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INTS 300-01, International Relations Theory, Fall 2009

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IS300: International Relations Theory
CRN 10324
Rhodes College, Fall 2009

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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). Students should not take this course before their junior year.

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. Gaining factual knowledge about the field of international studies.

Required Texts:

Tim Dunne, Milya Kurki, and Steve Smith (eds.), *Theories of International Relations: Discipline and Diversity* (New York: Oxford University Press, 2007).

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

John Isbister, *Promises Not Kept, 7th Edition* (West Hartford: Kumarian Press, 2006).

- PDFs of additional readings available in the professor’s public folder on the Rhodes fileservers system, and marked with an asterisk (*) 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:

Attendance and Participation --	10%
Quizzes (5 of 6) –	10%
Review Essay --	25%
Simulation Essay --	15%
Final Examination --	40%

Papers

The **review paper** *must not exceed 10 pages or 2500 words*. Paper topics (a review of a major paradigm and associated theory) are discussed at the end of this syllabus.

The **simulation essay** should be around *5 pages or 1250 words*. The assignment will require students to related a model not normally used in the formal study of international relations to the material studied in this course. More details for this assignment will be made available as the semester progresses.

Please make sure that the papers are double-spaced with 1" margins and a 12 pt font in Times New Roman or Aerial. Please refer to the *Chicago Manual of Style* <http://www.libs.uga.edu/ref/chicago.html> for guidelines on footnote and bibliography styles – please use footnotes as per the “documentary-note” style (make sure to include page numbers in each footnote) and use only this style consistently throughout your paper. Include a bibliography of sources you cited in the paper. The bibliography does not count towards your word/page limit for the paper.

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. ***For every typo, grammar, spelling, or punctuation error that I notice, 1% will be deducted from the paper’s mark.***

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.* In addition to providing me with a stapled hard copy of the paper, please e-mail an electronic copy to: CitationCheck@ymail.com 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.

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:

10% 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* are available in the college handbook, 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.

8/27 Introduction

Section 2: Paradigms of International Relations

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

Readings:

1. *Theories of International Relations* textbook, Introduction and Chapter 1.
2. *Classic Readings* collection: #18 (David Singer, “The Levels-of-Analysis Problem”).
3. *Recommended reading:* King, Gary, Robert Keohane and Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research* (Princeton, N.J.: Princeton University Press, 1994), pp.75-112.

9/1 Lecture

9/3 Lecture

Week 3 Classical Realism and structural realism

Readings:

1. *Theories of International Relations* textbook, Chapters 3-4.
2. *Classic Readings* collection: #5 (Thucydides, “The Peloponnesian War and the Melian Debate”); #6 (Thomas Hobbes, “Relations Among Sovereigns”); #7 (Edward H. Carr, “The Realist Critique and the Limitations of Realism”); #8 (Hans Morgenthau, “Six Principles of Political Realism”); #9 (Kenneth Waltz, “The Origins of War in Neorealist Theory”); #24 (Kenneth Waltz, “International Conflict and International Anarchy: The Third Image”); and #28 (Hans

Morgenthau, “The Balance of Power”).

9/8 Discussion

9/10 Discussion

Week 4 Liberalism and neo-liberalism

Readings: 1. *Theories of International Relations* textbook, Chapters 5-6.
2. *Classic Readings* collection: #1 (Hugo Grotius, “The Rights of War and Peace”); #2 (Michael Doyle, “Kant’s Perpetual Peace”); #3 (Woodrow Wilson, “The Fourteen Points”); #17 (Robert Keohane and Joseph Nye, “The Characteristics of Complex Interdependence”).

9/15 Discussion.

9/17 Discussion.

Week 5 Liberalism and neo-liberalism (cont.); Institutionalism

Readings: 1. *Classic Readings* collection: #21 (Richard Mansbach, Yale Ferguson and Donald Lampert, “Towards a New Conceptualization of Global Politics”); #22 (Michael Barnett and Martha Finnemore, “The Politics, Power and Pathologies of International Organizations”); #23 (Margaret Keck and Kathryn Sikkink, “Advocacy Networks in International Politics”); #32 (Robert Keohane, “Cooperation and International Regimes”) and #37 (Joseph Grieco, “Anarchy and the Limits to Cooperation”).
2. *Peter Hall and Rosemary Taylor, “Political Science and the Three New Institutionalisms,” *Political Studies* (1996), XLIV pp.936-957.

