

**POLITICAL SCIENCE (POL S) 521  
INTERNATIONAL RELATIONS CORE**

Autumn 2018

Thursdays 1:30 – 4:20pm

Savery Hall (SAV), Room 141

Professor: Geoffrey Wallace

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Office Hours: Th 11:30am-1:00pm, or by appointment

Course website: On Canvas (<https://canvas.uw.edu>)

**Course Description**

This graduate-level course provides an introductory overview of the field of international relations. The primary focus is to introduce fundamental theoretical debates in the field through a combination of classic works and contemporary scholarship. The course is primarily designed for PhD students in Political Science preparing for their comprehensive field exams and further study in more specialized course offerings in international relations. This is a seminar-style class that revolves heavily around classroom discussion. Students are expected to do the readings closely beforehand, and be prepared to discuss and situate the material within the broader field. It should be emphasized that this course makes no pretense to cover the field in its entirety, but rather is intended to provide a foundation for further intensive reading on the part of each student.

**Course Requirements**

Regular Seminar Participation (30%)

Author's Defendant (5%)

Two Critical Response Memos (30%)

Review Essay / Take-Home Final Exam (35%)

*Regular Seminar Participation (30%)*

For meaningful discussion and a successful overall seminar, everyone must actively participate. This is particularly important given the focus of this course on investigating several of the fundamental questions posed in the field of international relations, which continue to be actively debated. One of this course's main objectives is for students to begin formulating their own intellectual voices within the field, and this can only be done by voicing those views and engaging the arguments put forward in the readings and by fellow students. Students are expected to attend all class meetings, complete assigned readings beforehand, and come prepared to discuss the material. All students will be expected to contribute to the discussion during class meetings. Quality of comments is valued over quantity.

Students not assigned to a specific role for a given week (see below for further details) must submit 2-3 discussion questions based on theoretical or empirical issues raised in the assigned readings. Discussion questions should be emailed to the instructor by noon on the Wednesday before class meets. I will then distribute a summary of the questions to the entire class. Of course, students are encouraged to come with additional questions to be raised during the seminar.

*Author's Defendant (5%)*

All students will be assigned at least once during the semester to serve as "Author's Defendant" for a selection of readings during a course meeting. This role does not require any written work but rather is a type of participation. As is the case in many graduate seminars, critiques are plentiful, however there often is little praise or defense of work. You will be called on to defend the merits of the readings by speaking for the relevant authors and keeping the discussion balanced. As part of this task you will also serve as "resident expert" and can be called on to explain or clarify questions the professor or other students may have about the readings.

*Critical Response Memos (20%)*

Students will write two critical response memos over the course of the quarter. These memos, to be assigned in advance, will critically engage a selected set of readings from a given week. Each memo should be about 5-7 double-spaced pages in length. The memo should not simply summarize the assigned texts, since all students are already expected to have done the readings. Rather, you should develop an argument based on some aspect of the readings (theoretical, empirical, methodological), which improves our understanding of the underlying issues of the week's topic.

Students are expected to defend this memo and lead discussion of their assigned articles during class (e.g. by preparing and posing questions for other students to consider).

Memos cannot overlap with the weeks you assume the role of author's defendant. Memos should be emailed to the instructor and other students by noon on the Wednesday before class meets. Late memos will not be accepted for credit.

*Review Essay / Take-Home Final Exam (35%)*

The final written assignment will take the form of either a Review Essay OR a Take-Home Final Exam.

*Review Essay Option:*

Students will write a review essay of scholarly work related to some overall theme in the field of International Relations. Students may choose to review either two books or 5-6 articles (or potentially some combination) on a topic of their choice. A review essay is an analysis of the main themes in a body of scholarship. It provides an examination of the contributions, as well as shortcomings, of several sources sharing a common approach or topic with an eye toward developing your own perspective. An effective review essay involves three main components: (a) briefly describes the main approach, themes, concepts, and arguments in the sources (b) analyses the strengths and weaknesses of the sources, paying particular attention to theoretical rigor and empirical evidence, and (c) distills the best features of the source materials, noting caveats where necessary, along with identifying possible avenues for future research. The review essay should not simply summarize the readings or related class material. Rather, students are expected to demonstrate evidence of original and critical thinking based on individualized reading. Examples of review essays can be found in *Perspectives on Politics*, *International Organization*, and *World Politics*, among other scholarly journals.

