Course Syllabus

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INR 4603 - INTERNATIONAL RELATIONS THEORY

Instructor: Konstantin Ash **Office Hours**: MW 3:30p-5p @ HPH 302D or by appt.

Meeting Times: MWF 2:30-3:20p NSC 0110

Course Description

International relations is the study of the interactions between states and between states and non-state entities. This course will present numerous theories about state behavior and the interaction of states with one another as well as non-state entities, international organizations. and supranational organizations. Throughout the semester we will look at numerous subjects from conflict and cooperation to trade and migration. We will also examine various perspectives on what motivates states and non-state actors and why those perspectives differ. Our core question is what motivates the behavior of states in their interactions with other states and non-state entities. However, the main objective is building understanding and the ability to analyze research in international relations.

A secondary goal of the class is to develop writing and basic research skills through assignments that go beyond the traditional exam structure. Students will be asked to generate a writing assignment based on testing a theory presented in one or more of the course readings. There will also be in-class discussions with pre-provided questions that reflect debates about major concepts of that section of the course. These assignments will reinforce communication and research skills that have broad applications to careers beyond that of the traditional political science major.

Assignments

Essay Exams

The course will include six exams. All will be single essay **take-home** prompts. They will be due on the Wednesday after the conclusion of every course section a single question that can be answered using the lectures and readings from the preceding two weeks.

Students will be asked to apply the theories and cases they learned about in class and contribute with a novel analysis of the subject. Each essay will be worth 6% of the total grade for a total of 30% for all five exams. There is no length minimum or maximum.

Writing Assignment

The final paper is intended for students to apply some of the theories that they have learned about in class to real-life international relations events that have occurred or are occurring around the world. There are two options for the paper:

1. **Research Paper**: Use theories that we have learned in class or from scholarly research to explain why a particular episode of international conflict or cooperation took place and adjudicate which theory does the best job of explaining this conflict or cooperation onset. You can choose any episode from any period as long as it involves international relations. More details on the requirements during the research paper tutorial.
2. **Policy Brief**: Apply one theory that we have learned about in class to resolving an *ongoing* international conflict or international issue or to propose future international cooperation. Propose policies based on the application of a specific theory to either resolve the conflict or issue or encourage cooperation. More details on the requirements during the policy brief tutorial.

Papers should be at least 12 pages (before citations), in 12-point Times New Roman font, and use in-text citations. Students are required to consult with me through either e-mail or office hours before proceeding with their topic. Please see the rubric for detailed requirements. The final paper is due on April 28th, 11:59 pm.

Topic Approval. Topics for the writing assignment MUST be submitted for approval by March 18 at 11:59 PM for full credit to my e-mail. Students should include their chosen reading(s), the research question and theory of that reading, and the case where that reading's claims are to be tested. You lose one point from your assignment grade for every day that the topic is late. If revisions are needed, students may be required to consult with me further to develop their topic.

Presentation. While the final paper is expected to be a work in progress, students are to present an early version of their thoughts and findings of the paper during the last week of the semester. No written content is needed for submission. Merely having a presentation is sufficient for credit. The goal of this session is to maximize feedback for the final submission of the writing assignment

Discussion Participation

We will meet every other week for a discussion of readings and lecture concepts. All students are expected to participate. Participation entails both voicing opinions and criticism of the readings assigned for class and topics reviewed in the lecture, which will be recorded and made available for review. Student participation will be considered holistically at the end of the semester. Off-topic digressions or filibustering are not considered constructive, do not receive credit, and are discouraged.

Participation is worth 20% of the final grade. A fundamental element of participation is the attendance of the meetings. Students who are absent from **more than one** of these sessions will lose two points from their participation grade (from 20 total). Those who never attend discussion sections will receive a zero for participation.

Grade Distribution

Assignment	Percentage of Grade
Essay Exams	30%
Writing Assignment	50%
In-Class Discussion	20%
Total	100%

Academic Honesty

Students should familiarize themselves with UCF's Rules of Conduct at **https://scai.sdes.ucf.edu/studentrules-of-conduct/** **(https://scai.sdes.ucf.edu/studentrules-of-conduct/)**. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule **https://goldenrule.sdes.ucf.edu** **(https://goldenrule.sdes.ucf.edu/)**. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can

range from a zero on the exercise to an “F” letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to a disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

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.

