses, abuses, strengths and weaknesses.
- The roles of coercion and violence in international affairs.
- The formulators and drivers of foreign policy.
- Whether and how governance is possible among states.
- Plausible future trajectories for international politics and the international system.

Course Materials

Required

- Gilpin, Robert (1981) *War and Change in World Politics* New York: Cambridge University Press. ISBN: 0 521 27376 5
- Ikenberry, G. John (2012) *Liberal Leviathan: The Origins, Crisis, and Transformation of the American World Order* Princeton University Press. ISBN: 978-0691156170
- Mazower, Mark (2012) *Governing the World: The History of an Idea, 1815 to the Present* Penguin Press. ISBN 13: 978-1594203497
- Mearsheimer, John (2014) *The Tragedy of Great Power Politics* New York: W.W. Norton. ISBN: 978-0-393-34927-6
- Assortment of articles made available in PDF format on eLearning>Content.

Recommended

- George, Alexander and Andrew Bennett (2005) *Case Studies and Theory Development in the Social Sciences* MIT Press. ISBN-13: 978-0262572224
- Malchow, Howard LeRoy (2016) *History and International Relations: From the Ancient World to the 21st Century* New York: Bloomsbury. ISBN: 978-1441106254
- Watson, Adam (2009) *The Evolution of International Society* Routledge ISBN: 978-0415452106
- For more suggested readings related to each course topic, see the document “More Resources and Further Reading.”

Course Requirements

The final grade is based upon participation (30%), current events memos and readings summary (10%), a mid-term literature review (20%) and a final project (40%).

Participation Seminars are a round-table approach to class time. In order to participate in the discussion, you will be responsible for each week’s readings. In other words, I do little lecturing: class time relies on student participation. If you struggle to jump in to the conversation, start with (a) questions about something specific you did not understand (write these down ahead of time) and/or (b) agreement with and further explanation of a classmate’s point.

Weekly Work

Weekly News/Current Events On an assigned week, you will be responsible for circulating and presenting a one-page overview of the week's news. We will discuss how these are relevant to larger course themes and/or other issues. Treat it as a professional—yet academically-informed—summary for an employer. Outlines are fine.

- I will assign your readings within the first week.
- There are two basic requirements:
 - o Post the memo on the designated eLearning discussion board at least two hours before class;
 - o Presentations should be as concise as possible, with general class discussion to follow.

Note: depending upon class size, two people may need to present during one week. In that situation, divide the week’s stories.

Readings Summary On assigned days, you will be responsible for a 1 page summary or outline of a given reading. (Be sure to include the full citation at the top.) You will post this to a discussion forum in

eLearning for you classmates to access. The goals for this work are (1) make sure our extensive readings are covered; (2) a brief reference for your classmates; and (3) collective class notes that you can save for reference on your comps.

- I will assign your readings within the first week.
- Standard format
 - o Citation
 - o 1-2 sentence summary
 - o Text of summary. Can be divided into bullet points, but use full sentences. Remember: this needs to be useful for your colleagues.
 - o Be sure to include some or all of ...
 - Theory/thesis and relation to other works (as mentioned in the article are as have appeared in the course)
 - Method
 - Evidence
 - Findings
 - Possible critiques

Literature Review This will be 6-10 pages and should include at least ten scholarly or similar sources (see overview on eLearning). Use this to begin exploring and developing the topic for your final paper.

See the short article "Knopf – Doing a Literature Review, 2006" for details on this type of writing. You will find it eLearning. Please consult me, though, if you are struggling with how to approach this paper.

Final Project The final project will be a broad literature review and analysis of IR with a focus on whatever area you choose. You may also produce a traditional social science research paper, though I recommend the literature review, which will be useful prep for the comprehensive exam. If you are looking at comps, the literature review will be helpful. This will be NO MORE than 30 pages; however, I am more focused on quality than quantity. Details on these options appear on the syllabus' final page.

*NOTE: If you plan to complete your comprehensive exam this semester, see me. Your paper needs to be done three weeks early. This allows time to review the grade and clear you to proceed to the comps.

Letter Grades

| | | | | | | | |
|---------------|----|------------|----|------------|----|-------------|----|
| 95% or better | A | 87% to 89% | B+ | 77% to 79% | C+ | 63% to 69% | D |
| 90% to 94% | A- | 83% to 86% | B | 73% to 76% | C | 60% to 62% | D- |
| | | 80% to 82% | B- | 70% to 72% | C- | 59% or less | F |

GRADING In general, I consider how well you followed directions and focused tightly on your given topic; your mastery (i.e. correct understanding and general use) of the readings and other course material; your argument's clarity, consistency and accuracy; overall structure and logic; overall clarity and grammar. See also "Shively Grading Rubric" in eLearning for more detail.

