

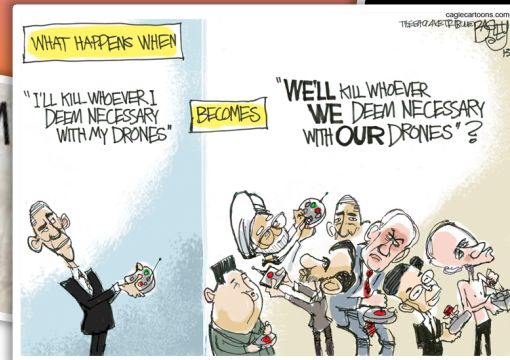
International Relations

INTS/POSC 344–Spring 2020

John R. Emery, Ph.D.

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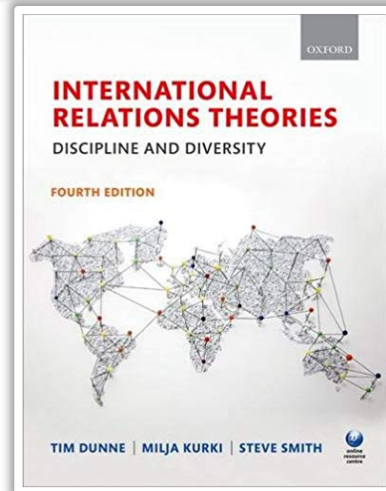
Tu/Th 4-5:50pm & 6-7:50pm PLAZA BPC 189



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: PLC 116A T/Th 3-4pm and by appointment



Required Textbook: ISBN-13: 978-0198707561



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

Reading Quizzes: 10%
 Participation 15%
 Midterm: 25%
 Analytic Essay: 20%
 Final: 30%

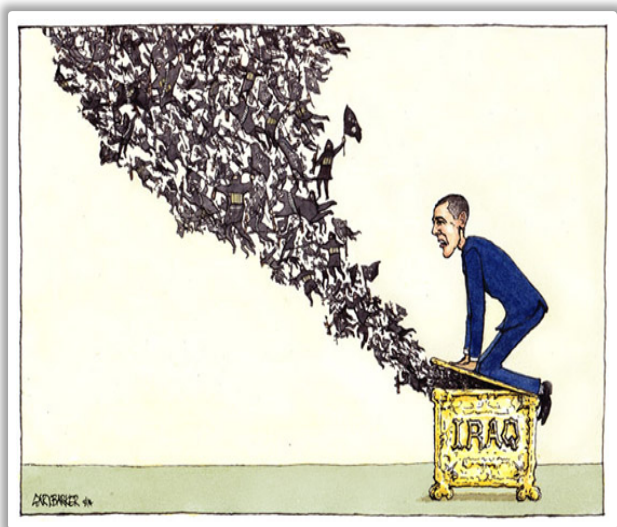
A	93.5-100	C	73.5-76.4
A-	89.5-93.4	C-	69.5-73.4
B+	86.5-89.4	D+	66.5-69.4
B	83.5-86.4	D	63.5-66.4
B-	79.5-83.4	D-	59.5-63.4
C+	76.5-79.4	F	0-59.4



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 reading quizzes;
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.



Course Schedule

January 14–Introduction to International Relations (IR)

- International Relations an Introduction *London School of Economics & Political Science*. Available at: <https://youtu.be/NVCDnUZqLzU>
- A Brief Introduction to the Study of International Relations (A.C. McKeil) Available at: <https://www.e-ir.info/2017/07/03/student-feature-a-brief-introduction-to-the-study-of-international-relations/>

January 16–How Do We Make Sense of International Relations?

- International Relations Theories (IRT) Textbook: Introduction (Steve Smith) pp. 1-12
- Allison, Graham T. “Cuban Missile Crisis at 50: Lessons in U.S. Foreign Policy Today” *Foreign Affairs* 91 no. 4 (July/Aug 2012), pp. 11-16.

