
INTL 2680
International Relations Theory
Dr. Kyle Haynes

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Office: HSPC 105
Office Hours: Mon. 10 am - 12:00 pm & by appt.

Fall 2012
Classroom: HSPC 201
MWF 9:00 - 9:50

1 Description

Catalog Description: This course analyzes the nature of international society and of the forces affecting the behavior of states in their relations with one another.

My Description: This course provides an introduction to the theories and paradigmatic debates that form the core of the field of international relations. At the most basic level, political science is the search for broad, *general* theories of political phenomena. These theories should elucidate the fundamental *causal* forces that produce outcomes of interest, including war, alliances, cooperation, trade, nuclear proliferation, and many others. In this course, students will learn how to evaluate both the logical and empirical foundations of theories of international relations. Students will also study several of the most prominent theoretical paradigms in the field, including realism, institutionalism, liberalism, constructivism, and others. This course should provide students with both the analytic tools and substantive knowledge base to succeed in more advanced international relations classes.

1.1 Organization

This course is organized according to the major theoretical paradigms in international relations. After a few days of introductory and background material, we will dive right in to the material. The first half of the semester will be divided into two main sections, covering realism and neoliberal institutionalism. The second half of the semester will be divided into several smaller sections, including neoclassical realism, liberalism, constructivism, and several post-modern and individual level theories. Do not fret if these terms are unfamiliar to you. They will become clearer as the semester progresses.

1.2 Class Policies

- **Missing Class:** Students are allowed **1** (one) unexcused absence throughout the semester. Additional unexcused absences will *significantly* affect your grade. If you are forced to miss class due to illness or family emergency, you must let me know as soon as possible and be prepared to show documentation attesting to the reason for your absence. I will take attendance daily, and repeated lateness will be treated as absence.
- **Missing Exams:** Students who plan to miss a scheduled exam for legitimate reasons (i.e. official athletic competition, school-related travel) must let me know *in writing* at least two weeks before the exam so alternative arrangements can be made. I will allow make up exams in the event of unplanned absences due to medical or family emergency. Documentation *must* be provided for a make up exam to be given. Planned travel (i.e. leaving early for Spring Break) is not a valid excuse.
- **Cheating and Academic Dishonesty:** I take academic integrity *very* seriously. A student found cheating or plagiarizing on an exam or assignment will be given a chance to explain the situation. In the event I find the explanation unsatisfactory, the student will be given absolutely no credit for the assignment. Depending on the magnitude of the assignment, this could be enough to guarantee an *F* in the course.
- **Grade Appeals:** I will accept grade appeals no sooner than 48 hours and no later than 5 days after students receive their graded assignments. I provide detailed comments on graded assignments. Please take the time to read and consider these comments before lodging an appeal. Grade appeals must include a written statement that addresses my comments on the assignment and indicates specifically why the student feels the grade is inappropriate. If a grade appeal is made, I reserve the right to adjust the grade either upward or downward, so I strongly recommend that you not lodge grade appeals frivolously.
- **Special Needs:** I rely on the Academic Resource Center (Loretto Hall, Room 6, 314-246-7620) to document and coordinate the appropriate action for students requiring special accommodations as a result of a disability. If you have special needs, please come speak with me so we can determine the appropriate accommodations.

2 Requirements

In order to succeed in this course, students must complete all assigned readings, participate in class discussion, and complete all assignments in a timely manner.

2.1 Learning Outcomes

Upon completion of this course, students should be able to:

1. ...identify the key differences and areas of overlap among the core theoretical paradigms in international relations.
2. ...identify specific theoretical works in the field as examples of particular theoretical paradigms.
3. ...evaluate both the logical consistency of and empirical support for particular theoretical arguments.
4. ...formulate and communicate, both orally and in writing, a consistent and coherent argument.

