

**POLS 363—International Relations  
Luther College  
Spring 2017**

**Instructor:** Pedro dos Santos

**Office:** 303 Koren

**Class Location and Time:** Tuesday and Thursdays 12:45 PM in Koren 217

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**Course Description:**

This course, taught in seminar style, introduces the theoretical study of international relations (IR). In it you will learn about key IR theories (Realism, Liberalism, Constructivism, Feminism, and other isms that are also influential in IR research and practice) as well as discuss key issues (current and historical) regarding interactions among nations. At the end of this class students should be able to identify the major contending theories in IR as well as understand and recognize the potential and limitations of theory in the study of international relations.

**Expectations:**

This is an upper-level political science course, so my expectation are high in terms of intellectual engagement in class and in written work. Students **must read all assigned readings before class**, take notes and write down clarification questions on difficult texts (and bring them to class), come to class ready to have a deep discussion about mostly intellectually challenging material. The professor must come ready to answer student's question about the material as well as ready to direct discussion in a way that students are absorbing material from the readings and obtaining supplemental information during classes.

Attendance and participation are a big part of the success for any class. Therefore, students are expected to attend all classes. I reserve the right to lower a student's class grade if attendance becomes an issue. Attendance becomes an issue after three absences (excused or not excused).

During class mobile devices will not be allowed, and you are strongly encouraged not to use your computer unless extremely necessary or otherwise noted by the professor.

### **Readings:**

There are two required texts in this class:

Dunne, Tim; Kurki, Milja; Smith, Steve (2016). International Relations Theories: Discipline and Diversity. 4<sup>th</sup> Edition. Oxford University Press

Mearshimer, John J. (2011). Why Leaders Lie. Oxford University Press.

\* We will also have **selected required readings** that will be available on the Katie website

### **Grading:**

Response Papers: 40%

Final Exam/Essay: 20%

Current Event: 8%

Historical Event: 8%

Online Forum: 9%

Class Participation and Assignments: 15%

**\*\* A note on citation and sources:** This is a 300 Level class, therefore 300 level work is required. This course seeks to encourage good reading, research and citation habits. Reading (analytically) and researching (for all assignments including the exam) require good documentation of sources and the ability to put one's own analysis and thoughts into a paper. Citations are required for all assignments, including online forum posts, and they are required for ideas (even if you are not directly quoting the author) as well as facts. When in doubt, cite. Any assignment that does not have basic citation will not be worth more than 70% of the total assignment value, meaning you start with C if you don't cite appropriately. Depending on the severity of non-citation or the importance of the assignment, you may be awarded a ZERO on non-cited assignments. I do not have a clear preference on citation style, but Chicago and MLA tend to be the ones mostly used by students. As long as you are consistent on your citation style, I don't care which one you use. For more specific notes on plagiarism please check the section below on academic misconduct.

It should go without saying, but turns out it must be said. NO WIKIPEDIA or any other similar website (which also means no dictionary). Reliable sources include mainstream media outlets, some blogs (I'll have a list of the blogs you could look for information), books, and journal articles. If you have a source that does not fall into one of these categories, you must contact me before using it.

### Response Papers:

Each student will write a 2 pages (single spaced, 12 point font, regular margins. Students using more than 2 pages will have grade deducted) reaction to the weekly readings for **8** different weeks. In it you should provide a brief overview of the readings, how they connect to each other, and how they connect to previous readings from class (the further in the semester we are, the more I want you to connect to previous readings). I am especially interested in the comparison and critical analysis of the theories, and their applications in the real world. Your response should be posted by the Friday after we finish the week's readings at 8:00 PM. Minimum of three sources (outside sources only accepted if it is to contextualize something, not to generate new arguments).

### Final Exam/Essay:

There will be a take home final exam, where I will ask you two questions about International Relations theories and you will be required to write a 5 to 7 page (double spaced, 12 point font) response to each question. More details about the final exam will be provided later.

Current Event: On the day assigned, student must present (10-12 minutes presentation) a current event (present day news to previous five years) to class, providing a short but detailed description of the event then explaining how this event relate to the week's readings or to previous readings. In other words, I want you to connect the event to one or more of the theories and/or concepts discussed in class, either for that day or from previous weeks. Presentation will be graded on how well it explains event to "lay people," how well it connects event to readings, and professionalism of presentation (including usage of time). A minimum of five reliable sources (at least two from the syllabus, at least three for the current event) is required. You **must** either present a PowerPoint or provide an outline to all students in class (upload due on Katie before the class you present).

Historical Event: On the day assigned, student must present (10-12 minutes presentation) a historical event (20 years ago or more) to class, providing a short but detailed description of the event then explaining how this event relate to the week's readings or to previous readings. In other words, I want you to connect the event to one or more of the theories and/or concepts discussed in class, either for that day or from previous weeks. Presentation will be graded on how well it explains event to "lay people," how well it connects event to readings, and professionalism of presentation (including usage of time). A minimum of five reliable sources (at least two from the syllabus, at least three for the current event) is required. It is recommended that you present a PowerPoint and/or provide an outline to all students in class. You **must** either present a PowerPoint or provide an outline to all students in class (upload due on Katie before the class you present).

