

International Relations

INTS/POSC 344–Summer I 2020

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11:30AM-2:20PM PST



Course Description

International Relations (INTS/POSC 344), a required course for International Studies majors and an upper-division elective for Political Science majors, provides an introduction to the political interactions of states, international organizations, individuals, and other actors in the realm that Hedley Bull called “the anarchical society.” This class seeks to provide students with an overview of the key concepts in the field of International Relations. This course will also examine the dynamics of conflict and cooperation in the international arena as well as contemporary issues that are part of our reality. The main objectives of the course are to promote an understanding of (1) the major approaches to the study of international relations, (2) the key concepts in the discipline, (3) the processes through which states and other actors interact, and (4) contemporary challenges to war, peace, and justice in the international system. We will explore a breadth of IR theories and various lenses through which to view the international system, which students will apply to historical and contemporary cases. In the end, students will be able to employ various theoretical positions to interpret world politics as assessed in exams and on analytical essay.

Student Hours: Zoom/Skype By Appointment



Required Textbook: Free PDF! <https://www.e-ir.info/publication/international-relations-theory/>



Online Resource: www.e-ir.info



Multimedia Resources for International Relations

E-International Relations: <https://www.e-ir.info/online-resources-international-relations-theory/>
 Council on Foreign Relations: <https://www.cfr.org/explainers>

Grading

Assignments: 30%
 Midterm: 20%
 Presentation: 20%
 Final: 30%

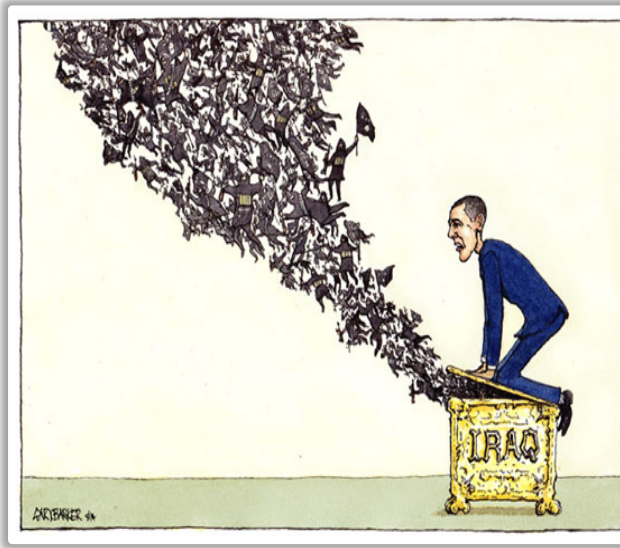
A	93.5-100	C	73.5-76.4
A-	89.5-93.4	C-	69.5-73.4
B+	86.5-89.4	D+	66.5-69.4
B	83.5-86.4	D	63.5-66.4
B-	79.5-83.4	D-	59.5-63.4
C+	76.5-79.4	F	0-59.4



Student Learning Outcomes

Students who complete INTS/POSC 344 will be able to:

1. Describe the key theories and concepts in the field of International Relations, demonstrating their knowledge on exams and in assignments;
2. Apply the approaches to the study of International Relations to concrete problems within the world, demonstrating their ability to do so in research and writing appropriate to the discipline;
3. Assess common arguments pertaining to International Relations, demonstrating their ability to think critically on exams and in an analytical essay;
4. Interpret the relationship between their understanding of divergent theories of International Relations and their faith commitments, demonstrating their syntheses through classroom discussions.



International Relations in the Time of COVID-19

A few important notes about this course. This is an accelerated summer course introducing you to key theories of International Relations through various theoretical lenses. My aim is always to apply these theories to real-world events through the use of films, podcasts, and lectures. We will meet nearly daily for a short zoom discussion and Q&A to supplement the material and for me to answer any questions you have from the readings and the films. These will be recorded via zoom if you are ever unable to attend classes. If you are unable to meet during the regular zoom session, you will be required to have weekly office hours meetings with me to make sure that you do not fall behind in the material. There are lots of interesting shifts going on in IR in light of COVID-19, yet I have specifically chosen *not* to cover those in this particular course. While I am happy to offer supplemental materials and discuss this topic with you during office hours, I thought that it was a bit too soon to focus on this during this course. I want to note that some of the *PBS Frontline* documentaries do contain graphic images of war and violence. My teaching philosophy is such that I do not want to divorce these theories from the real impact that they have for people on-the-ground. While it is often heavy material, these documentaries tell an important narrative of events that took place in the world, with top-level interviews and analysis from experts in the field. Thus, the way political leaders see the world lead them to act in certain ways that often result in unconscionable death and destruction in the world. As a Christian institution, Pepperdine calls upon you to think through your faith commitments in relation to the class material and I ask all of you to keep this in mind as we work together through some difficult material. Ultimately, this course will be a venue for open inquiry and discussion into theories of International Relations and the concrete consequences of acting in an international system of the “anarchical society.”