2.2 Assignments and Evaluation

Final course grades will be based upon four main factors:

- **Class Participation (20%)**: This course will be run largely as a seminar, with student attendance and participation absolutely vital components. Simply absorbing information in class is not sufficient to learn the material and develop an thorough analytical toolkit. Effective participation requires thorough and critical reading of all assigned materials. Students are *strongly* encouraged to come to my office hours if they feel they do not understand any portion of the readings.
- **Theory Journal (30%)**: Students are required to keep a journal in which they summarize and diagram the argument of specified readings. Theory journals will be collected at random throughout the semester, and *must* be brought to class daily. Students must complete a journal entry for *every* class in which there is assigned reading. For classes marked with “**” this will require a brief verbal summary of the author’s argument, as well as a causal diagram showing the theory’s independent and dependent variables, as well as any intervening or mediating factors. Again, do not be scared if this makes no sense to you at this point. This is a difficult skill and we will practice it together throughout the semester. Journal entries for all other class meetings should consist only of a brief (3-4 sentence) summary of the author’s main argument or contribution to the theoretical literature.

Upon each collection, journals will be on a 0 – 3 scale. A grade of 0 will be given if the student is absent or has not brought their journal; 1 = journal is significantly lacking and contains several missing or incomplete entries; 2 = journal is largely up to date, but still contains one or two unsatisfactory entries; 3 = journal is fully up to date with satisfactory entries. Students are *strongly* encouraged to revise their theory journals after class to include diagrams and insights brought up in class.

- **Midterm Examination (20%)**: An in-class examination will be given on March 8, covering all material prior to that date. All material covered in class and in the readings (even if not brought up in class) is fair game for the exam.

- **Final Examination (30%):** An in-class, cumulative final exam will be given on Monday, May 6 from 8 - 10 am in HSPC 201. Mark your calendars!

2.3 Assignments and Assessing Learning Outcomes

Table 1: “++” = Key Tool; “+” = Secondary Tool; “X” = Not Used

Learning Outcome	Participation	Journal	Midterm	Final
Outcome 1	+	+	++	++
Outcome 2	+	++	++	++
Outcome 3	++	+	++	++
Outcome 4	++	X	++	++

2.4 Required Reading

This course will require a significant amount of reading. Assigned material will come in part from the course textbook: Tim Dunne, Milja Kurki, and Steve Smith’s *International Relations Theories: Discipline and Diversity* (hereafter “DKS”). Students are required to buy or rent this book, which is available at the University bookstore. The remaining readings will be taken from some of the leading academic journals in the field.

Unit 1: Introductory Material

Day 1/Jan 14 - Introduction

- No Reading

Day 2/Jan 16 - What is IR theory?

- DKS: Ch 1 (Kurki & Wight, pp. 14 - 35)

Day 3/Jan 18 - The Three “Images” and Levels of Analysis

- J. David Singer - *The Level of Analysis Problem in International Relations*

Day 4/Jan 21 - No Class: MLK Day

Day 5/Jan23 - Evaluating theories

- Imre Lakatos - *Criticism and the Growth of Knowledge* (Excerpt)

Unit 2: Systemic Theories

Day 6/Jan 25 - Classical Realism

- DKS: Ch 3 (Lebow, pp. 58 - 77)

Day 7/Jan 28 - Structural Realism: Introduction

- DKS: Ch 4 (Mearsheimer, pp. 77 - 94)

Day 8/Jan 30 - Structural Realism: Application**

- Paul MacDonald and Joseph Parent - *Graceful Decline? The Surprising Success of Great Power Retrenchment*

Day 9/Feb 1 - Defensive Realism vs. Offensive Realism

- Jeffrey Taliaferro - *Security Seeking Under Anarchy: Defensive Realism Revisited*

Day 10/Feb 4 - Defensive Realism: Application**

- Charles Glaser - *Realists as Optimists: Cooperation as Self-Help*

Day 11/Feb 6 - Offensive Realism: Application I**

- John Mearsheimer - *Back to the Future: Instability in Europe after the Cold War*

Day 12/Feb 8 - Offensive Realism: Application II**

- Eric Labs - *Beyond Victory - Offensive Realism and the Expansion of War Aims*

Day 13/Feb 11 - Neoliberal Institutionalism

- DKS: Ch 6 (Sterling-Folker, pp. 116 - 134)

Day 14/Feb 13 - Neoliberal Institutionalism: Application**

- Lisa Martin - *Institutions and Cooperation: Sanctions During the Falkland Islands Conflict*

Day 15/Feb 15 - Alternative Uses for Institutions**

- G. John Ikenberry - *Institutions, Strategic Restraint, and the Persistence of American Postwar Order*

Day 16/Feb 18 - The Relative Gains Debate**

- Michael Mastanduno - *Do Relative Gains Matter? America's Response to Japanese Industrial Policy*

Day 17/Feb 20 - High vs. Low Politics**

- Charles Lipson - *International Cooperation in Economic and Security Affairs*

Day 18/Feb 22 - Hegemonic Stability Theory

- Robert Gilpin - *The Political Economy of International Relations* (Excerpt)

- Michael Mandelbaum - *David's Friend Goliath*

Day 19/Feb 25 - Power Transition Theory

- Jonathan DiCicco & Jack Levy - *The Power Transition Research Program: A Lakatosian Analysis* (Excerpt)

Day 20/Feb 27 - The Degeneration of Realism?

