



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

POLI 5307:
International Relations
Section 110 (Summer 2018)
2 PM – 4:30 PM Tues/Thurs
Founder's Hall 413



Dr. Jeffrey Dixon

Office: Founder's Hall 217A

Email: JeffreyDixon@tamuct.edu

Phone: (254) 501-5871 (email preferred)

Office Hours: 5:00-5:45 PM Mon/Wed,
4:35-5:45 PM Tues/Thurs, or by appointment

Course Description (from TAMUCT Catalog)

This core graduate seminar examines basic approaches to the study of the politics of international relations, including major works and recent research on the topic.

Course Objectives and Outcomes

Objective

Students in this course will learn to understand, critique, and propose academic research on international relations.

Student Learning Outcomes:

1. Students will be able to read, critically evaluate, and effectively summarize research in international relations.
2. Students will be able to propose new research in the field of international relations, given a set of readings, by identifying unanswered questions in those readings.
3. Students will be able to distinguish between (neo)realism, (neo)liberalism, constructivism and the Copenhagen school, emancipative critical theories (such as critical security studies, Marxism, feminism, and critical race theory), and rational choice theory as approaches to international relations and defend one as superior to the others.
4. Students will be able to use their preferred approach to international relations to propose and support a thesis for each of the following major puzzles in the subfield:
 - a. What are the political causes and consequences of international finance and trade?
 - b. What do we know about the causes of armed conflict?
 - c. What ethical standards, if any, should govern international relations?
 - d. What determines the relations between great powers?
 - e. When is international law effective?

The first two outcomes are addressed in the daily memos while the last two are addressed on the final exam. Of course, all four of the outcomes are introduced and reinforced through class discussion and participation.



Books

The following books are required and available for purchase at the bookstore. You are under no obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer. The other required readings are available on Canvas.

Braumoeller, Bear F. 2013. *The Great Powers and the International System: Systemic Theory in Empirical Perspective*. Cambridge University Press. ISBN: 978-1107659186

Daddow, Oliver. 2017. *International Relations Theory*. 3rd Ed. Thousand Oaks, CA: SAGE. ISBN: 978-1473966581

Grading (90/80/70/60, rounded to the nearest percentage)

POLI 5307 Course Rubric

Item	Points Possible	Percent
Academic Integrity Exercise	0 (but required to pass)	0% *
Daily Memos (18)	20 each (360 total)	36%
Participation	15 per session (270 total)	27%
Final Exam	370 (divided evenly between questions)	37%
TOTAL POSSIBLE	1000	100%
895+=A 795-894=B 695-794=C 595-694=D 594 or lower=F		

Exercises, Exams, and Participation

- Academic Integrity Exercise: This consists of watching a brief lecture on Canvas, taking a quiz, seeing where any mistakes on the quiz came from, and signing a statement. Once you successfully complete this exercise, you will no longer need to do so in future political science courses. If you have previously completed this exercise in one of my courses, you need not do so again. ***Completing the Academic Integrity Exercise is a prerequisite to passing this course. It must be completed before the due date on the syllabus.***
 - **Rubric: You will automatically fail the course if you have not completed the Academic Integrity exercise on or before the deadline.**
- Daily Memos (36%). At the beginning of each class, you should submit a typed, 1-2 page (about 400-600 words) essay on the day's readings. The first half should summarize the relevant material from each reading. The second half of the memo should identify an unanswered question in the readings and suggest a research project to answer it. These shouldn't require outside research but if you do some, be sure to cite it properly using the APSA system (see Canvas for examples). If you only cite from the assigned readings, you don't need a works cited page; otherwise, you do.
 - Before writing, be sure that you understand each author's dependent variable (e.g. policy, autonomy, attitudes, decisions, election outcomes, etc) – that is, what they are trying to describe, predict, or evaluate. All of our authors – even the ones that merely review the state of the field in some area -- have arguments to make.
 - What is each author's explanation(s) (independent variables) for changes in the value assumed by his or her dependent variable?
 - What evidence/arguments does the author produce in favor of the explanation? Look for weaknesses, especially if they are common to all of the authors.