Academic Conduct

PLAGIARISM and ACADEMIC DISHONESTY involve adding others' words to your text as if they were your own and will not be tolerated. For University policies on plagiarism and other misconduct, see the Student Code of Conduct: <http://uwf.edu/osrr/documents/BOTApprovedStudentCodeofConduct-2010edition.pdf>.

Assistance for Students with Special Needs

If there are aspects of the instruction or design of this course that hinder your full participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, reasonable accommodations can be arranged. Prior to receiving accommodations, you must register with the Student Disability Resource Center (SDRC) at <http://uwf.edu/sdrc/internal/>, which requires documented needs of the individual. For information, e-mail sdrc@uwf.edu or call 850.474.2387.

Course Schedule

- Readings not in assigned texts will appear in PDF form in eLearning > Course Materials>Content
- Some dates and assignments may be changed. I will announce these by email and in class.

| THE PROBLEM OF ANARCHY AND ORDER | |
|----------------------------------|---|
| <u>Week 1</u> May 16 | <p style="text-align: center;">Introduction</p> <p><u>International Politics ...</u></p> <ul style="list-style-type: none"> • Glasser, "Minister No" AND Lavrov interview <p>... <u>vs International Relations</u></p> <ul style="list-style-type: none"> • Ikenberry, ch 5 • Mearsheimer, ch 1 • <i>Suggested</i>: Stanley Hoffman (1987), "International Relations: An American Social Science" • <i>Suggested</i>: Michael W. Doyle (1997) <i>Ways of War and Peace</i> ch 1 • <i>Suggested</i>: Malchow, <i>History and International Relations</i> |
| <u>Week 2</u> May 23 | <p style="text-align: center;">The Modern States System</p> <p><u>The State and Sovereignty</u></p> <ul style="list-style-type: none"> • Jackson, ch 1, 3 (pp 97-113) • Mazower, Prologue, ch 1, ch 5 <p><u>Historical Structures</u></p> <ul style="list-style-type: none"> • Modelski, George (1978) "The Long Cycle of Global Politics and the Nation-State." <i>Comparative Studies in Society and History</i> 20(2): Apr. 214-235. • Spruyt, Hendrik (1994) <i>The Sovereign State and Its Competitors</i> Ch 8 |
| <u>Week 3</u> May 30 | <p><u>Systemic Change</u></p> <ul style="list-style-type: none"> • Gilpin, <i>War and Change in World Politics</i> |
| <u>Week 4</u> June 6 | <p>LIT REVIEWS DUE Bring hard copy to class.</p> <p style="text-align: center;">Realism & Liberalism</p> <ul style="list-style-type: none"> • Mazower, ch 6 <p><u>Human Nature and Power: Classical Realism</u></p> <ul style="list-style-type: none"> • Hobbes, Thomas (1651) "On the Natural Condition of Mankind," <i>Leviathan</i>. ch 13 • Morgenthau, Hans <i>Politics Among Nations</i>, ch 1 "Six Principles of Political Realism" <p><u>Structures: Neorealism</u></p> <ul style="list-style-type: none"> • Mearsheimer, ch 2, 5 <p><u>Institutions, Interdependence and Domestic Interests: Liberalism</u></p> <ul style="list-style-type: none"> • Ikenberry, ch 2, 3 |

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| <u>Week 5</u> June 13 | <p style="text-align: center;">The English School and Constructivism</p> <p><u>Socialization: The English School</u></p> <ul style="list-style-type: none"> • Bull, <i>The Anarchical Society</i>, ch 2, 3 • Watson, Adam (2009) <i>The Evolution of International Society: A Comparative Historical Analysis</i> Routledge. ch 5 • Buzan Interview (2013) <p><u>Ideas: Constructivism</u></p> <ul style="list-style-type: none"> • Checkel, Jeffery T. (1998) "The Constructivist Turn in International Relations Theory," <i>World Politics</i> 50(2): 324-348 |
| <u>Week 6</u> June 20 | <p style="text-align: center;">STATE INTERACTION</p> <p style="text-align: center;">The Diplomacy of Violence</p> <ul style="list-style-type: none"> • von Clausewitz, Carl (1832) <i>On War</i> VIII:6. • Schelling, Thomas C. "The Diplomacy of Violence" • Mearsheimer, ch 9 • Mueller, John (2009) "War Has Almost Ceased to Exist: An Assessment." <i>Political Science Quarterly</i> 124(2). 297-321. |
| <u>Week 7</u> June 27 | <p style="text-align: center;">Incentives and Constraints</p> <p><u>Structures</u></p> <ul style="list-style-type: none"> • Ikenberry, ch 6 • Mearsheimer, ch 8 <p><u>Interests</u></p> <ul style="list-style-type: none"> • Allison, Graham (1969) "Conceptual Models and the Cuban Missile Crisis" <i>American Political Science Review</i> 63: 689-718. • Putnam, Robert (1988) "Diplomacy and Domestic Politics: The Logic of Two-Level Games," <i>International Organization</i>, 47, 427-460 |
| <u>Week 8</u> July 4 | <p>NO CLASS</p> <p>Independence Day</p> |
| <u>Week 9</u> July 11 | <p style="text-align: center;">Agents, Beliefs and Perceptions</p> <ul style="list-style-type: none"> • Jervis, Robert (2013) "Do Leaders Matter and How Would We Know?" <i>Security Studies</i> 22(2). 153-179. • Brunk, Darren (2008) "Curing the Somalia Syndrome: Analogy, Foreign Policy Decision Making, and the Rwandan Genocide." <i>Foreign Policy Analysis</i> 4. 301-320. • Klotz, Audie (1995) "Norms Reconstituting Interests: Global Racial Equality and U.S. Sanctions against South Africa" <i>International Organization</i>, Vol. 49 (Summer): 451-78. • Black, Lindsay and Yih-Jye Hwang (2012) "China and Japan's Quest for Great Power Status: Norm Entrepreneurship in Anti-Piracy Responses." <i>International Relations</i> 26(4). 431-451. |