Course Schedule

June 8–Introduction to International Relations (IR)

- International Relations an Introduction *London School of Economics & Political Science*. Available at: <https://youtu.be/NVCDnUZqLzU>
- International Relations Theories (IRT) Textbook: Introduction (Stephen McGlinchy, Rosie Walters, and Dana Gold) pp. 1-15

NOTES: How would you describe the study of International Relations? Why are you interested in IR?

June 9–Levels of Analysis and the Cuban Missile Crisis

- “One World Many Actors: Levels of Analysis” (Carmen Gebhard) *E-IR* December 28, 2016. Available at: <https://www.e-ir.info/2016/12/28/one-world-many-actors/>
- Watch “Cuban Missile Crisis: At the Brink” videos 1-4 (55mins) https://youtu.be/kPfRSna7_PM

NOTES: Describe how the Cuban Missile Crisis unfolded at each of the four levels of analysis.

June 10–Realism

- Theory in Action: Realism video (4mins) Available at: <https://youtu.be/UnKEFSVAiNQ>
- IRT Textbook: Realism (Sandrina Antunes & Isabel Camisã) pp. 15-22
- Realism John Mearsheimer *Open University* (10mins) Available at: <https://youtu.be/RXlIDh6rD18>

- Anarchy in IR (9mins) Available at: https://youtu.be/r_Gm79wstmY
- Balance of Power (10mins) Available at: <https://youtu.be/-WwCm889Vqo>

NOTES: Identify the differences between classical realism (Morgenthau) and structural realism (a.k.a. neo-realism of Waltz and Mearsheimer). Know essential definitions of anarchy, power, balance of power, and what constitutes the highest goal of the state.

June 11– Liberalism

- Theory in Action: Liberalism video (6mins) Available at: <https://www.youtube.com/watch?v=tZbDMUaqwE8>
- IRT Textbook: Liberalism (Jeffrey Meiser) pp. 22-28
- Liberalism Andrew Moravscik *Open University* Available at: <https://youtu.be/7D5FNrqT5dM>
- “Liberal Institutionalism: An Alternative IR Theory or Just Maintaining the Status Quo?” (Rebecca Devitt) *E-IR* September 1, 2011. Available at: <https://www.e-ir.info/2011/09/01/liberal-institutionalism-an-alternative-ir-theory-or-just-maintaining-the-status-quo/>

NOTES: Identify core assumptions of liberalism and discuss how international institutions function to coordinate states globally. Describe the democratic peace thesis and think through the merits and limits of this thesis.

June 12–Realism vs. Liberalism in the Syrian Civil War

- Realism vs. Liberalism video (13mins) Available at: <https://youtu.be/NRdV9bnNMIw>
- “Syria’s War: Who’s Fighting and Why” *Vox* April 7, 2017. Available at: <https://youtu.be/JFpanWNgfQY>
- Watch “Obama at War” *PBS Frontline* 2015 (54mins) **WARNING GRAPHIC IMAGERY OF WAR AND VIOLENCE** Available at: <https://www.pbs.org/wgbh/frontline/film/obama-at-war/> Watch online or on the PBS app of your at home streaming devices

ASSIGNMENT: Write a one-page, single-spaced reflection on the Syrian Civil War and how both realism and liberalism aid us in understanding the conflict. Due in Pepperdine Courses Dropbox by Saturday June 13th at noon PST.

June 15–Constructivism

- Theory in Action: Constructivism video (6mins) Available at: https://www.youtube.com/watch?v=kYU9UfkV_XI
- IRT Textbook: Constructivism (Sarina Theys) pp.36-41
- Constructivism video (5mins) (Nicholas J. Wheeler) Available at: <https://youtu.be/ArQuWRXhDig>
- Issues of Change and Networks In Constructivism Katherine Sikkink (8mins) Available at: https://youtu.be/nzIAIPl_vhk

NOTES: Know the core ideas of constructivism. How does it differ from realism and liberalism? How does constructivism view anarchy and change? How is constructivism a “bottom-up” theory rather than a “top down” theory of IR? What does it mean to say the world of IR is a social construction?