Review essays should be 10-15 double-spaced pages in length. You are encouraged to meet with the instructor to identify additional readings that may prove useful for the purpose of the review essay. If you choose this option, your topic and selected readings needs to be approved by the instructor in

writing by November 8, 2018. The review essay is due by 5:00pm on Wednesday, December 12, and should be submitted by emailing an electronic copy to the instructor.

*Take-Home Final Exam Option:* Students will write a take-home final exam modeled after the comprehensive exams everyone will be expected to take later in the program. Exam will be open-book/notes, and answers are only expected to draw on assigned readings from this syllabus. Students will select to write the exam during an 8-hour window of their choice on a given day during the regular finals period. Students will then be required to email an electronic copy of their exam to the instructor by the relevant deadline.

*Late Penalties and Extensions:* Since none of the written assignments is a research paper, and in the interest of encouraging you to complete your work on time, late assignments will be penalized substantially. Late critical short essays will not be accepted, since other students should have ample time to read these essays before class meets. Take-home exams must be submitted by the end of the relevant deadline. Review essays will be graded down one letter grade (i.e. 10%) for each day the paper is late, and will not be accepted after 72 hours. Of course, there may be circumstances, such as illness, family, or personal emergencies that could merit adjustments to this grading policy. However, such situations are generally extremely rare. Only after written confirmation from the instructor should a student consider that an extension has been granted.

### **Accessibility**

If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to the instructor as soon as possible so we can discuss your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924, email [uwdrs@uw.edu](mailto:uwdrs@uw.edu), or online at <http://disability.uw.edu>. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor, and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

### **Academic Misconduct**

Academic misconduct is a serious offense at The University of Washington. All cases of suspected academic misconduct will be referred to the Arts and Sciences Committee on Academic Conduct, and may result in a grade of 0.0 for the assignment in question.

University policies and guidelines regarding cheating and plagiarism can be found at <https://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>.

What constitutes academic misconduct? The University of Washington Student Conduct Code defines it as the following (WAC 478-120-024).

**Academic misconduct** includes:

- (a) **“Cheating,”** which includes, but is not limited to:
  - (i) The use of unauthorized assistance in taking quizzes, tests, or examinations; or
  - (ii) The acquisition, use, or distribution of unpublished materials created by another student without the express permission of the original author(s).

- (b) **“Falsification,”** which is the intentional use or submission of falsified data, records, or other information including, but not limited to, records of internship or practicum experiences or attendance at any required event(s). Falsification also includes falsifying scientific and/or scholarly research.
- (c) **“Plagiarism,”** which is the submission or presentation of someone else’s words, composition, research, or expressed ideas, whether published or unpublished, without attribution. Plagiarism includes, but is not limited to:
  - (i) The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment; or
  - (ii) The unacknowledged use of materials prepared by another person or acquired from an entity engaging in the selling of term papers or other academic materials.
- (d) **Prohibited collaboration.**
- (e) Engaging in behavior specifically prohibited by an instructor in the course of class instruction or in a course syllabus.
- (f) **Multiple submissions** of the same work in separate courses without the express permission of the instructor(s).
- (g) Taking deliberate action to destroy or damage another’s academic work in order to gain an advantage for oneself or another.
- (h) The recording of instructional content without the express permission of the instructor(s), and/or the dissemination or use of such unauthorized records.

If you are uncertain what constitutes plagiarism, please ask the instructor. The Political Science/JSIS/LSJ/CHID Writing Center also offers guidance on plagiarism, general advice on writing, and related issues of academic integrity:  
<http://depts.washington.edu/pswrite/forstudents.html>.

### **Classroom Expectations & Communication**

Some of the material covered in this course may be controversial. While debate is expected and in fact encouraged, students are required to conduct themselves in a professional manner at all times during the course. Students are expected to arrive on time and ready to start class. We have a very short period of time for each class, and it is disrespectful to the instructor and your fellow classmates to show up late. If you miss a class you are still responsible for the information covered, and the instructor will not provide you with notes. All disruptive behavior is not permitted during class, including but by no means limited to sleeping, talking outside of regular discussion, using cell phones, and insulting classmates and/or the instructor. Laptops are permitted, but should be used solely for course work (e.g. taking notes, accessing course readings, etc.). Eating is permitted as long as it does not disrupt others.

Email is the preferred method of contact for most logistical questions. For more in-depth issues, please talk to the instructor before/after class or during office hours. All e-mail related to the course should begin with the Subject Heading “POL S 521: ...”. Assignments should be submitted by e-mail attachment with the subject heading “POL S 521: <Your Name> - <Assignment Name>”.