- Rubric: For simplicity's sake, grades will be given and recorded as percentages rather than the number of points out of 20 that you earned. Of course, to get the point value, just multiply the percentage by 20.
 - Each half of the memo is worth half of the credit.
 - The first half is graded for clarity and descriptive accuracy. It should show that you read and understood the material.
 - The second half is graded as a miniature research design. This requires an idea, a testable hypothesis following from that idea, identification of relevant independent variables, a statement about what data would be needed, and a statement about what results would falsify the hypothesis. Provide as much detail as you can within the 600-word limit.
 - Spelling/grammar count for up to 20% of the credit (1% deduction per error). Check Canvas to at least address my personal pet peeves.
- Participation (27%). This will be graded on a simple system of 15 points (recorded as percentages) per day. A student who attends and does little else will receive 6 points (40% credit). A student who constructively participates in about half of the class will receive 10.5 points (70% credit). A student who constructively participates throughout class will receive the full 15 points (100% credit).
 - Constructive participation means making several comments or asking questions that demonstrate familiarity with the assigned readings for the week. It also means actively engaging in any in-class exercises.
 - A good rule of thumb is to be sure to contribute something relevant (even just a question that shows engagement with the course material) at least twice an hour if there is no lecture or in-class exercise.
 - As the amount of class time devoted to lecture increases, the amount of participation expected from students decreases proportionally.
 - Lateness/Leaving Early: These things can be disruptive to class. Moreover, they are missed opportunities to participate in class and to understand the development of the conversation. Therefore, participation credit will be reduced for lateness/leaving early in proportion to how much class time is missed (rounding up to the next 10%).
- Final Exam (37%). There will be a comprehensive final exam.
 - The exam will consist of two essay questions – one of which will be the one associated with Learning Outcome 3 and the other of which will be chosen at random from those listed under Learning Outcome 4. The questions may be reworded to make them more precise or in order to take into account material we have discussed in class.
 - Answers on the two questions should be consistent with each other, e.g. the perspective on international relations you choose to defend should be applied to the concrete problem you are asked to solve (taking into account empirical findings on the question, of course). A lack of consistency between answers will reduce your exam grade by up to 10%.
 - General advice:
 - It is generally best to write an outline first, then write your answer. For each major point on your outline, you should have support (a finding or example from the course materials).
 - You can write an outline for each question in Learning Outcome 3 as we encounter it in the course, saving yourself considerable time and effort reviewing for the final exam.
 - The exam is both open-notes and open-book. You are free to use class handouts, your notes, and all of the assigned readings. You are **not** permitted to use other resources (such as online material) during the exam.



- Exam grading rubric. Being able to cite particular authors is less important than synthesizing their findings into a coherent argument. Grading is primarily based upon your demonstrated knowledge of and ability to synthesize and apply the material, rather than spelling/grammar issues. Having said this, atrocious grammar can make it impossible for the reader to understand your argument.

POLI 5307 Final Exam Question Grading Rubric

Grade	Thesis (20%)	Argument Structure (10%)	Evidence (60%)	Counter-Evidence (10%)
A	Answers the question and drives the rest of the essay	The thesis is built up from arguments about each element of the question, each with its own support	Each element of the argument is supported by evidence from the course and no major evidence is ignored. In general, consistent statistical findings are better evidence than isolated examples, where such evidence is available.	Addressed, with flaws spotlighted.
B	Answers the question, but most of the paper ignores it	Some elements of the thesis do not correspond to sections of the answer, or vice versa	Each element of the argument is supported by evidence, but either major sources of evidence in the course are ignored or the evidence used is insufficient to support one or more of the claims in the paper.	Addressed, with mixed results.
C	Does not match up with every element of the question	The essay is a set of arguments that proceed without logical order	The evidence, when taken as a whole, fails to support the paper's thesis, with necessary steps in the argument being assumed instead of demonstrated. Much relevant evidence is omitted and much of the support consists of direct quotes or naked claims, unsupported by the empirical evidence.	Some addressed, with mixed results.
D	Does not match up with most elements of the question	Most of the essay is devoid of actual argument, instead following a stream-of-consciousness or "data dump" strategy	At least one major element of the essay's argument has substantial evidence from the course that supports it. However, the other elements are supported by generally vague, irrelevant, or naked claims.	Most unmentioned; remainder are dismissed with vague statements or similar avoidance strategies
F	None	The essay is devoid of structure	Little if any evidence from the course is used in the answer. It fails to synthesize any research.	Not addressed