June 16–Torture & Identity: A Case Study of Constructivism

- “The Insecurity of America: The Curious Case of Torture’s Escalating Popularity” (Brent J. Steele) In Heinze, Eric (Eds.) *Justice, Sustainability, and Security* (2013) Palgrave Macmillan pp. 171-204. Available in Pepperdine Courses
- PODCAST: “George Bush, Barack Obama, and the CIA Torture Cover-Up” *Intercepted Podcast* December 4, 2019. Listen until 0:44:00 <https://theintercept.com/2019/12/04/george-bush-barack-obama-and-the-cia-torture-cover-up/>
- Watch “Secrets, Politics, and Torture” *PBS Frontline* 2015 (55mins) Available at: <https://www.pbs.org/wgbh/frontline/film/secrets-politics-and-torture/> Watch online or on the PBS app of your at home streaming devices

NOTES: Fill out the discussion questions to go along with the Steele article about torture for your notes. How does the insecurity of 9/11 come to form U.S. identity as a torturing state in the War on Terror? In what way have we failed to grapple with the ethical and legal questions of torture? Why was it so important to prove or disprove if torture was effective or not?

June 17–Marxism

- IRT Textbook Marxism (Maïa Pal) pp.42-49
- Uneven and Combined Development Justin Rosenberg (10mins) Available at: <https://youtu.be/BYBgsrbwOpY>
- Watch “Naomi Klein’s The Shock Doctrine: The Rise of Disaster Capitalism” Available at: <https://youtu.be/aL3XGZ5rreE>

NOTES: What are the core assumptions of Marxist thought in IR? How does this lens offer an alternative view to the dominant views in the U.S.? What are the limitations of Marxist theory for assessing world politics today?

June 18– IR Theory and the Iraq War

- Theory in Action video (8mins) Available at: <https://youtu.be/XUF-T5JubDg>
- “IR Theory in Practice Case Study: The Iraq War, 2003” 2007 PDF available in Pepperdine Courses page
- Watch “The Secret History of ISIS” *PBS Frontline* 2016 (55mins) **WARNING EXTREMELY GRAPHIC IMAGERY OF WAR AND VIOLENCE** Available at: <https://www.pbs.org/wgbh/frontline/film/the-secret-history-of-isis/> Watch online or on the PBS app of your at home streaming devices

NOTES: How does each theory of IR we have covered thus far differ in its interpretation of the Iraq War? How did the U.S. inadvertently *construct* the conditions for the rise of ISIS through the (false) linking of Saddam Hussein to 9/11 through Abu Musab al-Zarqawi?

June 19–Review for Midterm

June 22– MIDTERM ORAL EXAM scheduled individually on zoom

June 23– Post-Colonialism

- IRT Textbook Postcolonialism (Sheila Nair) pp. 69-76
- “Feminism, Democracy & Empire: Islam and the War on Terror” (Saba Mahmood) 2009. Available in Pepperdine Courses
- Watch “Reflections on the Origins of Human Rights” 2013 (Talal Asad) Available at: <https://youtu.be/Vd7P6bUKAWs> *watch until 59:29 (until Q&A starts)

NOTES: Why is discourse important for postcolonialism? What are the West’s predominant views of Islam according to the textbook and the Mahmood chapter? How do we individualize our ills of society and collectivize the Other’s? Who are three predominant postcolonial thinkers? What do the origins of Human Rights from Talal Asad tell us about assumptions of dominant theories of IR like liberalism?

June 24–Feminism in IR

- Watch Kimberly Hutchings Feminism and IR (12mins) <https://youtu.be/ajAWGztPUiU>
- “Introducing Feminism in International Relations Theory” (Sarah Smith) *E-IR*. January 4, 2018. Available at: <https://www.e-ir.info/2018/01/04/feminism-in-international-relations-theory/>
- Pick a Podcast from New Books Network in Gender Studies. There are hundreds of amazing authors talking about their books on various topics of gender in different times, places, and contexts. Please take the time to browse and find something that speaks to you: <https://podcasts.apple.com/podcast/id425400236>

ASSIGNMENT: Write a one-page, single-spaced paper on the podcast that you listened to. What are the key findings of the book and what issue does it cover? How does this help us think through issues of feminism and gender in IR? Due in Pepperdine Courses Dropbox by Friday June 26th at 6PM PST.