Discussion–The Cuban Missile Crisis

January 21–The Roots of Realism

- PODCAST: Thucydides In Our Time *BBC 4* <https://www.bbc.co.uk/programmes/b050bcf1>
- “The Thucydides Trap: Are the U.S. and China Headed for War?” (Graham Allison) *The Atlantic* September 24, 2015. Available at: <https://www.theatlantic.com/international/archive/2015/09/united-states-china-war-thucydides-trap/406756/>
- PODCAST: Machiavelli In Our Time *BBC 4* <https://www.bbc.co.uk/programmes/p004y26p>

Discussion–Thucydides and Machiavelli

January 23–Classical Realism

- IRT: Ch. 2 Classical Realism (Richard Ned Lebow) pp. 34-50
- “The Realist Critique” & “The Limitations of Realism” (E.H. Carr) *Twenty Years Crisis* 1941 Chapters 5 and 6.

Discussion–“Six Principles of Political Realism” (Hans Morgenthau)

January 28–Neo-Realism a.k.a. Structural Realism

- IRT: Ch. 3 Structural Realism (John J. Mearsheimer) pp. 51-67

Discussion–The Cold War, Polarity, and Balance of Power

January 30–Liberalism

- “Perpetual Peace: A Philosophical Sketch” Immanuel Kant (1795)
- IRT: Ch. 4 Liberalism (Bruce Russett) pp. 68-87

Discussion–International Institutions and Democratic Peace Theory

February 4–Neo-Liberalism

- IRT: Ch. 5 Neo-Liberalism (Jennifer Sterling-Folker) pp. 88-106

Discussion–What is Neo-Liberal Theory vs. Neo-Liberal Practice?

February 6–The English School

- IRT: Ch. 6 The English School (Tim Dunne) pp. 107-126

Discussion–International Law and R2P

February 11– Constructivism

- IRT: Ch. 9 Constructivism (K.M. Fierke) pp. 161-178
Discussion–Constructing The U.S. War on Terror

February 13–Constructivism Continued

- “Constructivism: A User’s Manual” (Nicholas Onuf) In: *International Relations in a Constructed World*, Vendulka Kubalkova, Nicholas Onuf, Paul Kowert (Eds) pp. 58-78.
Discussion–Living in a Constructed World

February 18–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.
- 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/>

Discussion–Identity and Torture in the U.S.

February 20–Marxism

- IRT: Ch. 7 Marxism (Mark Rupert) pp. 127-144
Discussion–Marxism Then and Now

February 25–Talking Through IR Theories Thus Far

- “One World Rival Theories” (Jack Snyder) *Foreign Policy* October 26, 2009. Available at: <https://foreignpolicy.com/2009/10/26/one-world-rival-theories/>

February 27– ***MIDTERM EXAM*** PROMPT FOR ANALYTIC ESSAY DISTRIBUTED

March 3–No Classes Spring Break

March 5–No Classes Spring Break

March 10–Philosophy of Science in IR

- IRT: Ch. 1 International Relations & Social Science (Milja Kurki & Colin Wright) pp. 13-33
- “Cogito Ergo Sum” In Our Time *BBC 4* <https://www.bbc.co.uk/programmes/b010mvcp>

Discussion–The Poet and The Scientist

March 12–Feminism

- IRT: Ch. 10 Feminism (J. Ann Tickner & Laura Sjoberg) pp. 179-195
- “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/>

Discussion–Feminism in War and Peace

March 17–Gender and The Bomb

- “Sex and Death in the Rational World of Defense Intellectuals” (Carol Cohn) *Signs* 12 no. 4 (1987): 687-718.
- “Hiroshima” (John Hersey) *The New Yorker*. August 23, 1946. Available at: <https://www.newyorker.com/magazine/1946/08/31/hiroshima>

Discussion–Nuclear Weapons and the “Science” of War

March 19–Normative IR

- IRT: Ch. 13 Normative International Relations Theory (Toni Erskine) pp. 236-258
Discussion–U.S. Drone Program and the *Ought* of National Security

March 23–***GONE FOR ISA CONFERENCE***

- The First Gulf War *PBS Frontline* (watch until 3:48:30) <https://youtu.be/NsClgHBFs10>

