Course Description

This course provides an analytical survey of some of the major theoretical approaches important to international studies. This course is not a survey of international history or diplomacy, nor is it a lecture course. Rather, through discussion as a group, we will examine, evaluate and critique some of the theoretical approaches used by political scientists to analyze world politics. In the process, students will learn how to construct, develop and test their own hypotheses and analytical arguments about international politics and international development. It is assumed that students already have some familiarity with international politics and political science from the official prerequisite for the course (IS 100).

This syllabus is subject to change during the course of the semester.

Course Objectives

1. Learning fundamental principles, generalizations and theories central to international relations and international development.
2. Learning to analyze and critically evaluate ideas, arguments, and points of view important to the field.
3. Acquiring an interest in learning more by asking the right questions and finding good answers.

Required Texts:


Phil Williams, Donald M. Goldstein and Jay M. Shafritz (eds.), *Classic Readings and Contemporary Debates in International Relations, Third Edition* (Belmont: Thomson Wadsworth, 2006).

– PDFs of additional readings available in the professor’s public folder on the Rhodes fileserver system, and marked with an asterix (*) in this syllabus.

– Additional readings not listed in this syllabus may be assigned as the course progresses, as the professor deems necessary.

– Readings should be completed before the first lecture for the week they are assigned.

**Evaluation:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes (5 of 6) –</td>
<td>10%</td>
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<tr>
<td>Review Essay --</td>
<td>20%</td>
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<tr>
<td>Simulation Essay --</td>
<td>20%</td>
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<tr>
<td>Final Examination --</td>
<td>35%</td>
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**Papers**

The review paper is due *in class March 18th*, and *must not exceed 10 pages or 2500 words*. Paper topics (a review of a major paradigm and associated theory) will be discussed in class. The simulation essay assignment is due *April 17th in class*. This paper will incorporate a revised version of the first essay required in the class, followed by an application of the reviewed theory to the computer simulation required for the course (see below). The total combined essay should amount to *no more than 15 pages or 3750 words*. The mark for the simulation essay will be independent of the mark received for the review paper (if your review essay included problematic content regarding the paradigm and theory in question, however, and this is not corrected in the simulation essay, your mark on the simulation essay will suffer). To be fair to students who successfully limit their papers to the length specified above, your professor will not read beyond the maximum page of any essay. *E-mailed, faxed or on-line submissions of assignments will not be accepted*. A late penalty of 2% per weekday will be levied on papers turned in after the due date, and no paper shall be accepted after the last day of class.

**Computer Simulation:**

Students must play a computer simulation as part of the requirements for this course. Sid Myer’s *Civilization IV* will be available for purchase in the Rhodes Bookstore. The game is complex, but does not require previous familiarity or aptitude with computer strategy games. Students who fare badly in the game may learn more than those who do well, and the related essay assignment (details of which will be provided early in the semester) will not be marked in relation to the student’s results in the game. Students who do not have their own computer to play the game should make arrangements early in the semester to borrow time on someone else’s computer or use the Rhodes College computer in the AV department (the game is installed there). The game can take as many as 20 hours to complete.
**Final Examination**

The final examination will consist of three essay questions (out of a choice of 5).

**Quizzes**

A total of 6 “pop quizzes” on the week’s readings will be given in the course of the semester. The top 5 quizzes’ marks will count. If a student misses class on the day a quiz is given, they will have missed that quiz (obviously), and receive a grade of zero for that particular quiz. If a student misses 2 or more quizzes due to excused absences (documented medical reasons, a death in the family, or similar reasons, but *not* due to extra-curricular activities), make-up quizzes may be allowed at the professor’s discretion.

**Attendance:**

15% of the course mark will be based on class attendance and participation. Any student who receives below a ‘C’ in any of the class assignments must thereafter attend all classes without exception; failure to do so will provoke referral to the Dean of Students and may lead to a failing mark in the course. Unexcused absences from an examination will lead to a failing mark for that examination (no make-ups). Excused absences (illness, death in the family, and jury duty, for example, but not personal travel arrangements, participation in athletic events, and other extra-curricular activities) are subject to approval from the course instructor. At the course instructor’s discretion, students who miss too many classes may also be asked to follow the same attendance policy as those with a grade below ‘C’ on an assignment.

**Other Course Requirements**

**Academic Integrity:** All provisions of the *Rhodes Honor Code* will be vigorously enforced. Definitions of *plagiarism* will be reviewed in class, and any students having additional questions (such as proper citation practice in essays) are encouraged to see me during office hours or by appointment.

**Classroom Etiquette:** Active student participation is essential to this course. At the same time, everyone (including the course’s professor) must try to remain humble about their opinions, courteous to their fellows, curious, and eager to engage in polite debate. Uncivil discourse, personal attacks, or disruptions to the classroom atmosphere (cell phones, consistent tardiness or leaving early, etc.) will not be tolerated.

**Readings:** Readings must be completed before the first class of the week they are assigned. This course is not a lecture course, and students will be tested orally in each class for their familiarity and grasp of the readings. While the professor does not expect students to always be able to answer all oral questions correctly, a solid demonstration of familiarity with the week’s readings is required.

**Students With Disabilities:** If you have a disability recognized by Rhodes College, I encourage you to register with Student Disability Services (843-3994) to help me accommodate your needs as well as possible.
Films: Several films will be available at AV reserves during the semester. Some of these films will be required for the course, while others will simply be recommended.

Schedule  
Section 1: T/Th  2:00-3:15  Buckman 105

Week 1

Readings:  None.

