

THEORIES OF INTERNATIONAL RELATIONS (POLS 5332) FALL 2013

PROFESSOR A.B. BAYRAM

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E-mail is the best way to reach me. Please allow 48-hour response time.

Faculty Profile: <https://www.uta.edu/mentis/public/#profile/profile/view/id/10606/category/1>.

Time and Place of Class Meetings: W 7-9:50 PM UH 07

The Syllabus:

It is essential that you carefully read and understand all parts of the syllabus. The syllabus should be regarded as a contract between us. Reading and understanding the syllabus is your homework for the first week. Please take the time to understand the course policies and requirements.

Description of Course Content:

This graduate seminar examines the major theories and issues in the field of International Relations (IR). In IR, we often use paradigms to organize our thinking and research. They will serve as our organizing principle in this course. We will examine and critique the major paradigms in the field. We will start by discussing the role of theory, levels of analysis, and what the field of IR tries to accomplish. We will then focus on the main approaches and questions in the study of international relations. This course combines theory with empirics. We will also work on applying theories of IR to contemporary issues and devising practical solutions to pressing political problems.

Student Learning Outcomes:

Upon completing this course, students will have a comprehensive understanding of the major theoretical perspectives and cutting-edge theoretical debates in the field of IR. Students will also acquire an understanding of the scientific method used in IR and Political Science. Students will develop the ability to engage in critical debates and deliver research findings to an audience. They will also acquire the knowledge and skills to apply theory and address problems of global politics.

Course Format:

This is a seminar course. Students should come to class prepared to participate in seminar discussions having already done the assigned readings. I will make introductory remarks to provide a sense of the big picture; however, I will not lecture. Discussion leaders will take the lead and highlight the strengths and weaknesses of the piece they were assigned in their oral reports.

It is okay if you do not understand everything in the readings before class. This is our collective learning experience, and I am here to help. We will use the classroom environment to make sense of the course material. However, you should not treat this class as a “take-notes-and-leave” type of course.

All students must complete the assigned readings. I reserve the right to give pop quizzes on the readings and assign a discussion leadership role to a randomly chosen student on the spot.

This is one of my favorite courses to teach. I have chosen the readings diligently to serve you better. I have also meticulously worked on my presentations. But this is an intense course. Our brains will hurt when we part ways. Yet we will smile about this because we will develop a solid understanding of IR and engage in stimulating intellectual conversations at the end of the semester.

Readings:

*Robert Art and Robert Jervis. 2012. International Politics: Enduring Concepts and Contemporary Issues. 11th Edition. Pearson.

*Journal articles and books as listed under the schedule of sessions. All of the journal articles are available online. All books and book sections have been placed on reserve at the library.

All readings are required.

Attendance:

I expect you to attend all sessions. Class attendance and active participation in class discussions are critical to succeed in this course.

Absences:

Missing class due to illness, family emergency or similar extraordinary situations will not affect your grade. Consistently missing class will negatively reflect upon your grade except in cases of documented long-term medical illness.

Participation:

This is a graduate seminar. I expect you to do the readings before class and be prepared to discuss them in class. Participation is an important component of your grade and plays a critical role in learning. Participation includes, among others, asking and answering questions, commenting on the readings and on other students' points, being engaged in all class discussions and class activities as well as taking ownership of your own learning by asking for my help if you need assistance. You will receive a mid-semester progress grade and a final grade for participation.

Etiquette:

Cell phones and other gadgets must be turned off or switched to silent in the classroom. Computers should not be used for surfing the internet or for extra-curricular activities. I reserve the right to ban computer use if computers are used inappropriately during class time.

Civility in discussions and discourse is expected at all times.

We will engage in critical analysis in this class. We will pound on many ideas; ideas of the authors we read, your ideas and my ideas. Our discussions are always intellectual. No comment or criticism is ever personal. Please always remember this.

The classroom is an open forum. We value and respect all opinions.

Course Requirements and Assignments

The final grade will be based on the following:

-Paper I %25

(5 Pages, Double Spaced, 12 p., Hard Copy, More information will be provided)

-Paper II % 25

(5 Pages, Double Spaced, 12 p., Hard Copy, More information will be provided)

-Paper Presentation %10

(Oral presentation of papers I and II as an integrated work, More information will be provided)

-Seminar Participation 25%

(May include pop quizzes on the readings and on-the -spot discussion leadership assignments)

-Discussion Leadership and Presentation 15 %

Each week a group of students will serve as discussion leaders after my introductory remarks. The purpose of this assignment is to facilitate collegial discussion in the class, develop leadership and public speaking skills, and motivate you to take ownership of your learning. Discussion leaders will provide a 8-10 minute presentation of the material to the class and provide a critical assessment of the readings. They will help initiate discussion by asking questions about the material to the class with my guidance. This is not a group project. Students will be judged on the merits of their individual presentations and the quality of the questions they raise. However, presenters are required coordinate with each other, divide up the chapters among themselves, and brainstorm about the questions they would like to ask to the audience. Presenters should also discuss the order in which they will present and lead the discussion. Such coordination cannot be done without a good understanding of the material in the first place. This means that some preparatory work must precede a group meeting. Keep in mind that a strong group will help your presentation shine while a weak group will probably shadow your work. So, try overcoming collective action problems. You do not need me for this.