- Jeffrey Legro & Andrew Moravcsik - *Is Anyone Still a Realist?*

Day 21/Mar 1 - Unipolarity I**

- William Wohlforth - *The Stability of a Unipolar World*

Day 22/Mar 4 - Unipolarity II**

- Nuno Monteiro - *Unrest Assured - Why Unipolarity is not Peaceful*

Day 23/Mar 6 - Review for Midterm

- Robert Jervis - *Realism, Neoliberalism, and Cooperation: Understanding the Debate*

Day 24/Mar 8 - MIDTERM EXAM

Mar 11 - Mar 15: Spring Break

Unit 3: Domestic Level Theories

Day 25/Mar 18 - Neoclassical Realism

- Gideon Rose - *Neoclassical Realism and Theories of Foreign Policy*

Day 26/Mar 20 - Neoclassical Realism: Applications I**

- Jeffrey Taliaferro - *State Building for Future Wars: Neoclassical Realism and the Resource Extractive State*

Day 27/Mar 22 - Neoclassical Realism: Applications II**

- Colin Dueck - *Realism, Culture, and Grand Strategy: Explaining America's Peculiar Path to World Power*

Day 28/Mar 25 - Liberalism

- DKS: Ch 5 (Russett, pp. 95 - 115)

Day 29/Mar 27 - Liberalism: Applications I**

- John Owen - *How Liberalism Produces the Democratic Peace*

Day 30/Mar 29 - Liberalism: Applications II**

- Edward Mansfield and Jack Snyder - *Democratization and War*

Day 31/Apr 1 - Liberalism: Applications III**

- John Mearsheimer and Stephen Walt - *The Israel Lobby and U.S. Foreign Policy*

Day 32/Apr 3 - Liberalism: Applications IV**

- Kevin Narizny - *Both Guns and Butter, or Neither? Class Interests in the Political Economy of Rearmament*

Day 33/Apr 5 - NO CLASS - Dr. Haynes at ISA

Unit 4: Ideational and Post-Modern Approaches

Day 34/Apr 8 - Constructivism

- DKS: Ch 9 (Fierke, pp. 177 - 194)

Day 35/Apr 10 - Constructivism: Applications**

- Nina Tannenwald - *Stigmatizing the Bomb: Origins of the Nuclear Taboo*

Day 36/Apr 12 - English School

- DKS: Ch 7 (Dunne, pp. 135 - 156)

Day 37/Apr 15 - English School: Applications

- Emanuel Adler and Michael Barnett - *Governing Anarchy: A Research Agenda for the Study of Security Communities*

Day 38/Apr 17 - Critical Theory I

- DKS: Ch 8 (Rupert, pp. 157 - 176)

Day 39/Apr 19 - Critical Theory II: Feminism

- DKS: Ch 10 (Tickner & Sjoberg, pp. 195 - 212)

Day 40/Apr 22 - U.S. Bias in IR Theory?

- Steve Smith - *The United States and the Discipline of International Relations: Hegemonic Country, Hegemonic Discipline*

Day 41/Apr 24 - Green Theory

- DKS: Ch 13 (Eckersley, pp. 257 - 277)

Day 42/Apr 26 - Individual Level Theories, I**

- Elizabeth Saunders - *Transformative Choices: Leaders and the Origins of Intervention Strategy*

Day 43/Apr 29 - Individual Level Theories, II**

- Yuen Foong Khong - *Seduction by Analogy in Vietnam: The Malaya and Korea Analogies*

Day 44/May 1 - Globalization and the Relevance of Traditional IR Theory

- DKS: Ch 14 (Hay, pp. 278 - 296)

Day 45/May 3 - Review for Final Exam

- Come prepared with questions!

May 6: Final Exam in HSPC 201, 8 - 10 am