PSC 530.01: International Relations Seminar

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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.

Various online readings, denoted by a plus sign (+). These readings are available on the internet, in the Mansfield library’s electronic holdings, or on the course’s Blackboard website.
Additional readings to be disseminated by arrangement, denoted by an asterisk (*).

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)
- 40% 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):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Letter</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>83-86</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>80-82</td>
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<td>B+</td>
<td>87-89</td>
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<td>B</td>
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<td>D-</td>
<td>60-62</td>
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<td>F</td>
<td>0-59</td>
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</tbody>
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For UM’s policy on incompletes, please see the Course Catalog.
**Academic Honesty**
Students must practice academic honesty. Academic misconduct is subject to an academic penalty by the professor and/or a disciplinary sanction by the university.

Students should be familiar with the Student Conduct Code. The Code is available for review online at [http://www.umt.edu/sa/VPSA/index.cfm/page/1321](http://www.umt.edu/sa/VPSA/index.cfm/page/1321).

**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**
February 13 is the last day to drop this class or change the grading option without my signature on an override form. If you wish to drop or change the grading option after February 13, you must provide documentation of an emergency or other serious situation in which you are directly involved that has made it impossible for you to complete the course.

**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:

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?

Before each seminar, record your answers to these questions. Bring both your notes and the readings to class.

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 thesis statement, an overarching argument developed over several paragraphs, and a conclusion. In addition, these papers must address the bulk of the week’s readings. Thus, although it is fine to for the primary focus to be on one or two of the week’s readings, at some point in the paper these 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.

Papers must be typed, double-spaced, in 10-12 point font. The sources of all ideas, quotes, and facts must be cited in footnotes or endnotes formatted according to the International Security style sheet, available at http://belfercenter.ksg.harvard.edu/project/58/quarterly_journal.html?page_id=180&parent_id=46

On the day your paper is due, bring three copies to class – one for me, one for you, and one for a fellow student. In Weeks III and IV, you will trade papers with another student and exchange comments and suggestions. In Weeks V-VII, you will be asked to summarize your paper in 8-10 minutes.

My grading rubric is as follows:

| Conforms to assigned length and format | 60-69 |
| Unclear or perfunctory treatment of some of the week’s readings | 70-79 |
| Unclear or perfunctory treatment of most 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:

<table>
<thead>
<tr>
<th>Week</th>
<th>Theory</th>
<th>Group(s)</th>
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</thead>
<tbody>
<tr>
<td>III</td>
<td>Realism</td>
<td>All students (Groups A, B, C)</td>
</tr>
<tr>
<td>IV</td>
<td>Liberalism</td>
<td>All students (Groups A, B, C)</td>
</tr>
<tr>
<td>V</td>
<td>Marxism</td>
<td>Group A</td>
</tr>
<tr>
<td>VI</td>
<td>Constructivism</td>
<td>Group B</td>
</tr>
<tr>
<td>VII</td>
<td>Feminism</td>
<td>Group C</td>
</tr>
</tbody>
</table>

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 + 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 a 18-20 page paper on an international issue of their choice. This paper is worth 40% of your grade in the class. Detailed instructions will be provided in class and posted on the Blackboard 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 8-10 minute presentation is worth 5% of your grade in the class. Presentations should be clear, concise, and informative, and they should raise questions for the class to discuss. 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. To access online readings not on Blackboard, 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.

Readings marked (*) will be handed out in class. All other readings are either in the books by Jennifer Sterling-Folker (JSF) or the book by Art and Jervis (A&J).

Once you have accessed an electronic article or reserve, I recommend printing it out immediately or downloading it or emailing it to yourself to print later. To minimize the number of pages you have to print, print two pages per page and/or double-sided (duplex).

I. Introduction (1/26; 46+ pp.)
Jennifer Sterling-Folker in JSF, Chapter 1, pp. 1-17; Chapter 11, pp. 327-331; and Appendix, pp. 333-342 (29 pp).

Assignment: After reading the article by Walt and the chapter by JSF, 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. (To spark your imagination, review your notes from class on 1/26, and skim the table of contents of the Art and Jervis book.) In addition, explain which (if any) of the families of IR theory -- realist, liberal, or critical (Marxist/radical, constructivist, feminist, etc) - - you are familiar with and tend to favor, and why. Your autobiography should be in essay form, with an introduction with thesis statement, an overarching argument developed over 3-5 pages (double-spaced, with 10 or 12 point font), a conclusion, and proper footnote or endnote citations following the International Security Style Sheet. This paper is due at the beginning of class on 2/2.

