

POLI 7940 Seminar in International Politics

Course Syllabus Fall 2020

Classroom: Online
Class schedule: TH 1:00-3:50 p.m.
Office hours: By appointment via Zoom
Office: 206 Stubbs Hall

Professor: Dr. Joe Clare
Department of Political Science
Louisiana State University

Course Description

This advanced graduate seminar in international relations provides an in-depth coverage of past and recent developments in international relations theory. We will examine general approaches to international relations (realism, neorealism, neoliberalism, critical theories) and their variants, major disciplinary debates, topics and controversies in the areas of conflict and cooperation, and evaluation of the scientific progress in the field. The readings include both the classic and recent literature with different theoretical and methodological orientations. The course format fits an advanced seminar that expects active participation and discussion from all students.

Reading Materials

All required readings for the course consist of selected book chapters and journal articles. If not available through the LSU library's electronic journal holdings, they can be accessed on the Moodle page for this course (marked with *Moodle in the schedule below).

Course Requirements

Final grades will be based on six components: class participation (10%), class leader (5%), debate participation (5%), weekly discussion points (25%), book selection & presentation in week 15 (10%), and a final exam (45%).

- **Class participation (10%):** Students are expected to complete the assigned readings each week according to the topic covered. For this part of the grade, students will be expected to perform consistently well both when participating on a voluntary basis as well as when called upon to discuss and/or present the readings. This also includes the frequency and quality of reactions to discussion points raised by other students and your reactions, and feedback to the presentations by other students. It is unprofessional and unacceptable to miss classes in a graduate-level program such as ours without a documented serious reason of which I must be informed in advance.
- **Class discussion leader (5%):** Each student will be in charge of co-leading two class sessions. The co-leader class schedule will be partly based on a student's preferences, if any are indicated
- **Debate participation (5%):** There will be one structured debate and each student will participate on one of the debate teams. Readings and debate instructions will be posted on Moodle.
- **Weekly discussion points (25%):** Each week starting with week 3 (September 10) you should submit three discussion/talking points based on the readings for that week. Each talking point should be approximately a paragraph long, first stating the nature of the

puzzle/issue/contradiction & similar, directly drawn from the required readings for that week, and suggest the directions for discussing it. You don't always need to provide your own position, but you should do it in one of these three discussion points. Taken together, your three discussion points must be clearly grounded on each and all of the specific readings assigned for that week. Be specific in referring to the readings, that is, you need to properly cite (not quote!) the readings and the page numbers on which the issue is presented by the author(s) to demonstrate that you correctly interpreted it on your own. Only one discussion point can be based on a single reading (though not desirable, but if you really must), while the remaining two discussion points (or even preferably all three) should compare and contrast at least 2 readings concerning the identified puzzle/issue, i.e., properly identifying their similarities and/or differences, so that in the end all required readings assigned for that week are presented in your discussion points. For a good grade, avoid generic questions such as "What do you think about it?"

You must email me a hard copy of your discussion points, typed on one single-spaced page, by noon on Wednesday in the same week for that topic in our Thursday class. The failure to submit them on time, i.e., by noon on Wednesday at the latest, will automatically result in a grade penalty and no late submissions will be accepted. The grade will be based on the accuracy of your interpretations of all the assigned weekly readings and the quality of your questions/talking points.

- ***Book selection and presentation (10%)***: Each student will select one volume from the list of books pertinent to the course, write a brief review (2 double-spaced pages), and present it thoroughly in class (December 3). An electronic copy in MS Word must reach me by e-mail by November 19 at the latest. More information will be posted separately on Moodle.
- ***Final exam (45%)***: The take-home final exam is similar in format to the comprehensive exams in international relations, although it will be shorter and with an extended time of one week. It will be distributed in class on December 3 and will be due by 4 p.m. on December 10. An electronic version of your final exam in MS Word only must reach me by e-mail by the deadline. There will be no deadline extension so plan accordingly.