### **Readings**

There are two required books to purchase, which you should be able to buy from an online retailer or the publisher.:

Keohane, Robert O. 1984. *After Hegemony: Cooperation and Discord in the World Political Economy*. Princeton, N.J.: Princeton University Press.

Waltz, Kenneth N. 1979. *Theory of International Politics*. Reading, Mass.: Addison-Wesley.

*Recommended texts for further reading:*

Carlsnaes, Walter, Thomas Risse, and Beth A. Simmons, eds. 2013. *Handbook of International Relations*. London, U.K.: Sage Publications.

Lake, David A., and Robert Powell, eds. 1999. *Strategic Choice and International Relations*. Princeton, N.J.: Princeton University Press.

Reus-Smit, Christian, and Duncan Snidal, eds. 2010. *The Oxford Handbook of International Relations*. Oxford, U.K.: Oxford University Press.

In addition, you are encouraged to consult any of the MIT Press International Security Readers, which contain collections of key readings on particular themes in international relations. The *Annual Review of Political Science*, published annually, provides articles that succinctly review the literature on particular topics across Political Science. The International Studies Association (ISA), in conjunction with Oxford University Press, has put together an online compendium, the *Oxford Research Encyclopedia of International Studies*, with similar types of review essays across a wide range of topics in international relations (see <https://www.isanet.org/Publications/Encyclopedia>, access available to ISA members only).

Many of the readings assigned in this course come from the following selection of journals, though this list is by no means exhaustive. You are encouraged to consult some of these journals on a regular basis to keep abreast of the latest developments in the field.

*General Political Science*

American Political Science Review  
American Journal of Political Science  
Journal of Politics  
British Journal of Political Science  
Political Science Quarterly

*General IR*

International Organization  
International Studies Quarterly  
World Politics

*Field-specific*

International Security  
Journal of Conflict Resolution  
Security Studies  
Journal of Peace Research  
International Interactions  
Conflict Management and Peace Science  
Foreign Policy Analysis  
International Theory  
Review of International Organizations  
Review of International Political Economy

All other readings will be posted electronically on the course website. The reading load for this course is quite heavy – plan and prepare accordingly.

**A Few Notes on Note-Taking**

You should take an organized and long-term approach to your notes. You will likely need to refer back to your notes from this course many times in the future – making connections to other courses, preparing for comprehensive exams, researching a paper, etc. In fact, I still regularly consult my own notes from when I took the IR field seminar many years ago!

Here are two general recommendations on note-taking:

1. Your notes should be a combination of a) specifics to the particular reading and b) big picture thinking. Having detailed notes on each reading is important, but getting bogged down in the minutiae can conceal the bigger picture and how a reading fits within the broader field. Along with reading-specific notes, you should also include (often at the beginning) a brief paragraph or set of points where you take a step back and situate the reading in the relevant literature. In general, keep the following questions in mind when reading each piece (not necessarily in this order):
  - a. What is the research question?
  - b. What literature/work is this work contributing to?
  - c. What is the theory and hypotheses?
  - d. What is the methodological approach and research design?
  - e. What are the findings?
  - f. What is the central contribution of the work and implications?
2. You should also experiment with some electronic system for managing your notes. Reference management systems (e.g. Endnote, Zotero, BibTeX, etc.) can be extremely flexible and efficient for organizing your materials, citing works, and updating your notes with new thoughts and connections.

### Course Schedule

The following is a preliminary schedule of topics and readings for the course. The schedule is subject to change based on the pace of the class. The instructor will clearly announce changes to the course schedule should any occur. Please be mindful that some of the readings for a particular week may be split across separate pages in the syllabus.

#### Week 1 (September 27): Introduction and Overview

- Schmidt, Brian C. 2013. "On the History and Historiography of International Relations." In *Handbook of International Relations*. Walter Carlsnaes, Thomas Risse, Beth A. Simmons, eds. London, U.K.: Sage Publications: 3-28.
- Waever, Ole. 1998. "The Sociology of a Not So International Discipline: American and European Developments in International Relations." *International Organization* 52 (4): 687-727.
- Tickner, J. Ann. 1997. "You Just Don't Understand: Troubled Engagements between Feminists and IR Theorists." *International Studies Quarterly* 41 (4):611-632.
- Henderson, Errol. 2013. "Hidden in Plain Sight: Racism in International Relations Theory." *Cambridge Review of International Affairs* 26 (1): 71-92.
- Waltz, Kenneth N. 1979. *Theory of International Politics*. Reading, Mass.: Addison-Wesley. Ch.1 (1-17).
- Lake, David A. 2011. "Why Isms are Evil: Theory, Epistemology, and Academic Sects as Impediments to Understanding and Progress." *International Studies Quarterly* 55 (2): 465-480.