Grading:

Please see the description of major assignments section above. It is your responsibility to turn in the assignments on time and as instructed. It is my responsibility to grade fairly and provide timely and useful feedback. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below a satisfactory level. Please do not hesitate to seek my assistance. I am here to help.

Letter grades for the course will be assigned as follows:

F: 0-59, D: 60-69, C: 70-79, B: 80-89, A: 90-100

Paper Policies:

All written work must conform to conventional standards of style used in the field of Political Science. Style manuals and reference guides should be consulted. Written work must also conform to the university's academic integrity standards. If you are not familiar with academic writing procedures and principles, please familiarize yourself with them as soon as possible. The library's website will be a good starting point. Of course, papers must be typed, have normal margins and font, include page numbers, and your name. Please observe page limits. For example, if the page limit is 4 but you submit a 7 page paper, I will stop reading your paper at page 4 and grade it based on what I have read; no exceptions.

Work Submission Policy:

I do not accept late work unless in cases of documented medical or family emergency. Please do not even ask. All work must be submitted as indicated by the syllabus and/or by me in class.

Student Feedback:

If you have questions, comments, concerns, or suggestions, please feel free to contact me. If you happen to experience difficulties with understanding the material, do not hesitate to see me during office hours. I am here to help you and love what I do.

E-mail Policy:

Please conform to proper e-mail etiquette and address me as your professor. Make sure to include your name and the course you are taking. It is important that your e-mail provides sufficient context. Please note that coming to my office hours may serve you better if you have a complex question. Please write your emails carefully even if you are using a mobile device or are in a hurry. All email communication between us must be understood as official communication.

I will normally respond to e-mails within two business days. This means e-mailing me a few hours before class will not work. If you have an emergency, please inform the Department of Political Science Administrative Office.

When you e-mail me, please try to have a somewhat formal subject line so that I do not accidentally miss your e-mail or confuse it with junk mail. (For example: POLS Course Number: Your reason for e-mailing (E.g. POLS ###: Question about the assignment)).

Communication:

Students are responsible for regularly checking their university e-mail and Blackboard for announcements. When I send an e-mail to the class or post an announcement on Blackboard, I will assume that everyone gets the message. Failure to be aware of course news may have negative consequences. Please also be engaged outside of the classroom.

Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Americans with Disabilities Act:

I rely on the Office for Students with Disabilities for accommodations.

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff

in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity:

I rely on the Office of Student Conduct for addressing academic misconduct. Academic misconduct will not be tolerated. It is the student's responsibility to know what constitutes academic misconduct and be aware of the university's honor code.

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

"I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code."

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week:

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located [insert a description of the nearest exit/emergency exit]. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Disclaimer

I reserve the right to make changes to the syllabus and/or course content as needed.

SCHEDULE OF SESSIONS

Aug 28 Study Day

- Please work on compiling the readings and getting started
- Think about what substantive areas in IR interest you and why. Security, Political Economy, Institutions, Human Rights, Environmental Issues? Brainstorming now will help you with papers.

Sept 4 IR, Explanation, and The Scientific Method

- Introduction to the course
- Discussion of course format and requirements
- Time to discuss student expectations

- Discussion of theory and method; explanatory and descriptive analysis
- Examination of the scientific method and empirical analysis

-Kenneth Waltz. 1959. Man, the State, and War, pp. 16-41, 80-5, 159-65. (On Reserve)

-J. David Singer. 1961. The Level of Analysis Problem in International Relations. World Politics 14 (1): 77-92.

Sept 11 The Field of IR

- Discussion of assignments and presentation dates

-Robert Keohane. 2009. Political Science as a Vocation. PS: Political Science & Politics, Volume 42(2): 359-363.

-Stephen Walt. 1998. One World, Many Theories. Foreign Policy, Spring, Issue 10.

-Duncan Snidal. 2002. Rational Choice and International Relations. In Carlsnaes, Risse and Simmons, eds., Handbook of International Relations. (On Reserve)

-Emanuel Adler. 2002. Constructivism and International Relations. In Carlsnaes, Risse and Simmons, eds., Handbook of International Relations. (On Reserve)

Sept 18 Classical Realism

-E.H. Carr. 1939. The Twenty Years' Crisis, 1919-1939, chs. 1, 5. (On Reserve)

-Hans Morgenthau. 1948. Politics among Nations, chs. 1-3. (Skim through)

-John Mearsheimer, 1994/95. The False Promise of International Institutions. International Security 19 (3), 5-49.

