Fall 9-1-2012

PSCI 530.01: Graduate Seminar in International Relations

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**Recommended Citation**  
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Graduate Seminar in International Relations

Course Description and Objectives
This course will introduce you to the major literatures in international relations and provide you with theoretical, methodological, and empirical tools to evaluate and advance arguments about the contemporary international system. In the first part of the class, you will write and participate in seminar discussions about the structure, character, and future of the international system, as well as about the causes and consequences of recent and ongoing wars. In the second part of the class, you will write and present a professional-length paper analyzing an international issue of interest to you. The presentations and associated readings will help you develop expertise in four issue areas: security studies, international political economy, human rights, and the environment.

Prerequisite
Graduate standing. Seniors with 3.0 GPAs and a strong record of upper-division coursework in international relations may be admitted with my permission.

Required Texts
The following texts are required. The first two are available for purchase at the UM Bookstore.

  You can either subscribe for 99 cents for the first 4 weeks and $7.50 every four weeks thereafter, or read it for free on the Mansfield Library website
  Online readings, denoted by a plus sign (+). These readings are available on the course’s UM Online website.

Course Requirements and Grading
Students are expected to attend and actively participate in each class session. This means that before class you must both read and begin to analyze and synthesize the assigned readings.

Grades will be calculated as follows:
  - 5% Intellectual autobiography (3-5 pages)
  - 20% Seminar participation
  - 30% Three reading reviews (3-5 pages each)
  - 5% Paper proposal (8-12 pages)
  - 10% Draft of first half of paper (8-12 pages)
  - 25% Research paper (18-20 pages)
  - 5% Presentation of research paper (10 minutes)

The plus/minus grading system will be used. Grades may be curved, but the following distribution is the lowest I will use (i.e., if you earn 93% of all possible points you are assured of an A in the course):

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<th>Grade</th>
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<tr>
<td>A</td>
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For UM’s policy on incompletes, please see the Course Catalog.
Academic Honesty
All students must practice academic honesty and should be familiar with UM’s Student Conduct Code. The Code is available at [http://life.umt.edu/vpsa/student_conduct.php](http://life.umt.edu/vpsa/student_conduct.php). Academic misconduct is subject to an academic penalty by the professor and/or a disciplinary sanction by the university.

Make-Up Policy
I will excuse absences and accept late papers only from students directly involved in extreme, documented emergencies. If you find yourself in the midst of an emergency, you must notify me as soon as possible (in advance of the seminar or due-date if possible) that you will be unable to submit the work on time. To do so, call me or send me an email explaining the circumstances of your emergency and giving me a way to contact you. I reserve the right to deny any and all petitions for make-up work, and to administer makeup assignments substantially different from the regular ones. Note: Because I accept make-up work only in the event of extreme, documented emergencies, if you fail to submit a paper for any other reason you will receive a 0 for the assignment. This will put you at risk of failing the course.

Drop Policy, Grading Options, and Incompletes
The 15th instructional day (September 14) is the last day to drop this class without my signature on an override form. If you wish to drop after that, you must provide documentation of an emergency or other serious situation that has made it impossible for you to complete the course. For UM’s policy on incompletes, see [http://www.umt.edu/catalog/acad/acadpolicy/default.html](http://www.umt.edu/catalog/acad/acadpolicy/default.html)

Preparing for Class
International relations is a venerable and far-reaching field composed of many literatures, each with many arguments and contributors. To provide as intensive and extensive an introduction to the field as is needed for Master’s examinations and theses, this course has a significant reading load: an average of 200-250 pages per week. This means you need to set aside at least 6-8 hours per week to prepare for the seminar. To facilitate planning, weekly reading totals are noted on the reading schedule.

Reading the assigned books and articles is necessary, but insufficient, to prepare for seminar meetings. You must also analyze and synthesize the material and reflect on the questions it has raised for you. Before each seminar, record your answers to these questions. Bring both your notes and the readings to class.

A. Analysis of Particular Readings
- What is the central question or problem addressed by the author, and what is his or her answer or argument?
- What is the logic of this answer or argument? Does it make sense? Is it plausible? Into what school/s of thought does it fall?
- What evidence does the author use to support his or her argument? Is the evidence primarily quantitative (numerical) or qualitative (discussion of one or several historical cases)? Does the evidence support the argument? Is it convincing? Are you aware of other evidence that would support or weaken the argument?
- What is your overall position on this argument, and why?

