

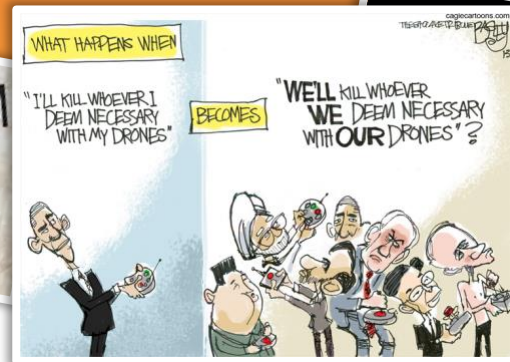
International Relations

INTS/POSC 344–Summer I 2019

John R. Emery, Ph.D.

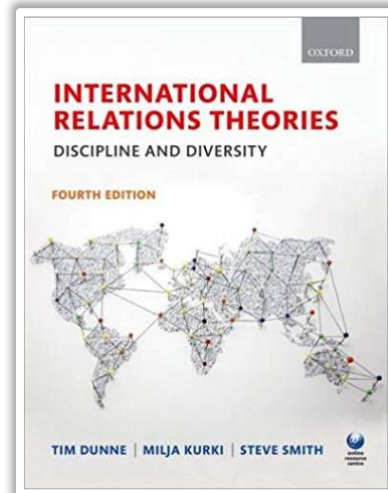
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Room: AC263



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 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, student will be able to employ various theoretical positions to interpret world politics as assessed in exams and on analytical essay.



Required Textbook: ISBN-13: 978-0198707561



Online Resource: www.e-ir.info



Multimedia Resources for IR Theory

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%
Short 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

May 6–Introduction to International Relations (IR)

- IRT: Introduction (Steve Smith) pp. 1-12
- 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/>
- International Relations an Introduction *London School of Economics & Political Science*. Available at: <https://youtu.be/NVCDnUZqLzU>

May 7–IR, Social Science, and Levels of Analysis

- IRT: Ch. 1 International Relations & Social Science (Milja Kurki & Colin Wright) pp. 13-33
- Levels of Analysis *E-IR* (Carmen Gebhard) Available at: <https://www.e-ir.info/2018/02/25/student-feature-levels-of-analysis/>

Discussion–Applying levels of analysis to the Cuban Missile Crisis

May 8–Classical Realism

- IRT: Ch. 2 Classical Realism (Richard Ned Lebow) pp. 34-50
- “Six Principles of Political Realism” (Hans Morgenthau) *Politics Among Nations: The Struggle for Power and Peace*

Discussion–Thucydides and Machiavelli

May 9–Neo-Realism

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

Discussion–The Cold War

May 10–Liberalism

- IRT: Ch. 4 Liberalism (Bruce Russett) pp. 68-87

Discussion–International Institutions

May 13–Neo-Liberalism

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

Discussion–International Political Economy

May 14–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

May 15–Constructivism

- IRT: Ch. 9 Constructivism (K.M. Fierke) pp. 161-178

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

May 16–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/>

May 17– ***MIDTERM EXAM***

May 20–Marxism

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

May 21–Post-Structuralism & Post-Colonialism

- IRT: Ch. 11+12 Poststructuralism & Postcolonialism (David Campbell & Roland Bleiker/Shampa Biswas) pp. 196-235
Discussion–Colonialism and Vietnam

May 22–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

May 23–Normative IR

- IRT: Ch. 13 Normative International Relations Theory (Toni Erskine) pp. 236-258
Discussion–The fact/value distinction and the ‘science’ of IR

May 24– Securitization Theory

- “Securitization Theory” (Ole Waever) *Open University* October 3, 2014. Available at: https://youtu.be/wQ07tWOzE_c
- “Securitization Theory” (Joanna Nyman) In: *Approaches to Critical Security* By: Laura J. Shepherd (Ed) London: Routledge. 2013.
Discussion–Which crises get securitized?

May 27– ***NO CLASS MEMORIAL DAY***

May 28–The First Gulf War

ANALYTIC ESSAY DUE TODAY

- *The Gulf War Did Not Take Place* (Jean Baudrillard) pp.23-87
- “Force Protection, Military Advantage and ‘Constant Care’ for Civilians: The 1991 Bombing of Iraq.” (Henry Shue) In Matthew Evangelista and Henry Shue (Eds.) *The American Way of Bombing: Changing Ethical and Legal Norms, From Flying Fortresses to Drones*. (Ithica, NY: Columbia University Press) pp. 145-157.

May 29–Syrian Civil War

- International Relations Theories and Global Attention to Syria and Yemen (Amanda Guidero & Maia Carter Hallward) In *Global Responses to Conflict and Crisis in Syria and Yemen* pp. 31-54.
- “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

May 30–The Future of IR

- IRT: Ch. 16 Still a Discipline After All These Debates? (Ole Waever) pp. 300-322

May 31– ***FINAL EXAM***

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.

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.

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.