

INTRODUCTION TO INTERNATIONAL RELATIONS

(Introductory undergraduate)

Course Description

This is an introductory course in International Relations theory. It examines a variety of approaches to international theory with a particular focus on core concepts such as power, security, law, normativity, economics, institutions and more, as they are used in IR scholarship. The course is designed to stimulate students' interests on topics in international politics and to provide a diversity of analytical tools for thinking about international political phenomena.

Course Objectives and Learning Outcomes

This course will improve understanding of major international relations debates, putting dominant and critical perspectives into conversation with one another. Upon completing this course, students will be able to identify major puzzles in international relations, theoretical paradigms scholars use to debate those puzzles, and an appreciation for the discipline's diversity of approaches.

Diversity and Inclusion

This course is geared to serve all students, no matter their backgrounds, experiences, and identities. As a result, the class is a safe space in which to respectfully exchange ideas about the substantive and methodological merits of the arguments presented in the course materials. The things we have each gone through undoubtedly informs how we analytically assess the world. Scholars' perspectives are also informed by their own backgrounds, experiences, and identities. With respect to scholars, we must try to understand the historical and biographical contexts from which they write. With respect to one another, we must be generous and kind in how we frame our critiques, especially when we strongly disagree with one another's arguments. The diversity students bring to this course is a resource through which we all gain a better understanding of the materials at hand and, more importantly, one another and ourselves.

As part of an effort to protect and cultivate the diversity students bring to the classroom and given the sensitive nature of some of the topics we cover, it is imperative that there be an atmosphere of trust and safety in the classroom. Some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. It is my intent to present materials and activities that are respectful of differences of gender, sexuality, disability, age, socioeconomic status, ethnicity, religion, political affiliation, race, culture, nationality, linguistic background, and immigration status. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. Please also let me know if you have concerns about course accessibility. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you. Lastly, class rosters are provided to the instructor with the student's legal name; I will gladly honor your request to address you by a different name or gender pronoun than the one listed there. Please advise me early in the semester so that I may make appropriate changes to my records.

Required Texts:

1. Tzvetan Todorov, *The Conquest of America: The Question of the Other*, University of Oklahoma Press, 1982.
2. Christian Reus-Smit and Duncan Snidal (eds.), *The Oxford Handbook of International Relations*, Oxford University Press, 2008.

All other readings will be online or distributed in class.

Course Requirements

Attendance and Participation (15%)

Regular attendance and active participation are required, and you should come to each course meeting prepared to discuss the assigned readings in detail. Mastery of the assigned material will be demonstrated through participation in seminar discussions. As such, active participation entails more than just answering questions on the assigned material, and much more than simply “saying something.” Earning a superior participation grade requires that you demonstrate critical thinking on the subjects at hand by connecting concepts across sections of the course, engaging me and fellow classmates in discussion, being an attentive listener to others, and applying concepts to real world situations. In plain language, showing up for each meeting and occasionally making a comment is average (C-range) participation at best. To participate effectively, remember that quality is even more important than quantity!

Response Papers (3 x 15% = 45%)

You will be responsible for producing three short (3-4 page) response papers, focusing on aspects of the debates touched on in the readings that are of particular interest. Response papers are NOT summary papers. Instead, you are meant to use them to react to the readings while bringing authors and theorists in conversation with one another to help sustain your arguments. Your voice and argument should clearly come through, but it should be well supported by texts from class. You may problematize the theoretical or methodological approaches of the texts you choose, but in keeping with good academic form, you are encouraged to do so with a generous appreciation of the contributions of works you are critiquing. Although these are not lengthy research papers, they should be presented in appropriate academic format, with citations, references, footnotes or endnotes, etc. where appropriate. In general, they should contend only with required readings for class, not scholarship or topics related to your particular disciplinary specialization or materials outside the range of required readings (though, if you’d like to bring a particular outside perspective to bear on a question you’d like to reflect on in your paper, speak to me in office hours). **RESPONSE PAPERS DUE IN CLASS AT THE END OF WEEKS THREE, FIVE, AND EIGHT**

Take Home Exam (40%)

The final exam will be a take home exam. It will be made available at the beginning of the last week in the term. You will be asked to write several short essays, giving you the opportunity to show (a) your understanding of the materials introduced in the course, (b) your analytical skills, and (c) the conclusions and questions you draw from this course. You should work on your exam individually. No group-work allowed. You can use your lecture notes and assigned readings, but no other materials. Additional guidelines for the final exam will be given in class later in the

quarter. **TAKE HOME EXAM WILL BE DISTRIBUTED AT THE BEGINNING OF THE LAST WEEK AND IS DUE AT THE END OF EXAM WEEK**

Schedule of Topics & Readings

Week 1 – What is IR?