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| <u>Week 10</u> July 18 | GOVERNANCE International Political Economy |
| <u>Week 11</u> July 25 | Organizations, Networks and Nonstate Actors |
| <u>Week 12</u> August 1 | International Law |
| <u>Week 13</u> August 8 | FUTURE TRAJECTORIES |
| August 10 | FINAL PAPERS DUE to eLearning dropbox by Midnight |

- Mazower, ch 12
- Drezner, ch 2
- Hopewell, Kristen (2015) "Different Paths to Power: The Rise of Brazil, India and China at the World Trade Organization."
- Ferdinand, Peter and Jue Wang (2013) "China and the IMF: From Mimicry towards Pragmatic International Institutional Pluralism."

- Mazower, ch 7
- Slaughter, Anne-Marie (2001) "Global Government Networks, Global Information Agencies, and Disaggregated Democracy."
- McMurtrie, Beth (2013) "The Practical Politics of Turning Problems into International Causes"
- Weiss, Thomas G. (2009) "What Happened to the Idea of World Government?" *International Studies Quarterly* 53. 253-271.

- Mazower, ch 3, ch 13
 - Abbott, Kenneth W., et al. (2000) "The Concept of Legalization"
 - Hurd, Ian (2014) "The UN Security Council and the International Rule of Law"
 - Huth, Paul K. et al. (2011) "Does International Law Promote the Peaceful Settlement of Territorial Conflicts since 1945?"
- OR
- Bechtel, Michael and Thomas Sattler (2015) "What is Litigation in the World Trade Organization Worth?"

- Nye (2017) "Deterrence and Dissuasion in Cyberspace"
- Mazower, ch 14
- Ikenberry, ch 7
- Mearsheimer, ch 10

Final Paper Instructions

Treat your final project as a professional paper or publication similar to what we have been reading all semester. Papers must be fewer than 30 pages, but I will be focusing more on quality than page length.

NOTE: If you plan to complete your comprehensive exam this semester, see me. Your paper needs to be done three weeks early. This allows time to review the grade and clear you to proceed to the comps.

Grading standards are detailed in the document “Shively Paper Grading Rubric” on eLearning.

Choose ONE:

- Broad literature review and analysis of IR with a focus on an area of your choosing. You will canvass the discipline and evaluate key debates as they relate to your chosen topic. This is a good option for those contemplating comprehensive exams.
 - o Your goal is to evaluate the strengths and weaknesses of the field as it relates to your topic.
 - You may choose any topic related to material covered in this course.
 - o At the end, you must also include a possible research project that would address/answer a key question that has arisen in your literature review. Use the George and Bennett (2005) book assigned for this course to find a template to follow.
- Traditional social science research paper. You will be seeking to answer a question, evaluate a case or test a theory/hypothesis. This is a good option for those contemplating an MA thesis.
 - o If unsure how to proceed, use one of the case study approaches outlined in the George and Bennett (2005) or Lange (2013) selections. The authors cover several approaches, so consult with me as you are making your decision.
 - Your final product should include a clear thesis, a short review of relevant literature, the case study itself and findings along with conclusions/implications.
 - o You may choose any topic related to material covered in this course.
 - o Papers oriented toward political philosophy might utilize a slightly different format. See me to discuss this option.

Other Requirements:

- 1) Sources: Legitimate sources include scholarly works, government documents, official statements or testimonies, reports from credible think tanks or NGOs, or long-form journalism. You might start reading for your research with sources like Wikipedia, but do not quote or cite them. Feel free to contact me at any time regarding sources.

No minimum number of sources is required, but a good works cited is always longer than one page.

- 2) Formatting: 12-point Times New Roman OR 11-point Calibri font. 1 inch margins. You may choose your **citation style** (such as APA or Chicago), but you must use that style consistently throughout. To cite a document retrieved online, use a standard format, DO NOT simply copy and paste the browser link.

Late papers will lose 5 points immediately and 5 more for each subsequent 24 hours.