Note: for 2/2, in addition to this assignment, you are responsible for reading and preparing questions about the readings in Part II, below.

II. Methodological Issues: Idealism & Realism; Levels of Analysis; Theory & Application; Testing (2/2; 244 pp.)
***Intellectual Autobiography due today
Review and follow the instructions (on page 2) about preparing for class. Please also bring your calendar, as we will be setting the presentation schedule.

Idealism and Realism
+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/ (select year, then scroll down to dates) (9 pp).


Levels of Analysis
*Kenneth N. Waltz, Man, the State, and War: A Theoretical Analysis (New York: Columbia University Press, 1959), Ch. 1 (16 pp).

Theory and Application

History of and Major Debates in the IR Field

Quantitative vs. Qualitative Approaches to Theory Testing

III. Realism: Classical, Structural, Offensive, and Neoclassical (2/9; 237 pp.)
***Reading Reviews due today from all students (Groups A, B, C)
+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

Offensive Realism

Applications of Realism

**Note:** Due to Presidents’ Day, class will not meet on 2/16. Extra reading has thus been assigned for 2/23.

**IV. Liberalism** (2/23; 329 pp.)

***Reading Reviews due today from all students (Groups A, B, C)***

Jennifer Sterling-Folke, “Liberalism,” in JSF, Ch. 3.1, pp. 55-61 (6 pp).

Economic Liberalism (27 pp)

Political Liberalism (20 pp)

Cultural & Ideological Arguments about Liberalism(53 pp)

Applications of Classical Liberalism (58 pp.)
+Mikkel Vedby Rasmussen, “‘War is Never Civilised’: Civil Society, the Construction of the Post-Cold War Order and Western Intervention in Kosovo, 1999,” paper presented at the 2000 Annual


+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).


Neoliberal Interdependence Theory (35 pp.)


Neoliberal Institutionalist Theory (62 pp)


Applications of Neoliberalism (68 pp)


Sean Kay, “Neoliberalism: Institutions at War,” in JSF, Ch. 3.2, pp. 62-74 (12 pp).


V. Marxism and Other Materialist Theories: Marxism, Leninism, Dependency Theory, World Systems Theory, Historical Materialism (3/2; 213 pp.)

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

***Paper Question due to today from all students

Theories (134 pages)

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


Applications (79 pp.)


VI. Constructivism and Postmodernism (3/9; 218 pp.)

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

Constructivism (76 pp)

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


Postmodernism and Critical Theory (142 pp.)

VII. Feminism, Biopolitics, and the English School (3/16: 221 pp.)
***Reading Reviews due today from students in Group C

Feminism (130 pp.)
Biopolitics (17 pp.)
Vincent S.E. Falger and Johan M.G. van der Dennen, “Biopolitics: Evolutionary History and Modern Conflict,” in JSF, Ch. 9.2, pp. 288-301 (13 pp.)

The English School (74 pp.)

VIII. Paper Proposals Due (3/23)
***Paper Proposals due today; come with questions raised during your research and writing process.

Note: Due to my attendance at the National Model UN Conference, class will not meet on 4/6. Work on the first part of your research paper, due 4/13.

Note: The readings and presentation schedule for Weeks IX and beyond will be set once students have decided their paper topics.

IX. International Security (4/13)
***Part I of Research Papers due: Introduction with a clear statement of the question/s you are asking; discussion of the theories you are testing; discussion of the hypotheses each of these theories suggests in answer to your question/s; and discussion of the evidence that would be needed to test these hypotheses (don't present evidence in this draft; just discuss what you are looking for).

X. International Political Economy (4/20)

XI. Human Rights, the Environment, and Other Global Issues (4/27)

XII. The Future International System (5/4)

XIII. Conclusion (5/11)
***Research Papers due today. Come ready to summarize your findings in 5 minutes or less, and bring questions raised during your research and writing process.
Note for students in the PSC Masters’ program: The Comprehensive Exam in International Relations will be a take-home exam. It will be posted on Blackboard at noon on Friday, May 8 and is due under my door (LA 353) by 3:00 pm on Friday, May 15.