INR 4603.0001: International Relations Theory

Instructor: Thomas M. Dolan, thomas.dolan@ucf.edu
Class Meetings: Tuesday-Thursday, 10:30-11:45, CB1 319
Office Hours: Tuesdays 1:00-2 and Thursdays 12:30-3:30, or 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.

Student Learning Outcomes

- 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

First Week Academic Activity
All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the week 1 academic activity by 5 PM on 18 January, or as soon as possible after adding the course. Failure to do so will result in a delay in the disbursement of your financial aid. To complete the assignment (it's simple, based on the first reading), go to the webcourses webpage, select quizzes, and complete the 1-question quiz.

Homework papers (6): 20*% of grade*
Each accounts for 4%, with lowest grade dropped.
Due on indicated dates (see schedule)
1 page, but follow specific assignment instructions.

Midterm: *20%,* 14 February
In-class; multiple choice and essay.

Term Paper: *25%* Due 9 April
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.

Term Paper Memo: 25%. Due 21 March.
Identify your research question, at least two political science papers on the topic, the hypothesis you will test, your anticipated empirical method, and resources you will use to test your theory. 1 Page.

Final Exam: *20%. Tuesday 30 April at 10:00 AM*
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-	

Academic Misconduct

Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see http://osc.sdes.ucf.edu/process/roc). 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. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

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.

Relevant UCF Policies

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Accommodations for Students with Military Obligations
Students who serve in the US military [defined as individuals on active duty in the US military OR individuals who have received training, activation, or deployment orders associated with service in either the US military reserves or the National Guard] may receive accommodations when unexpected military obligations interfere with the timely completion of assignments/participation in discussions, etc. Unless they are university approved excused absences, regularly scheduled ROTC activities do not qualify for accommodations.

Campus Safety
Emergencies on campus are rare. Still, everyone should be aware of their surroundings and familiar with basic safety and security concepts. Students may ensure that they are informed about situations on campus by signing up for UCF text alerts via my.ucf.edu. The locations of campus first aid equipment can be found at http://www.ehs.ucf.edu/workplacesafety.html. UCF's emergency guide is available at http://emergency.ucf.edu/emergency_guide.html. Students who feel that they have experienced abuse or harassment may wish to consult https://letsbeclear.ucf.edu/ or UCF victim services https://www.ucf.edu/services/s/victim-services/. Students who feel that they may be in danger should contact UCF Police (Emergencies 911, Non-Emergencies (407) 823-5555).

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) or will be announced in class meetings (though usually both). Changes become effective immediately after their mention in class, or the sending of the e-mail.

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 28 March

Course Schedule

8 January
Introduction

10 January
International Relations as Social Science
Dunne, Chapter 1

15 January
What are states?
Weber, Max. "Politics as a Vocation"
Selection from Wendt, "The Essential State", from *Social Theory of International Politics*.

17 January
Should We Focus on States?
Wolfors, *Discord and Collaboration,* Ch. 1.
Selection from Allison and Zelikow, *Essence of Decision*
Recommended
Vincent Arel-Bundock, James Afkinson, and Rachel Potter, "The Limits of Foreign Aid Diplomacy: How Bureaucratic Design Shapes Aid Distribution," *International Studies Quarterly*, 59:3, 2015

22 January: **Homework 1 Due**
What do States Want? Power? Security?
Selection from Morgenthau, *Politics Among Nations*
Wolfors, "National Security as an Ambiguous Symbol"
Selection from Schweller, *Deadly Imbalances*

Section 2: The Field of Interaction

24 January
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*

29 January: **Homework 2 Due**
Or, Hierarchy?
Mahan, *The Influence of Sea-Power on History,* Chapters 1 and 2.
David Lake, "Escape from the State of Nature," *International Security*, 2007.
Recommended:
Selections from Gilpin, *War and Change in World Politics*
Rovner, Joshua, and Caitlin Talmadge, "Hegemony, Force Posture, and the Provision of Public Goods: The Once and Future Role of Outside Powers in Securing Persian Gulf Oil," Security Studies, Vol. 23, No. 3 (Summer 2014), pp. 548–581.

Major Theories of International Relations

31 January
Realisms
Dunne, Chapter 2-3

5 February: **Homework 3 Due**
Hegemonic Stability Theory, (aka Power Transition Theory) AND Institutionalism
Selection from Dicicco and Levy, "The Power Transition Research Program,"
Dunne, Chapter 5

7 February
Constructivism
Dunne Chapter 9
Recommended:
Schmidt, Sebastian, "Foreign Military Presence and the Changing Practice of Sovereignty: A Pragmatist Explanation of Norm Change," *American Political Science Review*, Vol. 108, No. 4 (November 2014), pp. 817–829.