B. Synthesis of the Week’s Readings
- What are the overarching themes developed in these readings?
- To what extent, and how, do the readings complement or compete with one another?
- Which of these readings do you find most and least interesting and convincing, and why?
- How do these themes and readings speak to those in other sections of the course?
- How do these themes and readings relate to current events?

C. Reflection on Questions and Insights Raised by the Readings
- What questions (theoretical, methodological, empirical, etc.) have these readings raised for you?
- What insights (about theory, methodology, history, current events, etc.) have you had in reading, analyzing, and synthesizing these selections? How did you arrive at these insights? What theoretical and/or policy implications do they have? Is this something you might want to pursue in future research? If not, why not? If so, how?
**Reading Reviews**

Three times during the semester, each student will write a 3-5 page paper discussing his/her answers to the questions raised by one week’s readings. These papers must be in essay form. They must have an introduction with a thesis statement that summarizes the argument you are making (the question you raise and your answer to it), an overarching argument developed over several paragraphs with reference to specific authors and passages, and a conclusion.

Please note that these papers must address the bulk of the week’s readings. It is fine to for the primary focus to be on one or two of the week’s readings, but at some point in the paper those one or two readings must be compared to all or most of the others assigned that week. The purpose of the papers is to show that you have done and thought about all of the readings from the week, and to codify your analysis, synthesis, and reflection in essay form.

In writing these papers, I suggest you:

1. Read and answer the analytic questions for each assigned reading.
2. Answer the synthetic questions for all of the assigned readings.
3. Answer the reflection questions.
4. Decide which reflection question/s to address in your essay.
5. Brainstorm some possible answers to the question/s.
6. Review your notes to see which authors and what evidence would support and detract from this answer.
7. Outline, write, revise, and proofread your essay.


*On the day your paper is due, bring two copies to class — one to turn in and one for you to refer to during our discussion.* You may be asked to summarize the central question of your paper in a sentence or two. Or you may be asked to walk us through your paper in 8-10 minutes.

My grading rubric for these papers is as follows:

| Conforms to assigned length and format | 60-69 |
| Unclear or perfunctory treatment of most of the week’s readings | 70-79 |
| Unclear or perfunctory treatment of some of the week’s readings | 80-89 |
| Clear, informed, and interesting treatment of all or most of the week’s readings | 90-100 |

The schedule for reading reviews is as follows:

- **Week III**: Realism — All students (Group A and B)
- **Week V**: Liberalism — All students (Groups A and B)
- **Week VI**: Marxism — Group A
- **Week VII**: Constructivism, Postmodernism, & Feminism — Group B

I am in Group _________.

**Seminar Format and Participation**

At the beginning of each seminar session, we will go around the room to collect questions for discussion. These questions and your active, informed, and respectful participation in the discussion they spark will be the basis of your participation grade. Incidental assignments (such as your proposed research paper question) will also contribute to your participation grade.

My grading rubric for each seminar discussion will be as follows:

| Attended | 60 |
| Posed unclear or perfunctory question/s | 70-79 |
| Posed clear and informed question/s | 80-89 |
| Posed clear and informed questions and was active, informed, and respectful in discussion | 90-100 |
During these discussions, you should take notes on the questions raised by other students and on your own further questions and insights. After class, take a few minutes to jot down your overall impressions of the session and the questions it has raised for you. Together, these notes will provide you with leads to follow in defining and writing your research paper and in preparing for the M.A. comprehensive exam in international relations.

**Research Paper**
Over the course of the semester, each student will plan, research, write, and revise an 18-20 page paper on an international issue of his or her choice. This paper is worth 40% of your grade in the class. Detailed instructions will be provided in class and posted on the UM Online website. For now, it is important to brainstorm, then narrow down the international issues of interest to you and consider which two theories you would like to use to analyze this issue. Papers must have both theoretical and empirical elements and must apply two theories to understand a significant contemporary or historical issue or problem.

**Presentation of Research Paper**
Each student will present his/her paper to the class during one of the final weeks of the semester. This 10 minute presentation is worth 5% of your grade in the class. Presentations should be clear, concise, and informative. To ensure that your presentation is polished and conversational and that it fits within 10 minutes, practice your remarks in advance. Presenters will be cut off after 10 minutes.