June 25–Gender and Nuclear War

- “Sex and Death in the Rational World of Defense Intellectuals” (Carol Cohn) *Signs* 12 no. 4 (1987): 687-718. Available in Pepperdine Courses.
- “Hiroshima” (John Hersey) *The New Yorker*. August 23, 1946. Available at: <https://www.newyorker.com/magazine/1946/08/31/hiroshima>
- Robert McNamara (Secretary of Defense during Vietnam War & Cuban Missile Crisis) on Proportionality in War (4mins) Available at: <https://youtu.be/gekdt0QwFQw>
- Watch zoom lecture by Prof. Emery on gender, ethics, and nuclear war posted to Pepperdine Courses

NOTES: How does techno strategic language divorce us from the consequences of nuclear weapons? How does this language alter our ethical decision-making? What is the intersection between gender and nuclear war highlighted by Cohn? What do these readings and the presentation tell us about the importance of security discourse?

*****SIGN UP FOR AN IR THEORY FOR MONDAY’S ASSIGNMENT*****

June 26– Neoconservatism

- “Neoconservatism and American Foreign Policy” (Stephen McGlinchy) *E-IR*. June 1, 2009. Available at: <https://www.e-ir.info/2009/06/01/neo-conservatism-and-american-foreign-policy/>.
- “The Neocons vs. The Realists” (Joshua Muravchik & Stephen Walt) *The National Interest* September/October 2008, pp. 20-36. Available in Pepperdine Courses
- “So Wrong for So Long: Why Neoconservatives are Never Right” (Stephen Walt) *Foreign Policy* August 21, 2015. Available in Pepperdine Courses
- Watch “The War Behind Closed Doors” *PBS Frontline* (56mins) *NOTE this aired prior to the U.S. invasion of Iraq in 2003* Available at: <https://www.pbs.org/wgbh/frontline/film/showsirag/>
 - Notable Neoconservatives in this film: William Kristol, Dick Cheney, Donald Rumsfeld, Richard Perle, and Douglas Feith

NOTES: What are the core ideas of neoconservatism in the US? What is the realist reaction and response to neoconservative ideas? How did this play out in the Bush administration for the Iraq War? How did these ideas lead to hubris in thinking Iraq would be an easy victory?

June 29–IR Theory Expansion Pack

- **Assignment Due:** Create and record a PowerPoint presentation (no more than 10 minutes) on an unexplored theory of IR. Including but not limited to: Chs. 6–Critical Theory, 7–Poststructuralism, 11–Green Theory, 12–Global Justice, 13–Queer Theory, 14–Securitization Theory, 15–Critical Geography, 16–Asian Perspectives, 17–Global South Perspectives, 18–Indigenous Perspectives. If you would like to explore a topic in IR of more interest to your studies or contemporary events, please coordinate with me for a topic and I will provide a few sources to get you started. Upload your presentation to the Pepperdine Courses Dropbox by 3PM PST

June 30–Talking Through the Lenses of IR Theory

- IRT Textbook Ch. 10 Towards a Global IR? (Amitav Archarya) pp. 76-84
- IRT Textbook Ch. 20 The ‘Isms’ are Evil, All Hail the ‘Isms’! (Alex Prichard) pp. 145-153

NOTES: What are the benefits and short-comings of the isms of IR theory? How have the various theories of IR opened your eyes to elements of international politics that you were unaware of? Which theories did you find most compelling and why? Which theories did you find unappealing and why?

July 1–Reflecting on the Course and Reviewing for the Final Exam

July 2–FINAL ORAL EXAMS scheduled individually via zoom

University Policies and Procedures

Relationship of the Course to the Mission of the University

“Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership.”

This course endeavors to promote the highest standards of academic excellence in the study of international politics. It fosters Christian values through description and analysis of the many ethical issues that arise in politics among states and other global actors. By exploring the values inherent in international politics, the course seeks to strengthen students for lives of purpose, service, and leadership.

Educational Access and Disability Services

Pepperdine University is committed to creating a learning environment that meets the needs of a diverse student body. If you anticipate or experience any barriers to learning, please discuss your concerns with me. In addition, note that the Office of Student Accessibility may be able to help ensure an opportunity for you to learn and to demonstrate your learning in ways that best accommodate your particular needs. Students with documented disabilities— physical, learning, or psychological—who require academic accommodations should contact the Office of Student Accessibility (Tyler Campus Center 264, x6500) as early in the semester as possible. All discussions with OSA staff or with the instructor are strictly confidential. Please visit <http://www.pepperdine.edu/student-accessibility/> for more information.

Academic Integrity Policy

Cheating in any form damages the foundation of trust that is essential to the educational enterprise while depriving the one who cheats of the benefits of honest work. It is also injurious to the interests of those who do not cheat. For these reasons and others, cheating will absolutely not be tolerated. Anyone who cheats on exams, papers, or on any other work that may be assigned will be given a “0” on the relevant work (or, in more egregious cases, a grade of “F” for the course) and reported to the Academic Integrity Committee. All students are expected to be familiar with the Code of Academic Integrity, available here: <https://seaver.pepperdine.edu/academics/academic-support/integrity/>. If you have any question about what is or is not permitted in this course, please ask me for clarification.