Excused Absences and Deadline Extensions

This is a graduate-level seminar and students are expected to be regularly prepared for and attend all classes. If the student is seeking an excused absence, s/he must notify me at least one day before the absence and provide full documentation no later than by the end of the second working day after the absence. The deadline extensions for the weekly discussion points, book review and final exam will not be granted, except ONLY in documented cases of serious illness. Otherwise, the failures to submit any of these written assignments as instructed by the deadline will be graded F. The same applies for guiding the discussion in class as scheduled. I will not grant an Incomplete grade for the course.

Citation Style for Discussion Points and Exam

Students should use in-text citation style for referring to the readings as follows: the author's last name (year of publication, page number). Example: Fearon (1995, 381) or Fearon (1995, 381-383). Given the nature of all three of these assignments, direct quotations should be avoided and the readings/arguments should be presented in your own words. The quotes will be penalized unless you demonstrate that it was absolutely necessary to use it. Recall that the grade evaluations are about the quality and correctness of your own analysis and not that of the quotes.

Plagiarism Statement

“Academic Misconduct” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give an unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructors, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or attempts to commit such an act. Students should be familiar with the definition of academic misconduct and the Code of Student Conduct: <http://saa.lsu.edu/code-student-conduct>. If a student is found to have committed an act of academic misconduct, s/he will be referred to the Office of Judicial Affairs and penalized appropriately.

Copyright Statement

Unless otherwise noted, the handouts used in this course are copyrighted. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, lectures, PowerPoint presentations, slides, web pages, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

Students with Disabilities Policy

If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a Coordinator in the Office of Disability Services so that such accommodations may be arranged. After you receive your Accommodation Letters, please meet with someone in that office to discuss the provisions of those accommodations as soon as possible. For additional information, check the Office of Disability Services Faculty Handbook.

Equal Opportunity Statement

LSU’s PS 1 assures equal opportunity for all qualified persons without regard to race, color, religion, sex, national origin, age, handicap, marital status, sexual orientation, or veteran’s status in admission to, participation in, and treatment or employment in the programs and activities that the University operates. *This policy statement applies equally to the teaching and learning environment within all university recognized courses, curriculum and co-curriculum programs.*

Practical Advice on Reading and Taking Notes

For your own benefit and not just for this course, I strongly encourage you to read about research, repeatedly showing that taking notes with a laptop or tablet and having an instructor posting lecture notes do NOT benefit a student’s cognitive and learning process. By contrast, “students who used longhand remembered more and had a deeper understanding of the material.”

“A Learning Secret: Don’t Take Notes with a Laptop” (*The Scientific American*)

<http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>

Also, while there is an obvious financial advantage to have the readings available in electronic form as it saves you money, it is strongly advisable to have them printed and read them in the print version. This is why (and do print this article before reading it):

“The Reading Brain in the Digital Age: The Science of Paper versus Screens” (*The Scientific American*)

<http://www.scientificamerican.com/article/reading-paper-screens/>

Scholarly Journals

Students should be familiar with these journals and are expected to read them regularly:

International Studies Quarterly

Journal of Conflict Resolution

International Organization

Journal of Peace Research

Conflict Management and Peace Science

Security Studies

International Interactions

International Security

and articles on international politics in more general journals in the discipline:

American Political Science Review

American Journal of Political Science

Journal of Politics

World Politics

British Journal of Political Science

All these journals should be perused regularly and, if unfamiliar with some of them, a good start would be to read those articles that are relevant for the topics in this course.

COURSE SCHEDULE AND REQUIRED READINGS

Week 1: August 27

COURSE INTRODUCTION

No readings but start reading ahead for Week 2.

Week 2: September 3

SCIENTIFIC FOUNDATIONS & RESEARCH PROGRESS

- Diesing, Paul. 1991. "Popper and His Followers" and "Kuhn and Stegmuller." In *How Does Social Science Work? Reflections on Practice*, Paul Diesing. Pittsburgh: University of Pittsburgh Press, Chs. 2, 3: Part I on Kuhn (pp. 29-65). *Moodle
- Elman, Colin, and Miriam Fendius Elman. 2002. "How Not to Be Lakatos Intolerant: Appraising Progress in IR Research." *International Studies Quarterly* 22 (2): 231-262.
- Jackson, Patrick Thaddeus, and Daniel H. Nexon. 2009. "Paradigmatic Faults in International-Relations Theory." *International Studies Quarterly* 53 (4): 907-930.
- Fischer, David Hackett. 1970. "Fallacies of Causation." In David Hackett Fischer, *Historians' Fallacies: Toward a Logic of Historical Thought*. New York: Harper & Row, Chapter 6 (pp. 163-186). *Moodle