Attendance, Make-Up Work, and Late Work

- Attendance is required. Students must inform the instructor *prior to an absence*. Send me an email stating the dates(s) you will be missing and the reason(s). (Protect yourself! Don't rely on my memory – send me something written that I can keep in my files).
 - If all else fails, you or a friend may call my office and speak to me or my voicemail. There are very few situations in life that preclude making a phone call or having a friend do so; failure to contact the instructor *prior to class* will normally rule out any sort of make-up.
 - See the lateness policy under Participation above. If you do have to leave early, please remember to get any in-class assignments first.
- Late memos are only accepted in the case of excused absences. *If you must email me a memo to prove you have it done on time, then you need to bring a hard copy for me to grade the next class session.*
- Make-up work is required for any **excused** absence after the first. It makes up for the inability of the student to participate in the class.
 - For each assigned reading for the day you missed, you may turn in an outline (not just the list of topics covered, but the conclusions reached and steps in the argument – use verbs), or you may turn in a page specifying a flaw or unanswered question in the reading and how it should be addressed by scholars.
 - *Note that this is in addition to completing the memo for the missed week – the two are graded separately.*
 - **When you return from a second or subsequent excused absence, be sure to do the make-up work. It is your duty to keep up, not the instructor's duty to remind you.**
 - Make-up work is due one week after you return to class.
- Grades of incomplete are not to be used when students simply fall behind. Instead, they are used when some event such as a hospitalization or deployment effectively takes the student out of the class after the drop deadline. By university policy, incompletes must be finished in the subsequent semester.

Regrade Policy

It is possible for me to make a mistake when grading. So if you think that I graded part or all of an assignment incorrectly, you have one week to return it to me for regrading against the rubric. You may request that all or only part of the assignment be regraded. I take no offense at this. The same policy applies to the final exam; you have one week from when grades are posted to request a regrade of one or both questions. As for participation, I make the daily participation grades available both during the class break and after class, so if you need to remind me of something you said that didn't receive credit, do so that night as I probably won't remember who said what the next week.

Academic Integrity

University Code of Academic Honesty: Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.



Specific guidelines for this course, which supplement and do not replace University policy:

- **Violations:** There are plenty of ways to cheat listed by the Student Handbook. Some common violations of academic integrity that I have observed while teaching similar classes at TAMUCT are
 - Copying another student's homework. I encourage study groups, but copying must be avoided. Discuss the readings as long as you wish, but don't "share" the contents of your memos before they are due. You may not "jointly" complete any of the homework exercises in this course unless otherwise indicated on the assignment; these are to be completed by yourself alone. If you provide another student with a copy of your homework and they copy it, both you and the copier will be deemed to have violated the policy.
 - Using direct quotes without quotation marks. Even if you are just using three- or four-word phrases, you need to surround them with quotation marks if you didn't create them yourself. This is true even if you cite the source! Remember that changing a few words in a sentence does not transform a direct quote into a paraphrase; instead, it transforms one long direct quote into several shorter direct quotes with a word of your own between each. A true paraphrase is the expression of the cited source's ideas in your own words.
 - Paraphrasing another person's words without citing the source
- **Penalties:**
 - The normal penalty for a violation of academic integrity (whether or not it is specifically listed above) in any of my classes is a grade of zero for the work or a deduction of 20% (two letter grades) from your course grade, whichever is **greater**. The infraction will be reported to the TAMUCT administration, with a recommendation for probation in the case of deliberate violation or no further action in the case of clearly inadvertent violation.
 - The (a) outright purchase, download, or completion by others of an exam, or (b) second or subsequent violation of academic integrity (in this course or other courses) display such serious disregard for academic integrity that either one of them will result in course failure **and** recommendation for expulsion to the TAMUCT administration.

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Student Resources

- **911 Cellular:** Emergency Warning System for Texas A&M University – Central Texas. 911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account. Connect at 911Cellular [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to



change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

- **Academic Accommodations:** At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such. For more information please visit our Access & Inclusion webpage [<https://www.tamuct.edu/student-affairs/access-inclusion.html>].
 - Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].
 - Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender – including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at 254-501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.
- **Tutoring** is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.
 - If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Dr. DeEadra Albert-Green at deadra.albertgreen@tamuct.edu.
 - Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.
- **University Writing Center:** Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WOnline at [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.
 - While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite



and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

- If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.
- **The University Library** provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.
 - Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.
 - Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [<https://tamuct.libguides.com/>].

Amendments

Not all exigencies can be foreseen. I reserve the right to amend the syllabus at any time. Any such amendment will be provided to the students in writing.