\*Students cannot use same theories and/or terms in the Current Event Assignment and Historical Event Assignment.

Online Forum: There are four days during the semester where I know I won't be on campus. I will be at the International Studies Association Conference (probably listening and talking to some of the people we are reading) in Baltimore in February, I will be in Manchester for the Feminist Institutional Conference in late March/Early April, and I will be in Indiana with the Model European Union Team in late April. I may be gone another day or two for undergraduate research conference, but that is still up in the air. On the days I am not around we will still have reading assignments, meaning we will not meet in person but we will have a discussion forum online. I expect you to participate on those forums each day we don't have class but have reading assignments. Each student must post at least one original comment/discussion question and at least two responses to another student's comment/question. Ideally you are engaging more than the minimum requirement. All comments must have at least one quote/citation to count. Comments must be posted by 11:00 PM on the assigned day.

#### Class Participation and Assignments

Class participation is essential for the class to work. The class participation grade is subjective, but in general an A (100 %) means a student came prepared to discuss in class and provided good observations or participated in healthy discussions in class. You are more than welcome to ask me as the semester goes on where you are regarding participation grade.

#### **Academic Misconduct:**

When a student turns in an assignment, paper or exam, s/he is bound to the Luther Honor Code. If I suspect a student of plagiarism, whether it comes from another student or the Internet, I will immediately turn that paper in to Luther's Honor Council. The student will have to defend the paper's integrity to that council. If the Honor Council finds a plagiarism violation, the typical recommendation is to give a 0 on that assignment and a letter grade drop for the entire course. Typically, this results in an overall failing grade for the student. Given the severity of plagiarism, if you have any questions on correct citations, please do not hesitate to contact me.

Disrupting class and/or threatening fellow students are forms of misconduct (academic or non-academic). Depending on the circumstances, cases of misconduct may also be prosecuted at the college-level and could result in a failing grade for the course or suspension for a second occurrence. If you have any questions regarding what constitutes academic misconduct, please talk with me.

#### **Services for Students with Disabilities and/or Medical Conditions:**

Any student needing classroom or exam accommodations due to the impact of a disability or medical condition must register for services with the Disability Services office in the Student Academic Support Center (SASC). The office will verify the need for accommodations and develop a plan to be distributed to appropriate instructors. Students who use accommodations should also contact the instructor privately and in a timely manner to discuss the most effective methods to

implement the approved accommodations. The SASC office is located in Room 108, Preus Library, and can be reached at (563) 387-1270.

### **Class Schedule (Subject to Change)**

The international Relations Theories book is marked as DKS from now on. Readings marked with an asterisk (\*) are available on Katie

#### **Introduction**

##### **February 2**

Read Syllabus

#### **Week 1—Introduction and Theories**

##### **February 7**

DKS Introduction and Chapter 1

\*Feree, Myra Marx (2006). "Globalization and Feminism: Opportunities and Obstacles. In *Global Feminism*. NYU Press

##### **February 9**

\*Weiss, Thomas G., and Sam Davis (2007). "World Politics: Continuity and Change since 1945." In *The Oxford Handbook of the United Nations*. OUP.

\* Power, Samantha (2016). "Remarks at a UN Security Council Emergency Briefing on Syria." <https://usun.state.gov/remarks/7607>

\*Totten, Michael (2015). "Samantha Powerless: Obama's Problem from Hell in Syria." *Tower Magazine* 33. <http://www.thetower.org/article/samantha-powerless-obamas-problem-from-hell-in-syria/>

#### **Week 2—Classical Realism**

##### **February 14**

DKS Chapter 2

\*Cozette, Murielle (2008). "What Lies Ahead: Classical Realism on the Future of International Relations." *International Studies Review* 10 (4).

## **February 16**

\*Lebow, Ned (2005). "Tragedy, Politics and Political Science." *International Relations* 19(3).

\*Mattern, Janice (2008). "The Concept of Power and the (Un) Discipline." *Oxford Handbook of International Relations*. OUP

\*Erskine, Toni (2008). "Locating Responsibility: The Problem of Moral Agency in International Relations." *Oxford Handbook of International Relations*. OUP.

## **Week 3—Structural Realism**

### **February 21**

DKS Chapter 3

\*Donnelly, Jack (2008). "The Ethics of Realism." *Oxford Handbook of International Relations*. OUP.

### **February 23 (No Class, Online Forum Day)**

\*Kaplan, Robert (2012). "Why John J. Mearsheimer is Right (About Some Things)." *The Atlantic*. <http://www.theatlantic.com/magazine/archive/2012/01/why-john-j-mearsheimer-is-right-about-some-things/308839/>

## **Week 4—Liberalism**

### **February 28**

DKS Chapter 4

\* Slaughter, A. (1997). The Real New World Order. *Foreign Affairs*, 76(5), 183-197.

