

THEORIES OF INTERNATIONAL RELATIONS (POLS 4360-001)

PROFESSOR A.B. BAYRAM

Office Location: 405 University Hall

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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: M-W 5:30-6:50 PM UH 1

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 course policies and requirements explained in the syllabus.

Description of Course Content:

This course examines the major theories and issues in the field of International Relations (IR). In IR, we are 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 course uses a mixed format that combines lectures with class discussions and class activities. 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 the entire time.

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. We will learn and laugh a lot in this course, but this is an intense course.

Readings:

*Tim Dunne, Milja Kurki, and Steve Smith. 2013. International Relations Theories: Discipline and Diversity. Third Edition. Oxford: Oxford University Press. (Hereafter DKS)

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

*Journal articles as listed under the schedule of sessions. All of the journal articles are available online. It is the student’s responsibility to be familiar with electronic journal services of the university and download the journal articles.

All readings are required.

Description of Major Assignments & Examinations: (More info will be provided in writing)

Participation: 20%

Application Exercises (PBS Documentary & Movie): 20%

Paper Proposal: 15%

Paper Presentation: 15%

Paper: 30%

Attendance:

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I expect you to attend all sessions and will take attendance. Class attendance and active participation in class discussions are critical to succeed in this course. If you miss class, it is your responsibility to obtain notes from your classmates. I do not provide lecture notes. Powerpoint slides on Blackboard will remain accessible until the end of the semester.

Participation:

I expect you to do the readings before class, be prepared to discuss them, and ask/answer questions based on the course material. I may sometimes call on you. It is your responsibility to be prepared. Please note that merely coming to class but participating will impede your learning.

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 or other students’

points, being engaged in class discussions and class activities as well as taking ownership of your own learning by asking for my help if you need assistance.

I understand that some individuals may be shy, but I still emphasize class participation because a) participation greatly contributes to learning, b) the classroom offers a friendly environment to practice communication skills, and c) our university stresses active learning.

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

Peer Group Workshops

We will draw numbers on the first day of class to determine peer groups. Groups will consist of 7-9 students (depending on the number of enrolled students). Students in a group will work together and provide feedback to each other on their research papers. Each student will also fill out two peer evaluation forms and submit them to their group member. On peer group workshop days, I will visit with each group and offer you my comments on your work.

Peer group work serves two main functions. First, each of you will get feedback from group members and offer feedback to them. This will be an invaluable opportunity to improve your work before you submit your research paper to me. Second, peer evaluation is a critical life skill routinely used in managerial, academic, and policy positions. This assignment will facilitate the improvement of this skill.

The first workshop will focus on offering comprehensive feedback as explained in the peer evaluation form I. The second workshop will assess the quality of the improvements made on the paper and offer feedback as explained in form II. I will post peer evaluation forms on Blackboard.

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.

Grading:

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 satisfactory levels; see "Student Support Services," below. I will not post every single grade on Blackboard. I expect you to have your own grade file to keep track of your grades.

I will occasionally send out e-mails encouraging students to see me during office hours so that we could figure out a strategy for success. I am committed to facilitating everyone's learning. If you have concerns about anything, please do not hesitate visit with me.

There is one extra-credit work in this course. You will write an essay on a topic covered in class. Completion of the extra credit assignment is optional. All written assignments must be typed (2-age double spaced) and submitted in class to me. More information on the writing assignments will be provided.

Letter grades will be assigned as follows:

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

Make-up Exams/Assignments:

No make-up exams/assignments will be given except in cases of documented medical or family emergencies. There are no exceptions to this rule. Documentation must be submitted as required by the university and is subject to verification.

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.

Etiquette:

Cell phones and other gadgets should be turned off or switched to silent in the classroom. Computers should not be used for surfing the internet or for extra-curricular activities.

Civility in discussions and discourse is expected at all times.

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, and the proper salutation. 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. All email communication between us must be understood as official communication.

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 XXX: Question about the Paper).

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.

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 got the message. Failure to be aware of course news may have negative consequences.

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.

Title IX:

The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

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."

UT Arlington faculty members 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.

Writing Center:

The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, Quick Hits (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit <https://uta.mywconline.com/> to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at www.uta.edu/owl/. In my experience, students greatly benefit from using the services of the writing center. I encourage you to take advantage of this opportunity.

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. 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 25 Welcome and introduction to the course

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

Aug 27 IR Theory: Discipline and Diversity

- DKS: 1-57
- Jack Snyder. 2004. "One World, Rival Theories." Foreign Policy: Nov/Dec:52.

Sept 8 Realism

- DKS: 59-76
- Morgenthau in AJ
- Thucydides in AJ

Sept 10 Realism Cont.

- DKS: 77-93
- Waltz in AJ
- Robert Jervis. 1978. Cooperation under the Security Dilemma, World Politics 30(2): 167-214.

Sept 15 Documentary Analysis

- Please watch and report on the PBS documentary "Bush' War"
- Submit your essay through the appropriate Blackboard link (no emails, pls)

Sept 18 Paper Proposal Development

- Work on paper proposals, email me if you have questions

Sept 22 Liberalism

- DKS: 94-113
- Doyle in AJ

Sept 25 Liberalism cont.

Sept 29 Institutionalism

- DKS: 114-131
- Oye in AJ
- Paper proposals for all groups are due today**
- Hard copies submitted to me in class**

Oct 1 Institutionalism cont.

Oct 6 Constructivism

- DKS: 187-203
- Wendt in AJ
- Hurd in AJ

Oct 8 Constructivism cont.

Oct 13 Movie Analysis

- Please watch and report on the movie "Sometimes in April"
- Submit your essay through the appropriate Blackboard link (no emails, pls)

Oct 15 Paper Day

- Work on papers
- Blackboard Extra Credit Essay Assignment

Oct 20 Marxism & Critical Theory

- DKS: 153-185
- Gilpin in AJ
- Scott in AJ
- PP 305-344 Skim in AJ

Oct 22 Marxism & Critical Theory cont.

Oct 27 Feminism

- DKS: 205-223

Oct 29 Feminism cont.

- Alison, Miranda. "Wartime sexual violence: women's human rights and questions of masculinity." Review of International Studies 33.01 (2007): 75-90.
- Wood, Elisabeth Jean. "Variation in sexual violence during war." Politics & Society 34.3 (2006): 307-342.

Nov 3 Paper Day

- Work on papers

Nov 5: Peer Groups Workshop I

Nov 10: Peer Groups Workshop II

Nov 12: Student Presentations (Group I)

Nov 17: Student Presentations (Group II)

Nov 19: Student Presentations (Group III)

Nov 24: Student Presentations (Group IV)

- Papers for all groups are due today**
- Hard copies submitted to me in class**

Nov 26

-TBA

Dec 1

-Review & Wrap Up

Dec 3: Last day of class