As this is an online course, extensions will only be granted for documented involvement in university-approved activities or documented mental or physical incapacitation. Please do not invent excuses as a way of getting an extension. Evidence of fake excuses will be considered academic dishonesty and will be forwarded to the Office of Student Conduct for investigation.

Disability Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with **Student Disability Services (http://www.sds.sdes.ucf.edu/)** , Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Copyright

This course may contain copyright-protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course, you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes)and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at https://policies.ucf.edu/documents/4-401.pdf

Religious Observances

Students must notify their instructor in advance if they intend to miss class for religious observance. For more information, see the UCF policy at http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at https://letsbeclear.ucf.edu (https://letsbeclear.ucf.edu)

and http://cares.sdes.ucf.edu/

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

• Title IX – OIE – http://oie.ucf.edu/ & askanadvocate@ucf.edu

• Disability Accommodation – Student Accessibility Services

• Diversity and Inclusion Training and Events

• UCF Compliance and Ethics Office & complianceandethics@ucf.edu

• Ombuds Office

Campus Safety

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at **https://centralflorida-prod.modolabs.net/student/safety/index (https://centralflorida-prod.modolabs.net/student/safety/index)**
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED(Automated External Defibrillator). To learn where those are located, see https://ehs.ucf.edu/automated-external-defibrillator-aed-locations

- To stay informed about emergencies, students can sign up to receive UCF text alerts by going to < **www.getrave.com/login/ucf** (http://www.getrave.com/login/ucf) and logging in. On the “My Account” tab, fill out the information, including your e-mail address and cellphone number.
- Students with special needs related to emergencies should speak with their instructors outside of class.

  To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (< **https://youtu.be/NIKYajEx4pk** (https://youtu.be/NIKYajEx4pk)

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Course Schedule and Readings

The course is structured around five two-week blocks. Each section consists of lectures and tutorials followed by an in-class discussion. Questions for the in-class discussion are provided in advance and build on both the readings and preceding lectures. After the sections conclude, a take-home exam is provided and due the following Thursday.

Below is a schedule of readings and major course events.

Please consult the Reading Focus Questions before starting each reading.

SECTION 1 - BUILDING THE STATE

January 8 -- Course Introduction

January 10 -- How the state was built

January 12 -- Reading Academic Research Tutorial

January 17 -- Reading Academic Research Practicum

January 19 -- In-Course Discussion 1 - What led to states?

Required Readings:'

- Tilly, Charles. 1990. Coercion, Capital, and European States: AD 990-1990. Cambridge: Blackwell: 67-91.
- Spruyt, Hendrik. 1994. The Sovereign State and Its Competitors: An Analysis of Systems Change.Princeton University Press. pp. 153-180.
- Daniel H. Nexon, The Struggle for Power in Early Modern Europe: Religious Conflict, Dynastic Empires, and International Change. Princeton: Princeton University Press, 2009. 266-285
- Anderson, Benedict. 1983. Imagined Communities: Reflections on the Origin and Spread of Nationalism, New York, NY: Knopfe Doubleday. pp. 37-46.

Section 1 take-home essay due January 25, 11:59p.

SECTION 2 - THEORIES FOR STATE BEHAVIOR: REALISM

January 22 -- Classical Realism and Neorealism

January 24 -- Balance of Power and the Security Dilemma

January 26 -- Other Types of Realism

January 29 -- Criticisms of Realism

January 31 -- Tutorial: Research Questions

February 2 -- In-Course Discussion 2 - Is realism valid?

Required Readings:

- Waltz, Kenneth. 1979. Theory of International Politics. Long Grove, IL: Waveland Press. Chapter 6.
- Mearsheimer, John. 2010. “Structural Realism” in Tim Dunne, Milja Kurki, and Steve Smith, eds., International Relations Theories: Discipline and Diversity, 3rd Edition (Oxford: Oxford University Press, 2013), pp. 77-93.
- Richard K. Ashley, “The Poverty of Neorealism,” International Organization38, 2(1984), pp. 225-281
- Milner, Helen V. 1991. "The Assumption of Anarchy in International Relations Theory: A Critique," Review of International Studies, 17: 67-85.
- Wagner, R. Harrison. 2007. War and the State. Ann Arbor, MI: University of Michigan Press. pp. 24-33

Section 2 take-home essay due February 8, 11:59p.