### **March 2**

\*Mansfield, E.D., Milner, H.V. and Rosendorff, B.P. (2002) 'Why Democracies Cooperate More: Electoral Control and International Trade Agreements', *International Organization*, 56(3).

## **Week 5—Neoliberalism**

### **March 7**

DKS Chapter 5

\*Hawkins, Darren, et al. (2006). "Delegation under anarchy: states, international organizations, and principal-agent theory." In *Delegation and Agency in International Organizations*. Cambridge University Press.

Current Event: Erin

**March 9**

\*Milner, Helen (2006). "Why multilateralism? Foreign aid and domestic principal-agent problems." In *Delegation and Agency in International Organizations*. Cambridge University Press.

Current Event: Betsy

**Week 6— Why Leaders Lie**

**March 14**

*Why Leaders Lie*. Introduction and Chapters 1-4

Current Event: Karl

**March 16**

*Why Leaders Lie*. Chapters 5-9

Current Event: Natasha

Historical Event: Lauren

**Week 7—Spring Breakism**

**March 21 and March 23: NO CLASS**

**Week 8—Marxism**

**March 28**

DKS Chapter 7

\*Buecker, Regina (2003). "Karl Marx's Concept of International Relations." In *Glendon Journal of International Studies* 3.

Historical Event: Nate

**March 30**

\*Teschke, Benno (2008). "Marxism." *Oxford Handbook of International Relations*. OUP.

\*Rengger, Nicholas (2008). "The Ethics of Marxism." *Oxford Handbook of International Relations*. OUP.

Current Event: Naza

**Week 9—Constructivism**

**April 4 (No Class, Online Forum Day)**

DKS Chapter 9

**April 6 (No Class, Online Forum Day)**

\*Klotz, A. (1995). Norms Reconstituting Interests: Global Racial Equality and U.S. Sanctions Against South Africa. *International Organization*, 49(3), 451-478.

**Week 10—Feminism**

**April 11**

DKS Chapter 10

\*Caprioli, M., & Boyer, M. (2001). Gender, Violence, and International Crisis. *The Journal of Conflict Resolution*, 45(4), 503-518.

Current Event: Vicky

Historical Event: Naza

**April 13**

\*Suruchi, Thapar-Björkert (2013). "Gender, Nations, and Nationalism." In *Oxford Handbook of Gender and Politics*. OUP.

\*Hansen, Lane (2013). "Security, Conflict, and Militarization." In *Oxford Handbook of Gender and Politics*. OUP.

Current Event: Lauren

Historical Event: Erin

**Week 11—Postcolonialism, Normative IR Theory, and Green Theory**

**April 18**

DKS Chapter 12 and 13

Current Event: Ismail

Historical Event: Natasha

**April 20 (No Class, Online Forum Day)**

DKS Chapter 14

**Week 12— IR Theory and Globalization**

**April 25**

DKS Chapter 15

\*Woods, Ngaire (2007). "Bretton Woods Institutions." In *The Oxford Handbook of the United Nations*. OUP.

Current Event: Nate

Historical Event: Karl



## **April 27**

\*Nayak, Meghana, and Eric Selbin (2010). "Globalization." In *Decentering International Relations*. Zed Books.

\*Porter, Jesse, and Bertha Osei-Hwedie (2015). "Regionalism as a Tool for Promoting Economic and Regional Development: A Case Study of the Economic Community of West Africa (ECOWAS)." 10<sup>th</sup> International Scientific Conference on Economic and Social Development.

Historical Event: Ismail

## **Week 13—Foreign Policy Analysis**

### **May 2**

\* Hudson, Valerie (2005). "Foreign Policy Analysis: Actor-Specific Theory and the Ground of International Relations." *Foreign Policy Analysis* 1.

\*Kaarbo, Juliet, and Cristian Cantir (2013). "Role Conflict in Recent Wars: Danish and Dutch Debates over Iraq and Afghanistan." *Cooperation and Conflict* 48 (4).

Historical Event: Betsy

### **May 4**

\*Cuhadar, Esra, Juliet Kaarbo, Baris Kesgin, and Binnur Ozkececi-Taner (2015). "Examining Leader's Orientations to Structural Constraints: Turkey's 1991 and 2003 Iraq Decisions." *Journal of International Relations and Development*.

\* Beasley, Ryan, and Michael Snarr (2012). "Domestic Influences on Foreign Policy: A Comparative Perspective." In *Foreign Policy in Comparative Perspective: Domestic and Institutional Influences on State Behavior*. CQ Press.

Historical Event: Vicky

## **Week 14—Conclusions**

### **May 9**

DKS Chapter 16

\*Reading TBD

### **May 11**

\*Reading TBD