PART I: RESEARCH PROGRAMMES / PARADIGMS IN INTERNATIONAL RELATIONS

Week 3: September 10

Session 1: NEOREALISM VS. NEOLIBERALISM: THE DEBATE

- Baldwin, David A. 1993. "Neoliberalism, Neorealism, and World Politics." In *Neorealism and Neoliberalism: The Contemporary Debate*, edited by David A. Baldwin. New York: Columbia University Press, pp. 3-25. *Moodle
- Grieco, Joseph M. 1988. "Anarchy and the Limits of Cooperation: A Realist Critique of the Newest Liberal Institutionalism." *International Organization* 42 (3): 485-507.
- Jervis, Robert. 1999. "Realism, Neoliberalism, and Cooperation: Understanding the Debate." *International Security* 24 (1): 42-63.
- Powell, Robert. 1994. "Anarchy in International Relations Theory: The Neorealist-Neoliberalist Debate." *International Organization* 48 (2): 313-344.
- (Optional reading: Anon. n.d. A Medieval Sociology of International Relations.) Online source: <http://www.gotterdammerung.org/humor/medieval-ir.html>

Week 4: September 17

CLASSICAL, STRUCTURAL & NEOCLASSICAL REALISM(S)

- Morgenthau, Hans Joachim. 1960 [1948]. *Politics Among Nations: The Struggle for Power and Peace*. 3rd ed. New York: McGraw-Hill. Chs 1, 11-12 (pp. 3-15, 167-197). *Moodle
- Waltz, Kenneth N. 1988. "The Origins of War in Neorealist Theory." *Journal of Interdisciplinary History* 18 (4): 615-628.
- Brooks, Stephen G. 1997. "Dueling Realisms." *International Organization* 51 (3): 445-477.
- Schweller, Randall L. 2004. "Unanswered Threats: A Neoclassical Realist Theory of Underbalancing." *International Security* 29 (2): 159-201.

Week 5: September 24

Session 1: LIBERALISM & NEOLIBERALISM

- Keohane, Robert. O. 1989. "Neoliberal Institutionalism: A Perspective on World Politics." In *International Institutions and State Power*. Boulder: Westview Press, pp. 1-20. *Moodle
- Milner Helen. 1991. "The Assumption of Anarchy in International Relations Theory: A Critique." *Review of International Studies* 17 (1): 67-85.
- Mearsheimer, John J. 1994/95. "The False Promise of International Institutions." *International Security* 19 (3): 5-49.

Session 2: BEYOND THE 'MAINSTREAM' DEBATES

- Wendt, Alexander. 1992. "Anarchy Is What States Make of It." *International Organization* 46 (2): 391-425.
- Finnemore, Martha, and Kathryn Sikkink. 1998. "International Norm Dynamics and Political Change." *International Organization* 52 (4): 887-917.
- (Optional reading: Morningstar, Chip. 1993. "How To Deconstruct Almost Anything: My Postmodern Adventure.") Online source: www.fudco.com/chip/deconstr.html

PART II: INTERNATIONAL CONFLICT

Week 6: October 1

INTERNATIONAL CONTEXT: STRUCTURAL ANARCHY & HIERARCHY

- Waltz, Kenneth N. 1964. "The Stability of a Bipolar World." *Daedalus* 93 (3): 881-909.
- Deutsch, Karl W., and J. David Singer. 1964. "Multipolar Systems and International Stability." *World Politics* 16 (3): 390-406.
- Organski, A. F. K., and Jacek Kugler. 1980. *The War Ledger*. Chicago: University of Chicago Press, Ch. 1 (pp. 13-63). *Moodle
- Fearon, James D. 1995. "Rationalist Explanations for War." *International Organization* 49 (3): 379-414.