Class 1 – Introduction

Chapters 1-3 (pp. 1-182), Tzvetan Todorov, *The Conquest of America: The Question of the Other*

Class 2 – Studying IR

Chapter 42 (pp. 708-715), Robert O. Keohane, “Big Questions in the Study of World Politics,” in Christian Reus-Smit and Duncan Snidal, *The Oxford Handbook of International Relations*.

Week 2 – Power

Class 3 – What is Power?

Article (pp. 179-194), K. J. Holsti, “The Concept of Power in the Study of International Relations”

Chapter 1 (pp. 3-32), John Gaventa, *Power and Powerlessness: Quiescence & Rebellion in an Appalachian Valley*

Chapter 40 (pp. 691-698), Janice Bailly Mattern, “The Concept of Power and the (Un)Discipline of International Relations,” in Christian Reus-Smit and Duncan Snidal, *The Oxford Handbook of International Relations*.

Class 4 – Power, continued

Article (pp. 5-20), Pinar Bilgin and Berivan Elis, “Hard Power, Soft Power: Toward a More Realistic Power Analysis”

Excerpt (pp. 94-96), Michel Foucault, *The History of Sexuality Vol. I*

Article (pp. 225-258), Didier Bigo, “Pierre Bourdieu and International Relations: Power of Practices, Practices of Power”

Week 3 – Methodological Debates

Class 5 – Causal Explanations

Article (pp. 337-355), David Dessler, “Beyond Correlations: Toward a Causal Theory of War”

Chapter 1 (pp.1-23), Patrick Thaddeus Jackson, *Conduct of Inquiry in International Relations*

Article (pp. 189-216), Milja Kurki, “Causes of a Divided Discipline: Rethinking the Concept of Cause in International Relations Theory.”

Class 6 – Constitutive Explanations(**FIRST RESPONSE PAPER DUE IN CLASS**)

Article (pp. 101-117), Alexander Wendt, “On Constitution and Causation in International Relations.”

Article (pp. 355-381), Audie Klotz, et al., “Moving Beyond the Agent–Structure Debate”

Week 4 – Material and Ideational Explanations

Class 7 – Materials and Ideas

Online Article, Abigail Temperley, “Ideas and Materials in IR,”

<https://www.e-ir.info/2013/07/03/ideas-and-materials-in-ir/>

Article (pp. 5-49), John J. Mearsheimer, “The False Promise of International Institutions”

Article (pp. 47-84), Craig Parsons, “Showing Ideas as Causes: The Origins of the European Union”

Class 8 – Practices and Rhetoric

Chapter 1 (pp. 3-35), Emanuel Adler and Vincent Pouliot, *International Practices*

Chapter 1-2 (pp. 1-58), Séverine Autesserre, *Peaceland: Conflict Resolution and the Everyday Politics of International Intervention*

Article (pp. 35-66), Ronald R. Krebs and Patrick Thaddeus Jackson, “Twisting Tongues and Twisting Arms: The Power of Political Rhetoric”

Week 5 – Identity

Class 9 – The Self and the Other

Chapters 4-5 (pp. 183-254), Tzvetan Todorov, *The Conquest of America: The Question of the Other*

Introduction & Chapters 1-2 (pp. 1-83), Naeem Inayatullah and David Blaney, *International Relations and the Problem of Difference*

Class 10 – Taking Identity Seriously (**SECOND RESPONSE PAPER DUE IN CLASS**)

Introduction (pp. 1-12), Laura Sjoberg, *Gendering Global Conflict: Towards a Feminist Theory of War*

Chapter 1 (pp. 1-30), John M. Hobson, *The Eurocentric Conception of World Politics: Western International Theory, 1760-2010*

Article (pp. 611-632), J. Ann Tickner, “You Just Don’t Understand: Troubled Engagements between Feminists and IR Theorists”

Week 6 – International Security and Conflict

Class 11 – War

Chapters 1-2 (pp. 1-54), John J. Mearsheimer, *The Tragedy of Great Power Politics*

Article (pp. 379-414), James D. Fearon, “Rationalist Explanations for War”

Chapters 1-2 (pp. 13-67), Laura Sjoberg, *Gendering Global Conflict: Towards a Feminist Theory of War*