-Morgenthau in Art and Jervis.

-Thucydides in Art and Jervis.

-Tucker in Art and Jervis.

Sept 25 NeoRealism and Anarchy

-Waltz. 1979. Theory of International Politics. (On Reserve)

-Robert Jervis. 1978. Cooperation under the Security Dilemma, World Politics 30(2): 167-214.

-Jeffrey Legro and Andrew Moravcsik. 1999. Is Anybody Still a Realist? International Security 24(2): 5-55.

-Peter D. Feaver et. al. 2000. Brother, Can You Spare a Paradigm? Or Was Anybody Ever a Realist? International Security. 25(1): 165-193.

**Application: (New)Security*

-Williams in Art and Jervis

-Lin in Art and Jervis

Oct 2 NeoLiberalism

-Oye in Art and Jervis.

-Robert Keohane. 1984. After Hegemony, chs. 3-6. (On Reserve)

-Joseph Grieco. 1988. Anarchy and the Limits of Cooperation, International Organization 42: 485-507.

-Fearon in Art and Jervis.

**Application: Cooperation in the current era*

-Hoffmann in Art and Jervis

-Keohane in Art and Jervis

-Globalization chapters (305-344) in Art and Jervis (Skim through)

Oct 9 Constructivism

-Paper I is due at the beginning of class

-All assignment and course policies apply

-Wendt in Art and Jervis.

-Martha Finnemore and Kathryn Sikkink, "International Norm Dynamics and Political Change," International Organization, Vol. 52, No. 4 (1998), pp. 887-917.

-Hurd in Art and Jervis.

-Ted Hopf. 1998. The Promise of Constructivism in International Relations Theory, International Security 23(1):171-200.

-John Mearsheimer. 1995. "A Realist Reply," International Security, 20(1), 82- 93.

Oct 16 Study Day

- Please work on catching up and preparing your second paper

Oct 23 Norms and Communication

-Martha Finnemore & Kathryn Sikkink. 1998. International Norm Dynamics and Political Change, IO 52

-Alastair Iain Johnston. 2001. Treating International Institutions as Social Environments. ISQ 45(4): 487-516. Thomas Risse. 2000. "Let's Argue: Communicative Action in World Politics. IO 54: 1-39.

-Thomas Risse. 2000. "Let's Argue! Communicative Action in World Politics." IO 54:1-39.

**Application: Human Rights*

- Howard and Donnelly in Art and Jervis.
- Ratner in Art and Jervis.

Oct 30 Social and Cognitive Psychology

-James Goldgeier & Philip E. Tetlock. 2001. Psychology and international relations theory. Annual Review of Political Science, 4: 67-92.

-Brian C. Rathbun. 2009. It takes all types: social psychology, trust, and the international relations paradigm in our minds. International Theory, 1:345-380

-Jacques Hymans. 2010. The Arrival of Psychological Constructivism. International Theory, 2:3, 461-467

-Robert Jervis. 1976. Perception and Misperception in International Relations. Princeton: Princeton University Press. Chapter 1.

-Kristen R. Monroe & Kristen Hill Maher. 1995. Psychology and Rational Actor Theory. Political Psychology, 16(1):1-21.

**Application: Nuclear Proliferation*

- Jacques Hymans. 2006. The Psychology of Nuclear Proliferation. Cambridge: Cambridge University Press. pp:1-16 & 20-229.

Nov 6 Student Research Presentations

- Group I
- Paper II is due at the beginning of class
- All assignment and course policies apply

-Peter Katzenstein and Rudra Sil. 2008. Eclectic Theorizing in the Study and Practice of International Relations. In Reus-Smit and Snidal, eds., Oxford Handbook of International Relations, pp. 109-30. Oxford University Press. (On Reserve)

-James Fearon & Alexander Wendt. 2002. Rationalism v. Constructivism: A Skeptical View, in Carlsnaes, Risse & Simmons, eds., Handbook of International Relations, pp. 52-72. (On Reserve)

-Jonathan Mercer. 2005. Rationality and Psychology in International Politics. International Organization 59(1): 39-75.

-Patrick Jackson, ed., 2004. Bridging the Gap: Toward a Realist-Constructivist Dialogue. International Studies Review 6: 337-352

Nov 13 Student Research Presentations

-Group II

Nov 20 Student Research Presentations

-Group III

Nov 27 Study Day

-Catch up on the readings

-Identify what remaining questions you have

Dec 4 -Last Day of Our Class

-Wrap Up