9/22 Discussion

9/24 Discussion

Week 6 Marxism and critical theory

Readings: 1. *Theories of International Relations* textbook, Chapter 8.
2. *Christopher Chase-Dunn and Peter Grimes, “World Systems Analysis,” *Annual Review of Sociology*, Vol.21, pp.387-417.
3. *Jim George and David Campbell, “Patterns of Dissent and the Celebration of Difference: Critical Social Theory and International Relations,” *International Studies Quarterly*, 34:3, 1990, pp.269-293.

4. *Classic Readings* collection: #38 (John Mearsheimer, “Critique of Critical Theory”).

9/29 Discussion

10/1 Discussion

Week 7 Constructivism and Post-Structuralism

Readings:

1. *Theories of International Relations* textbook, Chapters 9 and 11.
2. *Classic Readings* collection: #35 (Alexander Wendt, “Anarchy is What States Make of It”).
3. *Ted Hopf, “The Promise of Constructivism in International Relations Theory,” *International Security*, 23:1, 1998, pp.171-200 [skim].

10/6 Discussion

10/8 *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. *Classic Readings* collection: #4 (Hedley Bull, “The Idea of International Society”);

10/13 Discussion

10/15 Discussion

Fall Recess begins Oct.16 5 p.m. until Oct.22 8 a.m.

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.

10/20 *No class – Fall Recess.*

10/22 Discussion

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

10/27 Discussion

10/29 Discussion

Section 3: Paradigms of Development

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

Readings: 1. *Promises Not Kept* textbook, Chapter 1.
2. *Goulet, Denis, "Development: Creator and Destroyer of Values," *World Development*, Vol.20, No.3, pp.467-75.
3. *Seth Mydans, "Singapore Prepares to Gobble up its Last Village," *New York Times*, January 3, 2009 – available at:
<http://www.nytimes.com/2009/01/04/world/asia/04village.html?n=Top/Reference/Times%20Topics/People/M/Mydans,%20Seth>
(you may choose to do the readings for this week by Thursday, as we are doing a simulation on Tuesday and your review paper is due as well).

11/3 ***Review paper due by 5 p.m. in my office.*** "Peasant Subsistence Cultivator in the Age of Colonialism" Game show simulation. The pedagogy for Section 3 of this class relies a great deal on this simulation. Therefore, *all students must be present and on time for this class – no sports related absences, debate trips, or anything short of grave illness with extensive medical documentation.*

11/5 Discussion

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. *Osterfeld, David, "The Liberating Potential of Multinational Corporations," in Bandow, D., and I. Vasquez, eds., *Perpetuating Poverty: The World Bank, the IMF, and the Developing World*, Cato Institute, 1994:271-311.

11/10 Discussion

11/12 Discussion

Week 13 Structuralist and dependency paradigms of underdevelopment

Readings:

1. *Payer, Cheryl, *The Debt Trap: The IMF and the Third World*, "Chapter 2: The IMF and the New Style of Aid-giving," Monthly Review Press, 1974:22-49.
2. *Baran, Paul A., *The Political Economy of Growth*, Monthly Review Press, 1957:163-200.
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).

11/17 Discussion

11/19 Discussion

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

Readings:

1. *Promises Not Kept* textbook, Chapters 6 and 8.

11/24 Catch-up and Discussion. *Simulation essay due by 5 p.m. in my office.*

Thanksgiving Recess begins Nov. 25 10 p.m. until Dec.1 8 a.m.

11/26 *No class (Thanksgiving)*

Week 15 Linking International Relations and Development Issues

Readings:

1. *Promises Not Kept* textbook, Chapters 4 and 7.
2. *Classic Readings* collection: #39 (Jack Snyder, "One World, Rival Theories").

12/1 Discussion

12/3 Review for final exam.

Week 16 Individual Learning and Reflection

12/8 One-on-one meetings with professor.

Final exam Friday December 11, 8:30 a.m.. Please make a note of this immediately and be sure not to schedule or allow your family to schedule holiday travel before or on this date.

Review Paper Guidelines

The **review paper** *must not exceed 10 pages or 2500 words*. Paper topics (a review of a major paradigm and associated theory) are detailed below.

The simulation essay will incorporate a revised version of the review 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).

Please make sure that the paper is double-spaced with 1" margins and a 12 pt font in Times New Roman or Aerial. Please refer to the *Chicago Manual of Style* <http://www.libs.uga.edu/ref/chicago.html> for guidelines on footnote and bibliography styles – please use footnotes as per the “documentary-note” style (make sure to include page numbers in each footnote) and use only this style consistently throughout your paper. Include a bibliography of sources you cited in the paper. The bibliography does not count towards your word/page limit for the paper.

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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.* In addition to providing me with a stapled hard copy of the paper, please e-mail an electronic copy to: CitationCheck@ymail.com 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...