Class 12 – Peace

Article (pp. 391-442), Alexander Wendt, “Anarchy is What States Make of It: The Social Construction of Power Politics”

Chapters 1-2 (pp. 1-42), Bruce Russett, *Grasping the Democratic Peace*

Chapters 8-10, *Human Security Report 2009/2010: The Causes of Peace and the Shrinking Costs of War*

Article (pp. 7-36), Monica Duffy Toft, “Ending Civil Wars: A Case for Rebel Victory”

Week 7 – International Organizations

Class 13 – Formal Organizations

Charter of the United Nations, <https://www.un.org/en/charter-united-nations/>

Introduction and Chapter 1 (pp. 1-38), David Bosco, *Five to Rule Them All: The UN Security Council and the Making of the Modern World*

Article (pp. 699-732), Michael Barnett and Martha Finnemore, “The Politics, Power, and Pathologies of International Organizations”

Article (pp. 70-86), Mara Pillinger, Ian Hurd, and Michael Barnett, “How to Get Away with Cholera: The UN, Haiti, and International Law”

Class 14 – International Society **(THIRD RESPONSE PAPER DUE IN CLASS)**

Chapter 2 (pp. 3-21), Hedley Bull, *The Anarchical Society: A Study of Order in World Politics*

Article (pp. 82-94), Robert O. Keohane, “International Institutions: Can Interdependence Work?”

Chapter 9 (pp. 214-233), John M. Hobson, *The Eurocentric Conception of World Politics: Western International Theory, 1760-2010*

Article (pp. 315-338), Siba Grovogui, “Regimes of Sovereignty: Rethinking International Morality and the African Condition”

Week 8 – International Rules: Laws and Norms

Class 15 – International Law

Chapter 1 (pp. 13-40), Anthony Clark Arend, *Legal Rules and International Society*

Chapter 3 (pp. 37-64), Kathryn Sikkink, Kathryn, “Transnational Advocacy Networks and the Social Construction of Legal Rules,” in Yves Dezalay & B.G. Garth, *Global Prescriptions: The Production, Exportation and Importation of a New Legal Orthodoxy*

Introduction (pp. 3-22), Jack L. Goldsmith and Eric A. Posner, *The Limits of International Law*.

Chapter 35 (pp. 612-634), Michael Byers, “International Law,” in Christian Reus-Smit and Duncan Snidal, *The Oxford Handbook of International Relations*.

Class 16 – Norms **(THIRD RESPONSE PAPER DUE IN CLASS)**

Article (pp. 661-694), R. Charli Carpenter, “‘Women and Children First’: Gender, Norms, and Humanitarian Evacuation in the Balkans 1991-95”

Article (pp. 215-250), Mark W. Zacher, “The Territorial Integrity Norm: International Boundaries and the Use of Force”

Article (pp. 1-24), Simon Frankel Pratt, “From Norms to Normative Configurations: A Pragmatist and Relational Approach to Theorizing Normativity in IR”

Week 9 – International Economics

Class 17 – Capitalisms and Critiques

Chapters 1-4 (pp. 1-32), Adam Smith, *The Wealth of Nations, Book I*

Chapters 4 & 31-32 (pp. 27-34 & 135-140), Friedrich List, *The National System of Political Economy*

Article (pp. 1-37), B.S. Chimni, “International Institutions Today: An Imperial Global State in the Making”

Class 18 – Trade, Finance, and Development

Article (1042-1070), Carla Norrlof, “Dollar Hegemony: A Power Analysis”

Article (pp. 99-131), Robert E. Baldwin and David A. Kay, “International Trade and International Relations”

Chapters 1 & 3 (pp. 9-23 & 33-52), Anna Dickson, *Development and International Relations: A Critical Introduction*

Week 10 – IR as an Academic Discipline

Class 19 – IR’s -isms **(TAKE HOME EXAM DISTRIBUTED)**

Chapter 6-7, 11, 17 & 19 (pp. 109-149, 201-221, 298-316 & 327-345), Christian Reus-Smit and Duncan Snidal, *The Oxford Handbook of International Relations*

Class 20 – Future IR

Chapter 4 (pp. 84-93), Robert Cox, “The Point Is Not Just to Explain the World but to Change It,” in Christian Reus-Smit and Duncan Snidal, *The Oxford Handbook of International Relations*

TAKE HOME EXAM DUE AT THE END OF EXAM WEEK