Sexual Misconduct

Full information available at: <https://community.pepperdine.edu/title-ix/>
And: https://www.pepperdine.edu/student-life/student-code-of-conduct/overlay-pages/overlay_sexual_misconduct.htm#introduction

CONFIDENTIAL SUPPORT: Students who have been victimized are urged to seek confidential support from the counselors at the Pepperdine Counseling Center located at TCC 270 (310-506-4210) or the University chaplain, Sara Barton, or assistant chaplain, Lauren Begert, at TCC 106 (310-506-4275). These settings allow students to receive emotional/spiritual support and think through their next steps, including reporting options, confidentially. There are rare exceptions to confidentiality in cases of court subpoena, child or elder abuse, or if there are serious threats of suicide or harm to others.

MANDATORY REPORTER: I am a Responsible Employee and am thus obligated to report any disclosed incidents to the Title IX coordinator: With the exception of University employees designated as confidential resources (see "Confidential Support" above), all other University employees, including faculty and staff, are required to report immediately any information they know about suspected prohibited conduct or potential violations of this Policy. These individuals are referred to as Responsible Employees.

FORMAL COMPLAINT: Anyone may formally report a complaint of Sexual Misconduct or Retaliation related to Sexual Misconduct to the University by contacting Pepperdine’s Title IX Coordinators:

La Shonda Coleman
Title IX Coordinator for Students

OR

Lauren Cosentino
University Title IX Coordinator

Student Care Team Chair
Associate Dean of Student Affairs
Pepperdine University
24255 Pacific Coast Highway
Tyler Campus Center Suite 210
Malibu, CA 90263
310-506-4436
lashonda.coleman@pepperdine.edu

Vice President for Campus Operations
Vice President for Human Resources
Pepperdine University
24255 Pacific Coast Highway
Thornton Administrative Center
Malibu, CA 90263
310-506-4397
lauren.cosentino@pepperdine.edu

Intellectual Property Policy

The lectures, exams, handouts, and web postings presented in and for this course are intellectual property protected by state and federal law. While students may (and in fact are encouraged to) take notes in class, thus creating a derivative work from lectures, authorization to do so extends to making one set of notes for personal use only. These materials are for the personal use of students in the course. No one, without the written permission of the instructor, may make video or audio recordings of lectures or distribute course-related materials in any format to persons outside the class.

University Assessment Standards

Introduction

As part of its ongoing effort to develop a culture of assessment, Pepperdine University has articulated Institutional Learning Outcomes applicable to the entire University. Each program within the University, in turn, has created Program Learning Outcomes to guide the formulation of Student Learning Outcomes (SLOs) for individual courses. These SLOs, which are included on all syllabi, should be measurable using both direct and indirect assessment tools (including exams, papers, surveys, exit interviews, etc.), not all of which will be employed in each course. If you have questions about the SLOs for this course or about assessment more generally, please check with me.

Institutional Learning Outcomes

Pepperdine University's Institutional Learning Outcomes may be found on the following website:
<https://www.pepperdine.edu/oie/assessment/institutional-learning-outcomes.htm>.

Student Learning Outcomes for INTS/POSC 344

Students who complete INTS/POSC 344 will be able to:

1. Describe the key theories and concepts in the field of international relations, demonstrating their knowledge on exams and reading quizzes;
2. Apply the approaches to the study of international relations to concrete problems within the field, demonstrating their ability to do so in research and writing appropriate to the discipline;
3. Assess common arguments pertaining to international relations, demonstrating their ability to think critically on exams and in an analytical essay;
4. Interpret the relationship between their understanding of major theories of international relations and their faith commitments, demonstrating their syntheses through classroom discussions.

The Relationship of Student Learning Outcomes to Program Learning Outcomes

Program Learning Outcome #1 for Political Science states that students who complete the program should be able to “demonstrate knowledge and analytical proficiency across the political science subfields.” Student Learning Outcomes 1, 2, and 3 above support this Program Learning Outcome. Program Learning Outcome #4 for the Political Science program states that students who complete the program should be able to “utilize critical thinking skills to assess political ideas and events.” Student Learning Outcome 3 above is designed to support this Program Learning Outcome. Program Learning Outcome #6 for Political Science states that students who complete the program should be able to “integrate political knowledge with faith, ethnic, race, and/or gender identities.” Student Learning Outcome 4 above supports this Program Learning Outcome.