**Course Outline and Schedule**
Readings marked (+) are online and accessible via your UM Online account. All other readings are either in the book by Jennifer Sterling-Folker (JSF) or the book by Art and Jervis (A&J). If a link is broken, please let me know. To access journal articles with broken links, go to the UM library homepage (http://www.lib.umt.edu), click on “Journals,” type in the name of the newspaper or journal, select the index that contains the issue in which the article appeared, and search for the article using the title and/or author’s name.

1. **Introduction** (8/29 and 9/5; 129 pp.)

   *Note: Class will not meet on 9/5. Do the readings listed below and email me your Intellectual Autobiography (instructions below) by 2:00 pm on Wednesday, 9/5. Then do the readings listed below for Week II (9/12).*

   **Course Overview:**
   Syllabus for PSCI 530 (14 pp.)

   **Overview of IR Theories**
   +Jennifer Sterling-Folker in JSF, Chapter 1, pp. 1-17; Chapter 11, pp. 327-331; and Appendix, pp. 333-342 (29 pp).
   These pages will be posted on UM Online in case you have not yet purchased the book.

   **Realism and Idealism**
   +Woodrow Wilson, "The World Must Be Made Safe for Democracy" (Address to Congress Asking for Declaration of War, April 2, 1917) and Woodrow Wilson, "Fourteen Points" (Address to Congress, January 8, 1918) available at the World War I Document Archive, [http://www.lib.byu.edu/~rdh/wwi/](http://www.lib.byu.edu/~rdh/wwi/) (select year, then scroll down to dates) (9 pp).

   **Levels of Analysis**
Additional Readings Required This Week

Begin daily reading related to international relations in NYT World, US, Business, & Opinion sections.

***Assignment for Intellectual Autobiography (email to me by Weds. 9/5 at 2:00 pm): After doing this week’s readings, make notes for yourself in which you answer the analytic, synthetic, and reflective questions above. Then write an intellectual autobiography in which you explain what you have experienced, studied, and learned about international relations, as well as what you would like to know. In particular, discuss three issues upon which you may be interested in writing your research paper, and describe your goals for graduate study and beyond. In addition, explain which (if any) of the families of IR theory -- realist, liberal, or critical (Marxist/radical, constructivist, feminist, etc) – as well as which levels of analysis you are familiar with and tend to favor, and why. Your autobiography should be in essay form. It should have an introduction with a thesis statement that summarizes your answers to these questions, an overarching argument developed over 3-5 pages (double-spaced, with 10 or 12 point font), a conclusion, and proper footnote or endnote citations consistent with the International Security Style Sheet.

II. Classical and Structural Realism: Theory and Testing (9/12; 241+ pp.)
Review and follow the instructions above about preparing for class. Bring your notes and the readings so we can have a detailed discussion.

Overview
+Research Paper Proposal Assignment
+Research Paper Assignment
Jennifer Sterling-Folker, “Realist Approaches,” in JSF, Ch. 2.1, pp. 13-17 (4 pp).

Classical Realism
Review Morgenthau readings from last week.

Structural Realism

Quantitative & Qualitative Approaches to Theory Testing

III. Applications of Structural and (Neo)-Classical Realism (9/19; 145 pp.)
***Reading Reviews due today from all students (Groups A and B). See reading review instructions above (page 3). Note: this reading review should cover readings in both Week II and Week III

Classical and Structural Realism
Review the readings, your reading notes, and your class notes from last week.
Applications of Realism

IV. Classical Liberalism (9/26; 148 pp.)

Overview of Liberal Theories

Economic Liberalism (27 pp)

Political Liberalism (20 pp)

Cultural & Ideological Arguments about Liberalism (37 pp)

Applications of Classical Liberalism (58 pp.)
+Francis Fukuyama, “The west has won: Radical Islam can’t beat democracy and capitalism, We’re still at the end of history,” *Guardian* (London), October 11, 2001 (2 pp).
V. Neoliberalism and the English School (10/3; 239 pp.)

***Reading Reviews due today from all students (Groups A and B).*** See reading review instructions above (page 3). Note: this reading review should cover readings in both Week IV and Week V. At a minimum, it should compare and evaluate the overall schools of Classical Liberalism and Neoliberalism, with reference to several articles you find especially interesting. You may also wish to discuss the English School, but that is not necessary.

Neoliberal Interdependence Theory (35 pp.)