#### Week 2 (October 4): Sovereignty, Anarchy, and Hierarchy

- Krasner, Stephen. 1999. *Sovereignty: Organized Hypocrisy*. Princeton, N.J.: Princeton University Press. Ch.1 (3-42).
- Philpott, Daniel. 1999. "Westphalia, Authority, and International Society." *Political Studies* 47 (3): 566-589.
- Osiander, Andreas. 2001. "Sovereignty, International Relations, and the Westphalia Myth." *International Organization* 55 (2):251-289.

- Milner, Helen. 1991. "The Assumption of Anarchy in International Relations Theory: A Critique." *Review of International Studies* 17 (1): 67-85.
- Lake, David A. 2003. "The New Sovereignty in International Relations." *International Studies Review* 5 (3): 303-323.

### **Week 3 (October 11): Structural Approaches and the Realist Worldview**

- Morgenthau, Hans J. 1985. *Politics among Nations: The Struggle for Power and Peace*. New York: McGraw-Hill. Ch.1 (3-17); Ch.3 (31-51).
- Carr, E.H. 1939. *The Twenty Years Crisis, 1919-1939: An Introduction to the Study of International Relations*. London: MacMillan. Ch.1 (1-10); Ch.5 (63-88).
- Waltz, Kenneth N. 1979. *Theory of International Politics*. Reading, Mass.: Addison-Wesley. Ch.4-7 (60-160).
- Mearsheimer, John. 2001. *The Tragedy of Great Power Politics*. New York: Norton. Ch.1-2 (1-54).
- Tin-Bor Hui, Victoria. 2004. "Toward a Dynamic Theory of International Politics: Insights from Comparing Ancient China and Early Modern Europe." *International Organization* 58 (1): 175-205.

### **Week 4 (October 18): The Cooperative Response and the Rationalist Turn**

- Oye, Kenneth A. 1985. "Explaining Cooperation under Anarchy: Hypotheses and Strategies." *World Politics* 38 (1): 1-24.
- Keohane, Robert O. 1984. *After Hegemony: Cooperation and Discord in the World Political Economy*. Princeton, N.J.: Princeton University Press. Ch.3-6 (31-109).
- Fortna, Virginia P. 2003. "Scraps of Paper? Agreements and the Durability of Peace." *International Organization* 57 (2): 337-372.
- Grieco, Joseph M. 1988. "Anarchy and the Limits of Cooperation: A Realist Critique of the Newest Liberal Institutionalism." *International Organization* 42 (3): 485-507.
- Gruber, Lloyd. 2000. *Ruling the World: Power Politics and the Rise of Supranational Institutions*. Princeton, N.J.: Princeton University Press. Ch.2-3 (15-57).

### **Week 5 (October 25): Challenges to Rationalism: Ideational Approaches**

- Ruggie, John G. 1998. "What Makes the World Hang Together? Neo-Utilitarianism and the Social Constructivist Challenge." *International Organization* 52 (4): 855-885.
- Bull, Hedley. 1977. *The Anarchical Society: A Study of Order in World Politics*. New York: Columbia University Press. Ch.1 (3-22); Ch.3 (53-76).
- Wendt, Alexander. 1992. "Anarchy Is What States Make of It: The Social Construction of Power Politics." *International Organization* 46 (2):391-425.
- Weldes, Jutta. 1996. "Constructing National Interests." *European Journal of International Relations* 2 (3):275-318.
- Barnett, Michael, and Raymond Duvall. 2005. "Power in International Politics." *International Organization* 59 (1): 39-75.
- Tannenwald, Nina. 1999. "The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use." *International Organization* 53 (3): 433-468.