SECTION 3 - THEORIES FOR STATE BEHAVIOR: LIBERALISM

February 5 -- Liberalism and Neoliberalism

February 7 -- Anarchy vs. Hierarchy

February 9 -- The Liberal International Order

February 12 -- Tutorial: Writing a Research Paper

February 14 -- Tutorial: Writing a Policy Brief

February 16 -- In-Course Discussion 3 - Realism vs. Liberalism

- Doyle, Michael W. "Liberalism and world politics." American Political Science Review 80, no. 4 (1986): 1151-1169.

- Moravcsik, Andrew. 1997. "Taking Preferences Seriously: A Liberal Theory of International Politics," International Organization, 51(4): 513-53
- Simmons, Beth A., Frank Dobbin, and Geoffrey Garrett, 2006. “Introduction: The International Diffusion of Liberalism,” International Organization, 60(4): 781-810.
- Powell, Robert. 1994. "Anarchy in International Relations Theory: The Neorealist-Neoliberal Debate," International Organization, 48(2): 313-44.

Section 3 take-home essay due February 22, 11:59p.

SECTION 4 - THEORIES FOR STATE BEHAVIOR: CONSTRUCTIVISM AND RATIONAL CHOICE

February 19 - Constructivism

February 21 - Rational Model for War

February 23 - Rational Model for Cooperation

February 26 - Linking Claims to Evidence Tutorial

March 1 - In-Course Discussion 4 - Rational vs. Normative

Required Readings:

- James Fearon. 1995. “Rationalist Explanations of War,” International Organization, Vol 49, No. 3. pp. 379-410.
- Wendt, Alexander. 1992. "Anarchy is What States Make of It: The Social Construction of Power Politics," International Organization, 46(Spring): 391-425.
- Barbara Koremenos, Charles Lipson, and Duncan Snidal. 2001. "The Rational Design of International Institutions," International Organization 55(4): 761-799.

Section 4 take-home essay due March 7, 11:59p.

SECTION 5 - WHY DO STATES COME TOGETHER?

March 4 -- International Trade

March 6 -- Alliances

March 8 -- International Institutions

March 11 -- Supranational Institutions

March 13 -- Paraphrasing Tutorial

March 15 -- In-Course Discussion 5 - What explains state cooperation?

Required Readings:

- Gartzke, Erik. "The capitalist peace." American journal of political science 51, no. 1 (2007): 166-191.
- Tsebelis, George, and Geoffrey Garrett. "The institutional foundations of intergovernmentalism and supranationalism in the European Union." International organization 55, no. 2 (2001): 357-390.
- Jervis, Robert. "Realism, neoliberalism, and cooperation: understanding the debate." *International security* 24, no. 1 (1999): 42-63.
- Edward D. Mansfield and Diana C. Mutz, Support for Free Trade: Self-Interest, Sociotropic Politics, and Out-Group Anxiety, International Organization 63, 3 (2009), pp.425-457

Section 5 take-home essay due March 28, 11:59p.

SECTION 6 -- WHY DO STATES FALL APART?

March 25 -- State Failure throughout history

March 27 -- Presentation Tutorial

March 29 -- Civil War

April 1 -- Terrorism

April 3 -- Interstate responses to state failure and civil war (Remote)

April 5 -- In-Course Discussion 6 - Why are states weak? (Remote)

Required Readings:

- Herbst, Jeffrey. 2000. States and Power in Africa. Princeton: Princeton University Press. pp. 98-116, 133-136.
- Crenshaw, Martha, “The Causes of Terrorism,” Comparative Politics 13, no. 4 (1981): 379-399.
- Cederman, Lars-Erik, Nils B. Weidmann, and Kristian Skrede Gleditsch. "Horizontal inequalities and ethnonationalist civil war: A global comparison." *American Political Science Review* 105, no. 3 (2011): 478-495.
- Inglehart, Ronald, and Pippa Norris. "Trump and the populist authoritarian parties: The silent revolution in reverse." *Perspectives on Politics* 15, no. 2 (2017): 443-454.

Section 6 take-home essay due April 11, 11:59p.

April 8, 10, 12 - In-class paper workshops

In-class presentations for writing assignment for feedback April 15, 17, and 19.

WRITING ASSIGNMENT DUE SUNDAY, APRIL 28 @ 11:59 PM

Course Summary: