INR 4603.A001: International Relations Theory

Instructor: Thomas M. Dolan, thomas.dolan@ucf.edu
Class Meetings: Monday-Tuesday-Wednesday-Thursday, 12:00-1:50, CL1 0120
Office Hours: Tu-Wed 2:00:-3:00 and by appointment at Howard Phillips Hall 302
Credit: 3 Hours

International Relations Theory examines the dominant explanations of how states interact with one another. Our main focus will be on social scientific theories designed to answer questions about historical and contemporary patterns of interaction, with a focus on realist theories, constructivism, institutionalism, and domestic politics theories. The questions addressed will include the likelihood of war, alliance partner choices, the risks and benefits of international cooperation, state compliance with international law, and the prospects for peace. Because competing theories sometimes offer different answers to these questions, part of our task will involve considering the kinds of tests and evidence which we can use to judge the validity of the different theories.

Course Goals

- Students will become familiar with principles of social science and major theoretical approaches to international relations
- Students will learn how to analyze world politics using international relations theories
- Students will improve their powers of social scientific analysis
- Students will improve written and oral communication skills

Please note that none of these goals involve the advancement of anyone's political or policy opinions (including those of the instructor). While I encourage political activity and the fulfillment of one's citizenship duties outside of the classroom, a political science course is not a proper forum for the airing of one's personal politics.

Course Design

This course involves a combination of class sessions involving lecture and discussion, directed readings, papers, exams, and opportunities for informal discussion during office hours. Each part serves a purpose, be it information transmission and retention, promoting rigorous analysis, or encouraging the development of new ideas. Failing to engage with all parts will diminish the return on your efforts. For this reason, pre-class preparation is essential for this course. Students are expected to have read and considered the assigned material prior to the course, and be prepared to discuss it in class. I have chosen to have you read a mix of texts: there is a textbook, but there are also original scholarly theoretical pieces and research pieces. While scholarly pieces may be more challenging to read, they help you better understand how scholars think and argue in a way that textbooks do not. Please remember that that the material of the course is delivered in *both* texts and in-class discussion, which means that the texts contain valuable ideas and information which may not be specifically addressed in class, and discussions and lectures will go beyond the readings. You are responsible for understanding both, so please be sure to raise questions about things you are unsure about. As a matter of course, all students should plan to review each day the international news in a newspaper of record, like the *New York Times, Washington Post, LA Times, Le Monde, The Times of London,* etc. Neither the *USA Today* nor the *Orlando Sentinel* count.

Assignments

Homework papers: 20*% of grade*
5 Assignments, equally weighted
Due on indicated dates (see schedule)
1 page, but follow specific assignment instructions.

Midterm: *20%,* 2 June
In-class; multiple choice and essay.

Course Paper: *25% Due 12 June*
Using ideas and arguments from the course, make a theory that relates two variables. Test your theory using a case study drawn from contemporary world politics or OLS regression on data from an existing dataset.

Final Exam: *25%.* 19 June in class
In the classroom. Cumulative. Multiple choice and essay.

Class Preparation and Participation: *10%*
Your active participation in class is necessary if this class is to be a successful learning experience. This means you must come in having read the assignments and join in the class-room discussion of them, making evident that you have read and thought about them. While attendance is not graded as such, excessive truancy can affect this grade, since you are unable to participate when absent.

Assignments are to be turned in by class time on the day they are due. They should be in hardcopy unless unforeseen circumstances prevent printing them in or handing them in a timely manner. For every 24 hours that pass thereafter, 5% of credit is lost, to a maximum of 40% lost.
Exams are to be sat at the date and time specified, unless prior approval has been given or a doctor's excuse is submitted at the next attended class meeting. Exams should generally be taken within 1 week of the general administration of the exam.

Grades
Grades are assigned to both individual pieces of work and cumulatively. The grade scale I use for both is below (note that "g" refers to the numerical grade you receive). I do not usually curve grades, but reserve the right to do so if I deem it necessary. All material is graded on its own terms, rather than through comparison with other students' work. For the cumulative grades, I do not round: what you get is what you get.

100>g≥93: A	90>g≥88: B+	80>g≥78: C+	70>g≥68: D+	60>g: E
	88>g≥83: B	78>g≥73: C	68>g≥63: D	
93>g≥90: A-	83>g≥80: B	73>g≥70: C-	63>g≥60: D	

As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see http://www.osc.sdes.ucf.edu/).

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Accessibility
If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Disability Services (SDS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SDS (Ferrell Commons 185; 407-823-2371; sds@ucf.edu) to talk about

academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

Changes to the Syllabus:
In the event that there is a need for there to be any changes to the syllabus, an e-mail will be sent to all students' knights-mail accounts (as maintained by the registrar), and will be mentioned in class meetings. Changes become effective immediately after their mention in class, or the sending of the e-mail, whichever comes last.

Cancellation of Class: In the event that the instructor needs to cancel class, an e-mail will be sent to all students' knights-mail accounts (as maintained by the registrar) prior to class time.

Readings
You should purchase Tim Dunne et al.'s *International Relations: Discipline and Diversity*. It is available in the bookstore and from a variety of online vendors. The remainder of the readings (or links to them) will be available on-line at the webcourses@ucf website.
*In addition, you will need a bag of M&M's or Reece's Pieces for 9 June

Course Schedule

12 May
Introduction
Dunne, Chapter 1

13 May
The State as Actor?
Selection from Weber
Selection from Wendt
Wolfors, *Discord and Collaboration,* Ch. 1.
Recommended
Selection from Allison and Zelikow, *Essence of Decision*

14 May
What do States Want?
Selection from Morgenthau, *Politics Among Nations*
Wolfors, "National Security as an Ambiguous Symbol"
Selection from Schweller, *Deadly Imbalances*

15 May
Anarchy
Waltz, *THIP,* Chapter 6.
Alexander Wendt, "Anarchy is What States Make of It," *International Organization*, 1992
Recommended
Selection from Hedley Bull, *The Anarchical Society*

19 May **Homework 1 Due**
Hierarchy
David Lake, "Escape from the State of Nature," *International Security*, 2007.
Recommended:
Selection from Gilpin, *War and Change in World Politics*

20 May

Realisms
Dunne, Chapter 3-4

Major Theories of International Relations

21 May **Homework 2 Due**
Hegemonic Stability Theory, (aka Power Transition Theory) AND Institutionalism
Selection from Dicicco and Levy, "The Power Transition Research Program,"
Dunne, Chapter 6

22 May
Constructivism AND Liberalism
Dunne Chapter 9
Andrew Moravcsik, "Taking Preferences Seriously: A Liberal Theory of International Politics," *IO*, 1997.
Recommended:
Dunne, Chapter 5

27 May
Polarity and the Probability of War
Selection from Waltz, *THIP*
Randall Schweller, "Bandwagoning for Profit: Bringing the Revisionist State Back in," *International Security*, 1994

War in International Relations

28 May
Hegemonic Theories of War
Selection 2 from Gilpin, *War and Change*
*Assuming good weather, be prepared to play tug of war outside.

29 May
Midterm

Alliances

2 June **Homework 3 Due**
Picking Partners, I
Victor Cha, "Powerplay Origins of the US Alliance System in Asia," *International Security*, 34:3, Winter 2009/2010
Recommended
Brett V. Benson, 2011, Unpacking Alliances: Deterrent and Compellent Alliances and Their Relationship with Conflict, 1816–2000, *Journal of Politics* 73:4 1111-1127.

3 June
Picking Partners, II
Selection from Srdjan Vucetic, *The Anglosphere*, 2011.
Recommended
John Mearsheimer and Stephen Walt, "The Israel Lobby," *London Review of Books* (March 2006), available at: http://www.lrb.co.uk/v28/n06/mear01_.html

4 June
Breaking Up
Brett Ashley Leeds and Burcu Savun, "Terminating Alliances," *Journal of Politics*, 2007

Be sure to bring a paper or digital copy of the article with you to class to reference.

Cooperation

5 June **Homework 4 Due**
Cooperation and its Problems
Charles Kindleberger, "Dominance and Leadership in the International Economy: Exploitation, Public Goods, and Free Rides," *International Studies Quarterly*, 1981.
Robert Keohane, *After Hegemony*, selection.

9 June
Evolving Cooperation?
Kenneth Oye, "Cooperation Under Anarchy," *World Politics*, 1985
Bring a Prisoners' Dilemma Strategy and a bag of M & M's (or Reece's Pieces)

10 June
Making Deals **Homework 5 Due**
Joseph M. Grieco, "Anarchy and the Limits of Cooperation: A Realist Critique of the Newest Liberal Institutionalism," *International Organization*, 1988
James D. Fearon, "Bargaining, Enforcement, and International Cooperation," *International Organization*, 1998
Recommended:
Barbara Koremenos, Charles Lipson, and Duncan Snidal, "The Rational Design of International Institutions," *International Organization*. 2001.

11 June
Two-Level Games in Cooperation
Robert Putnam, "Diplomacy and Domestic Politics: The Logic of Two Level Games," *IO*, 1988
Michael Hiscox, "Class Versus Industry Cleavages," *International Organization*, 2001.

12 June **Term Paper Due**
International Law
John Mearsheimer, "False Promise of International Institutions," *International Security*, 1994
Harold Koh, "Why Do Nations Obey International Law? *Yale Law Journal*,
Recommended
Kowert and Legro, "Norms, Identity, and their Limits," in *Culture of National Security*, 1998

Peace

16 June
Realist and Liberal Theories
Selection from Edward Gulick, *Europe's Classical Balance of Power*.
Zeev Maoz and Bruce Russett, "Normative and Structural Causes of Democratic Peace, 1946-1986," *APSR*, 1994

17 June
Peace through Integration
Selection from Karl W. Deutsch, *Political Community and the North Atlantic Area*
Selection from David Mitrany, *A Working Peace System*

18 June
Normative theories
Dunne, Chapter 10

Dunne, Chapter 8
Dunne, Chapter 12
Recommended
Dunne, Chapter 2

Final Exam: Thursday, 19 June