Week 7: October 8

DOMESTIC CONTEXT

- Oneal, John R. and Bruce M. Russett. 2002. "The Classical Liberals Were Right: Democracy, Interdependence, and Conflict, 1950-1985." *International Studies Quarterly* 41 (2): 267-294.
- Bueno de Mesquita, Bruce, James D. Morrow, Randolph M. Siverson, and Alastair Smith. 1999. "An Institutional Explanation for the Democratic Peace." *American Political Science Review* 93 (4): 791-808.
- Schultz, Kenneth A. 1999. "Do Democratic Institutions Constrain or Inform? Contrasting Two Institutional Perspectives on Democracy and War." *International Organization* 53 (2): 233-266.
- Snyder, Jack and Erica D. Borghard. 2011. "The Cost of Empty Threats: A Penny, Not a Pound." *American Political Science Review* 105 (3): 437-456.

Week 8: October 15**BARGAINING (SIGNALING) APPROACHES TO CONFLICT**

Fearon, James D. 1997. "Signaling Foreign Policy Interests: Tying Hands versus Sinking Costs." *Journal of Conflict Resolution* 41 (1): 68–90.

Jervis, Robert. 2002. "Signaling and Perception: Drawing Inferences and Projecting Images." In *Political Psychology*, ed. Kristen R. Monroe. Mahwah, NJ: Lawrence Erlbaum, pp.293–312. *Moodle

Danilovic, Vesna. 2001. "The Sources of Threat Credibility in Extended Deterrence." *Journal of Conflict Resolution* 45 (3): 341-369.

Trager, Robert F. 2010. "2015. "Diplomatic Signaling among Multiple States." *The Journal of Politics* 77 (3): 635–47.

PART III: INTERNATIONAL COOPERATION**Week 9: October 22****INTERNATIONAL CONTEXT: REGIMES & INSTITUTIONS**

Krasner, Stephen D. 1982. "Structural Causes and Regime Consequences: Regimes as Intervening Variables." *International Organization* 36 (2): 185-205.

Stein, Arthur. 1982. "Coordination and Collaboration: Regimes in an Anarchic World." *International Organization* 36 (2): 299-324.

Koremenos, Barbara, Charles Lipson, and Duncan Snidal. 2001. "The Rational Design of International Institutions." *International Organization* 55 (4): 761-99.

Martin, Lisa L., and Beth A. Simmons. 1998. "Theories and Empirical Studies of International Institutions." *International Organization* 52 (4): 729–57.

Week 10: October 29**DOMESTIC CONTEXT**

Putnam, Robert D. 1988. "Diplomacy and Domestic Politics: The Logic of Two-Level Games." *International Organization* 42 (3): 427-460

Gaubatz, Kurt Taylor. 1996. "Democratic States and Commitment in International Relations." *International Organization* 50 (1): 109-139.

Clare, Joe. 2014. "Hawks, Doves, and International Cooperation." *Journal of Conflict Resolution* 58 (7): 1311-37.

Chapman, Terrence L. 2007. "International Security Institutions, Domestic Politics, and Institutional Legitimacy." *Journal of Conflict Resolution* 51 (1): 134-66.

Week 11: November 5

NO CLASS (wrap up the book review due on 11/19 and catch up with the readings)

Week 12: November 12**BARGAINING APPROACHES TO COOPERATION**

Milner, Helen. 1992. "International Theories of Cooperation among Nations: Strengths and Weaknesses." *World Politics* 44 (3): 466-496.

Axelrod, Robert, and Robert O. Keohane. 1985. "Achieving Cooperation Under Anarchy: Strategies and Institutions." *World Politics* 38 (1): 226-254.

Morrow, James D. 1994. "Modeling the Forms of International Cooperation: Distribution versus Information." *International Organization* 48 (3): 387-423.

Fearon, James D. 1998. "Bargaining, Enforcement, and International Cooperation." *International Organization* 52 (2): 269-305.

Week 13: November 19
THEORY & POLICY: DEBATE

Week 14: November 26
NO CLASS – Thanksgiving Holiday

Week 15: December 3
STUDENT BOOK READING SELECTIONS & PRESENTATIONS

TAKE-HOME EXAM
Take-home exam will be given in class on December 3 – it is due by 4 pm on December 10 (Tuesday)

~Have a Nice Winter~