12 February
Liberalism: A State Preferences and Characteristics-based Theory
Andrew Moravcsik, "Taking Preferences Seriously: A Liberal Theory of International Politics," *IO*, 1997.
Recommended:
Dunne, Chapter 4

14 February: Midterm Exam

War in International Relations

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

21 February
Testing Polarity
*Assuming good weather, be prepared to play tug of war outside. Wear appropriate clothes (athletic shoes, etc.); gloves (e.g. gardening, weightlifting, etc.) may be advisable.

26 February: **Homework 4 Due**
Hegemonic Theories of War
Selection 2 from Gilpin, *War and Change*
Recommended
Bentley Allan, Srdjan Vucetic, and Ted Hopf. "The Distribution of Identity and the Future of International Order: China's Hegemonic Prospects." *International Organization*, 2018.

28 February
Economics and War
Ed Mansfield and Jon Pevehouse, "Trade Blocks, Trade Flows, and International Conflict," *International Organization*, 2000

5 March: **Homework 5 Due**
Rules in War?
James Morrow, "When Do States follow the Laws of War?" *American Political Science Review*, 2007.
Nina Tannenwald, "The Nuclear Taboo," *International Organization*, 1999
Recommended:
Thomas Dolan, "Unthinkable and Tragic," *International Organization*, 2013

Alliances

7 March
Picking Partners, I
Glenn Snyder, "The Security Dilemma in Alliance Politics," *World Politics*, 1984
Brett V. Benson, 2011, Unpacking Alliances: Deterrent and Compellent Alliances and Their Relationship with Conflict, 1816–2000, *Journal of Politics* 73:4 1111-1127.
Recommended:
Victor Cha, "Powerplay Origins of the US Alliance System in Asia," *International Security*, 34:3, Winter 2009/2010

SPRING BREAK

19 March
Picking Partners, II
Selection from Srdjan Vucetic, *The Anglosphere*, Ch 1-2. Available online via the library.
Recommended:
John Mearshiemer and Stephen Walt, "The Israel Lobby and US Foreign Policy," *Middle East Policy*, 2006.

21 March: **Term Paper Memo Due**
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.

26 March
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.
Recommended:
Mancur Olson, *Logic of Collective Action* (selection)

Cooperation

28 March: **Homework 6 Due**
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)

2 April
Cooperation as Bargaining and Rationally Designed Institutions
James Fearon, "Bargaining, Enforcement, and International Cooperation," *International Organization*, 1998
Recommended:
Joseph Grieco, "Anarchy and the Limits of Cooperation," *International Organization,* 1988
Barbara Koremenos, Charles Lipson and Duncan Snidal, "The Rational Design of International Institutions," *International Organization*, 2001.
Emilie Hafner-Burton, Brad LeVeck, and David Victor, "No False Promises: How the Prospect of Non-Compliance Affects Elite Preferences for International Cooperation," *International Studies Quarterly*, 2017.

4 April
Two-Level Games in Cooperation
Michael Hiscox, "Class versus Industry Cleavages," *International Organization*, 2001.
Recommended:
Robert Putnam, "Diplomacy and Domestic Politics: The Logic of Two Level Games," *IO*, 1988
Robert Galantucci, "The Repercussions of Realignment: United States-China Interdependence and Exchange Rate Politics," *International Studies Quarterly*, 59:3, 2015
Sungmin Rho and Michael Tomz. "Why Don't Trade Preferences Reflect Economic Self-Interest?" *International Organization*, 2017.

9 April
TERM PAPER DUE
International Law
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
John Mearsheimer, "False Promise of International Institutions," *International Security*, 1994

Peace

11 April
Realist and Liberal Theories of Peace
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

16 April Peace through Integration
Selection from Karl W. Deutsch, *Political Community and the North Atlantic Area*
Selection from David Mitrany, *A Working Peace System*
Recommended:
Sophie Meunier. "Integration By Stealth: How the European Union Gained Competence over Foreign Direct Investment," *Journal of Common Market Studies,* 2017.

18 April
Critical/Normative theories
Dunne, Chapter 8, 10, 12

30 April (Tuesday): Final Exam, 10:00 AM.