**Week 6 (November 1): Challenges to Rationalism: Psychological Approaches**

- Tversky, Amos, and Daniel Kahneman. 1982. "Judgment under Uncertainty: Heuristics and Biases." *Science* 185 (4157): 1124-1131.
- Jervis, Robert. 1976. *Perception and Misperception in International Politics*. Princeton, N.J.: Princeton University Press. Ch.6 (217-287 read through to get flavor).
- Mercer, Jonathan. 2005. "Rationality and Psychology in International Politics." *International Organization* 59 (1): 77-106.
- Mitzen, Jennifer. 2006. "Ontological Security in World Politics: State Identity and the Security Dilemma." *European Journal of International Relations* 12 (3): 341-370.
- McDermott, Rose. 2015. "Sex and Death: Gender Differences in Aggression and Motivations for Violence." *International Organization* 69 (3): 753-775.

**Week 7 (November 8): Strategic Interaction, Bargaining, and War**

- Morrow, James D. 1999. "The Strategic Setting of Choices: Signaling, Commitment, and Negotiation in International Politics." In *Strategic Choice and International Relations*. David A. Lake and Robert Powell, eds. Princeton, N.J.: Princeton University Press. (77-114).
- Fearon, James D. 1995. "Rationalist Explanations for War." *International Organization* 49 (3): 379-414.
- Gartzke, Eric. 1999. "War is in the Error Term." *International Organization* 53 (3): 567-587.
- Powell, Robert. 2006. "War as a Commitment Problem." *International Organization* 60 (1): 169-203.
- Goddard, Stacie E. 2006. "Uncommon Ground: Indivisible Territory and the Politics of Legitimacy." *International Organization* 60 (1): 35-68.

**Week 8 (November 15): Domestic Politics and International Relations**

- Moravcsik, Andrew. 1997. "Taking Preferences Seriously: A Liberal Theory of International Politics." *International Organization* 51 (4):513-553.
- Rogowski, Ronald. 1999. "Institutions as Constraints on Strategic Choice." In *Strategic Choice and International Relations*, ed. D. A. Lake and R. Powell. Princeton, N.J.: Princeton University Press. (115-136).
- Doyle, Michael W. 1986. "Liberalism and World Politics." *American Political Science Review* 80 (4): 1151-1169.
- Fearon, James D. 1994. "Domestic Political Audiences and the Escalation of International Disputes." *American Political Science Review* 88 (3): 577-592.
- Weeks, Jessica L. 2012. "Strongmen and Straw Men: Authoritarian Regimes and the Initiation of International Conflict." *American Political Science Review* 106 (2): 326-347.
- Gourevitch, Peter. 1978. "The Second Image Reversed: The International Sources of Domestic Politics." *International Organization* 32 (4): 881-912.

**Week 9 (November 22): \*\*NO CLASS – THANKSGIVING\*\***

**Week 10 (November 29): International Institutions – A Closer Look at their Many Sides**

- Martin, Lisa, and Beth Simmons. 1998. "Theories and Empirical Studies of International Institutions." *International Organization* 52 (4): 729-758.
- Ikenberry, G. John. 1998-1999. "Institutions, Strategic Restraint, and the Persistence of American Postwar Order." *International Security* 23 (3): 43-78.

- Krasner, Stephen. 1991. "Global Communications and National Power: Life on the Pareto Frontier." *World Politics* 43 (3): 336-366.
- Johnston, Alastair Iain. 2003. "Treating International Institutions as Social Environments." *International Studies Quarterly* 45 (4):487-515.
- Barnett, Michael, and Martha Finnemore. 1999. "The Politics, Power, and Pathologies of International Organizations." *International Organization* 53 (4): 699-732.

**Week 11 (December 6): Transnational Relations, Network, and Non-State Actors**

- Keohane, Robert O., and Joseph S. Nye. 1977. *Power and Interdependence: World Politics in Transition*. Boston: Little, Brown. Ch.1-2 (3-37).
- Risse-Kappen, Thomas. 1995. "Bringing Transnational Relations Back In: Introduction." In *Bringing Transnational Relations Back In: Non-State Actors, Domestic Structures, and International Institutions*, Thomas Risse-Kappen, ed. New York: Cambridge University Press. (3-33).
- Hafner-Burton, Emilie Marie, Miles Kahler, and Alexander H. Montgomery. 2009. "Network Analysis for International Relations." *International Organization* 63 (3): 559-592.
- Keck, Margaret, and Kathryn Sikkink. 1998. *Activists Beyond Borders: Advocacy Networks in International Politics*. Ithaca, N.Y.: Cornell University Press. Ch.1 (1-38) and Ch.3 (79-120).
- Raustiala, Kal. 1997. "States, NGOs, and International Environmental Institutions." *International Studies Quarterly* 41 (4): 719-740.