Neoliberal Institutionalist Theory (62 pp)

Applications of Neoliberalism (68 pp)

The English School (74 pp.)
VI. Marxism and Other Materialist Theories: Marxism, Leninism, Dependency Theory, World Systems

Theory, Historical Materialism (10/10; 194 pp.)

***Reading Reviews due today from students in Group A

***Paper Question due today from all students

Theories (122 pages)
Jennifer Sterling-Folker, “Historical Materialism and World System Theory Approaches,” in JSF, Ch. 7.1, pp. 199-208 (9 pp).

Applications (72 pp.)
VII. Constructivism, Postmodernism, and Feminism (10/17; 327 pp.)

***Reading Reviews due today from students in Group B. At a minimum, these reviews must consider the relationship among these three schools of thought, then evaluate several readings from one of the three schools or compare and evaluate one or two readings from two of the three schools.

Note: there is a lot of reading here. Unless you wish to write about them, I suggest you skim Ashley and Sylvester.

Constructivism (93 pp)
Jennifer Sterling-Folker, “Constructivist Approaches,” in JSF, Ch. 5.1, pp.115-122 (7 pp).

Postmodernism (114 pp.)

Feminism (130 pp.)
VIII. Case Study: The Situation in Kosovo (10/24)

***Paper Proposals due today; come with questions raised during your research and writing process.


IX. International Security (10/31; 241 pp.)

Paper proposals will be returned and discussed today.

Remember: the first half of your research paper is due next week.

The Functions of Force (66 pp.)

Nuclear Weapons and the Security Dilemma (105 pp.)

Insurgency, Terrorism, and Intervention (70 pp.)

X. Presentation of Research Papers on Security Topics (11/7)

**Part I of Research Paper due (first half, 8-12 pp):** See paper assignment handout.

*Students writing on security topics:* Come ready to make a formal, 10-minute presentation of the research plan discussed in your paper. Also bring questions you grappled with during your research and writing process to discuss with the group.

*All Students:* Review readings from last week, and come to class ready to ask informed questions of and provide constructive feedback to the presenters.

XI. International Political Economy (11/14; 215 pp.)

*Students writing on IPE topics:* Come ready to make a formal, 10-minute presentation of your research plan (as discussed in the paper you submitted three weeks ago and as modified since then) and your findings to date. Also bring questions you are grappling with to discuss with the group.

*All Students:* Do the following readings, and come to class ready to ask informed questions of and provide constructive feedback to the presenters.

**Perspectives on Political Economy (46 pp.)**

**Globalization and Its Critics (58 pp.)**

**New Actors and New Forces (45 pp.)**

**The International Financial Crisis (66 pp.)**
+Immanuel Wallerstein, "What Was the Point of the G-20 Meeting?" Commentary No. 255 (Apr. 15, 2009)
Note: No class 11/21 due to Thanksgiving holiday
Please let me know if you can help at the Montana Model conference on 11/21 and 11/22.

XII. Human Rights, the Environment, and Other Global Issues (11/28; 159 pp)

Students writing on these topics: Come ready to make a formal, 10-minute presentation of your research plan (as discussed in the paper you submitted three weeks ago and as modified since then) and your findings to date. Also bring questions you are grappling with to discuss with the group.

All Students: Do the following readings, and come to class ready to ask informed questions of and provide constructive feedback to the presenters.

Human Rights, Justice, and International Law (98 pp)
Kofi Annan, “Reflections on Intervention,” in A&J (7 pp)

Environment (61 pp)
Garrett Hardin, “The Tragedy of the Commons,” in A&J (7 pp)
David G. Victor, “International Cooperation on Climate Change: Numbers, Interests, and Institutions” in A&J (8 pp)
XIII. Predicting the Future International System and Reflecting on the Field  
(12/5; 183 pp. review; 195 pages new)
***Research Papers due today.*** For format, see paper assignment handout.

All students: come to class ready to discuss your findings, as well as questions that arose for you in your research and writing. We will also discuss the following readings.

The Future International System
Review the following readings from earlier in the semester:

Arvind Subramanian’s “Why China’s Dominance Is a Sure Thing,” in A&J (10 pp).

Reflections on the Field

**Note for students in the PSC Masters’ program**: The Comprehensive Exam in International Relations will be a take-home essay exam. The question will be posted on UM Online at noon on Saturday, December 8. Your essay is due in my email inbox AND under my door (LA 353) by noon on Tuesday, December 11.