1/10  Introduction

Section 2: Paradigms of International Relations

Week 2  
Positivism: Paradigms, theories and how to test them


1/15  Lecture

1/17  Lecture

Week 3  
Classical Realism and structural realism

Readings:  1. *Theories of International Relations* textbook, Chapters 3-4.

1/22  Discussion

1/24  Discussion
**Week 4**

**Liberalism and neo-liberalism**

**Readings:**
1. *Theories of International Relations* textbook, Chapters 5-6.

1/29 Discussion.

1/31 Discussion.

**Week 5**

**Liberalism and neo-liberalism (cont.); Institutionalism**

**Readings:**

2/5 Discussion

2/7 Discussion

**Week 6**

**Marxism and critical theory**

**Readings:**
1. *Theories of International Relations* textbook, Chapter 8.

2/12 Discussion

2/14 Discussion
**Week 7**  **Constructivism and Post-Structuralism**

**Readings:**
1. *Theories of International Relations* textbook, Chapters 9 and 11.

2/19  Discussion

2/21  *Students’ choice of 4 IR theories for weeks 9 and 10 due.*  Discussion

**Week 8**  **Pseudo-approaches (the English school, feminist theory, green theory)**

**Readings:**
1. *Theories of International Relations* textbook, chapters 7, 10 and 13.

2/26  Discussion

2/28  Discussion

*Spring Break begins 2/29; ends 3/10*

**Week 9**  **A survey of various theories derived from different paradigms of international relations**

**Readings:**  *Classic Readings* collection: #20 (Graham Allison, “Conceptual Models and the Cuban Missile Crisis”). Other readings TBA depending on students’ choices of theories which they wish to analyze.

3/4  *No class (Spring Break)*

3/6  *No class (Spring Break)*

**Week 10**  **A survey of various theories derived from different paradigms of international relations (cont.)**

**Readings:**  Readings TBA depending on students’ choices of theories which they wish to analyze

3/11  Discussion
Section 3: Paradigms of Development

Week 11  Introduction: What is development?  What are development theories?

Readings:  1. Promises Not Kept textbook, Chapter 1.
(you may choose to do the readings for this week later, for week 12, as we are doing a simulation today and your review paper is due as well – but please keep in mind that this will mean a lot of reading for week 12).

3/18  Review paper due in class. “Peasant Subsistence Cultivator in the Age of Colonialism” Game show simulation.

3/20  No Class (Easter Break)

Week 12  The modernization paradigm of development

Readings:  1. Promises Not Kept textbook, Chapter 3.
2. *Berman, Marshal, All that is solid melts into air, Simon and Shuster, 1982: 15-86.

3/25  Discussion

3/27  Discussion

Week 13  Structuralist and dependency paradigms of underdevelopment

3. Life and Debt (film available in AV Reserves – Don’t wait until the last minute to view this film, as you probably won’t get it due to your similarly procrastinating peers – watch it a week ahead of time or something, as you’re responsible for having seen it by this date).

4/1  Discussion
4/3 Discussion

**Week 14** Development in the 1980s, 90s and the 21st Century


4/8 Catch-up and Discussion.

4/10 Discussion

**Week 15** Linking International Relations and Development Issues


4/15 Discussion

4/17 *Simulation essay due in class.* Discussion

**Section 4: Conclusion**

**Week 16** Conclusion and review


4/22 Discussion.

4/24 *Last Day of class – course review*

*Final exam a.k.a. “Day of Reckoning” scheduled for Wednesday, April 30th, 5:30 p.m.*

**Review Paper Guidelines**

The review paper *must not exceed 10 pages or 2500 words*. The essay should be *double spaced* with a 12 pt font and a minimum 1” margins (not including end notes and bibliography). Please refer to the *Chicago Manual of Style* [http://www.libs.uga.edu/ref/chicago.html](http://www.libs.uga.edu/ref/chicago.html) for guidelines on endnote and bibliography styles – choose the “documentary-note” style and use only this style consistently throughout your paper. Be sure to include the page number for each citation. Include with your paper a bibliography of every source you cite. The bibliography and endnotes do not count towards your word/page limit for the paper.

To be fair to students who successfully limit their papers to the length specified above, your professor will not read beyond the maximum page of any essay. *E-mailed, faxed or on-line*
submissions of assignments will not be accepted. A late penalty of 2% per weekday will be levied on papers turned in after the due date, and no paper shall be accepted after the last day of class.

The paper should be a review of a major paradigm and associated theory.

1. Choose a paradigm or school of thought or approach to the study of international relations or international development (for example, realism, constructivism, feminism, modernization theory or Marxism) and describe the approach. What are the key elements of this school of thought? What common elements unite theorists writing in this tradition? What variants of this approach exist? What are the core theoretical works in this tradition, and what makes them part of this tradition of inquiry? To what extent might this approach overlap with other approaches/paradigms/traditions of inquiry?

2. Discuss the advantages of this approach. What is it good at explaining/describing/analyzing? What kind of questions does it lead people to ask? Does it offer predictive value? At this point, work in an example of a specific theory or hypothesis or issue that is exemplary of the approach you are discussing. Assess the utility of the specific example you provide and the school of thought in general.

3. Discuss the disadvantages of the approach. What does it ignore? What are major criticisms of the approach? Do you feel these criticisms are warranted? Do you have your own criticisms or rebuttals to these criticisms to offer? [This is a prime opportunity to provide your appraisal and synthesis of the material, rather than citing someone else’s opinion].

If your endnotes mainly or only cite readings assigned in the syllabus and your bibliography does not show that you have gone much beyond the textbooks, the sound you should be hearing is that of a tiny little alarm bell...