March 26–***GONE FOR ISA CONFERENCE***

- The First Gulf War *PBS Frontline* (watch until 3:48:30) <https://youtu.be/NsClgHBFs10>

March 31–Post-Structuralism

- *Desert Screen: War at the Speed of Light* (Paul Virilio) Selected Chapters.
*****Bring Introduction & Outline of Analytic Essay*****

April 2– Neo-Conservatism

- “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.
- “So Wrong for So Long: Why Neoconservatives are Never Right” (Stephen Walt) *Foreign Policy* August 21, 2015. Available at: <https://foreignpolicy.com/2015/08/21/neoconservatives-so-wrong-for-so-long-iraq-war-iran-deal/>.

Discussion–9/11 and the George W. Bush Administration

April 7–Post-Colonialism

- “Orientalism” (Edward Said) Introduction, pp. 9-36. Available at: https://sites.evergreen.edu/politicalshakespeares/wp-content/uploads/sites/33/2014/12/Said_full.pdf
- “Feminism, Democracy & Empire: Islam and the War on Terror” (Saba Mahmood) 2009.

Discussion–Colonial Legacy in IR Today

APPLYING THE THEORIES OF IR

April 9–Ethics of War in a Realist World?

- Readings TBD

April 14– Securitization Theory Applied

- “Securitization Theory” (Ole Waever) *Open University* October 3, 2014. Available at: https://youtu.be/wQ07tWOzE_c

*****ANALYTIC ESSAY DUE IN CLASS*****

April 16– Syrian Civil War

- “Syria’s War: Who’s Fighting and Why” *Vox* April 7, 2017. Available at: <https://youtu.be/JFpanWNgfQY>
- “Syria: Seven Years of War Explained” *BBC* March 9, 2018. Available at: https://youtu.be/CoL0L_DbuQQ

Discussion–Foreign Policy Decision-Making: Obama and Syria

April 21–Consequences of U.S. War on Terror

- Readings TBD

Discussion–Consequences of two decades of U.S. War on Terror

April 23–Review for Final Exam

April 28–Tuesday ***FINAL EXAM*** T/R 6pm Course Final Exam 7:30pm-10:00pm

April 29–Wednesday ***FINAL EXAM*** T/R 4pm Course Final Exam 7:30pm-10:00pm

Attendance Policy

In view of the importance attached to class discussions and the accelerated duration of the course, regular and punctual attendance is necessary to succeed in the course. Multiple unexcused absences and/or chronic tardiness will have an adverse effect on the final grade. Any student who misses an exam will be required to submit, immediately upon returning to class, a written request for permission to take a makeup exam. The request should state the reason for the absence and should have attached to it whatever evidence is available to support the claim (e.g., a doctor's note). Permission to take makeup exams will be granted only to those who have a legitimate and verifiable excuse for missing the original exam and who have fully complied with these requirements. All makeup exams will be administered at a time and place to be determined by the Social Science Division staff, which administers all makeup exams.

Electronics Use Policy

Cell phones must be turned off completely and stored out of sight during class. Laptops and tablets may be used for note-taking and referencing course-related materials only. There is a substantial body of research indicating that the use of electronics in class hinders rather than helps with the retention of material presented in class. If you use a laptop or tablet in class and perform below your expectations on the mid-term exam, please consider trying a different style of note-taking. Laptops and tablets should be turned off and stored out of sight whenever there is a guest speaker or when a documentary or feature film is being shown in class.

Course Evaluations

Course evaluations are available online from 4/17/2020 through 4/26/2020. It is essential for faculty and department to evaluate the faculty of the course in order to make improvements. Please take the time to fill out the evaluations thoroughly and honestly during the allotted window.

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
Student Care Team Chair
Associate Dean of Student Affairs
Pepperdine University
24255 Pacific Coast Highway

OR

Lauren Cosentino
University Title IX Coordinator
Vice President for Campus Operations
Vice President for Human Resources
Pepperdine University
24255 Pacific Coast Highway

Tyler Campus Center Suite 210

Malibu, CA 90263

310-506-4436

lashonda.coleman@pepperdine.edu

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.