Course Schedule

Dates	Topic	Readings (asterisks indicate the reading is available on Canvas)
June 5	Problems and Perspectives in IR	<ul style="list-style-type: none"> None
June 7	Theory in International Relations	<ul style="list-style-type: none"> Daddow, <u>International Relations Theory</u>, Chapters 1-2
June 12	The Classical Theories: Liberalism vs. Realism Academic Integrity Exercise Due	<ul style="list-style-type: none"> Daddow, <u>International Relations Theory</u>, Chapters 4-5, 16 Drezner, <u>Theories of International Politics and Zombies</u>, Excerpts *
June 14	The Evolution of Realism	<ul style="list-style-type: none"> Daddow, <u>International Relations Theory</u>, Chapter 3 Schmidt, "On the History and Historiography of International Relations" * Powell, "Guns, Butter, and Internal Balancing in the Shadow of Power" *
June 19	Neorealism	<ul style="list-style-type: none"> Daddow, <u>International Relations Theory</u>, Chapter 6 (pp. 101-106) Waltz, <u>Theory of International Politics</u>, Excerpts *
June 21	Neoliberalism	<ul style="list-style-type: none"> Daddow, <u>International Relations Theory</u>, Chapter 6 (pp. 106-114) Oneal and Russett, "The Kantian Peace" *
June 26	Constructivism and the Copenhagen School	<ul style="list-style-type: none"> Daddow, <u>International Relations Theory</u>, Chapter 8 Wendt, "Anarchy is What States Make of It" * Peoples and Vaughan-Williams, "Securitisation Theory"* Hayes, "Identity and Securitization in the Democratic Peace" *
June 28	Critical Security Studies	<ul style="list-style-type: none"> Daddow, <u>International Relations Theory</u>, Chapter 10 Fierke, "Critical Theory, Security, and Emancipation" * Hynek and Chandler, "No Emancipatory Alternative, No Critical Security Studies" *
July 3	Other Critical Approaches	<ul style="list-style-type: none"> Daddow, <u>International Relations Theory</u>, Chapters 9, 11 Henderson, "Hidden in Plain Sight: Racism in International Relations Theory" * True, "Feminism and Gender Studies in International Relations Theory" *
July 5	Normative Approaches	<ul style="list-style-type: none"> Oppenheim, "National Interest, Rationality, and Morality" * Farrell, "Immoral Intentions" * Daddow, <u>International Relations Theory</u>, Chapter 13
July 10	Rationalist Perspectives	<ul style="list-style-type: none"> Wagner, "Who's Afraid of 'Rational Choice Theory?'" * Quackenbush, "The Rationality of Rational Choice Theory" * Fearon, "Rationalist Explanations for War" *



Dates	Topic	Readings (asterisks indicate the reading is available on Canvas)
July 12	The Scientific Study of International Processes	<ul style="list-style-type: none"> • Jackson, "Rationalizing <i>Realpolitik</i>: U.S. International Relations as a Liberal Field" * • Mitchell, "Dangerous Bargains with the Devil? Incorporating New Approaches in Peace Science for the Study of War" * • Mousseau, Grasping the Scientific Evidence: The Contractualist Peace Supersedes the Democratic Peace" • Ray and Dafoe, "Democratic peace versus Contractualism" *
July 17	International Political Economy	<ul style="list-style-type: none"> • Marlin-Bennett, "International Political Economy: Overview and Conceptualization" * • Tomz, "International Finance" * • Milner, "International Trade" *
July 19	International Conflict	<ul style="list-style-type: none"> • Cashman, <u>What Causes War?</u>, Chapters 2-3 * • Rasler and Thompson, "Systemic Theories of Conflict" *
July 24	International Aspects of Internal Conflict	<ul style="list-style-type: none"> • Dixon, "Emerging Consensus: Results from the Second Wave of Statistical Studies on Civil War Termination" * • DeMeritt, "Delegating Death: Military Intervention and Government Killing" * • Parker and Sitter, "The Four Horsemen of Terrorism: It's Not Waves, It's Strains" * • Dreher, Gassebner, and Schaudt, "The Effect of Migration on Terror – Made at Home or Imported from Abroad?" *
July 26	A Systemic Approach to International Relations	<ul style="list-style-type: none"> • Braumoeller, <u>The Great Powers and the International System</u>, Preface, Chapters 1-2, and the formal model in Appendix A
July 31	Testing the Systemic Approach: Evidence and Implications	<ul style="list-style-type: none"> • Braumoeller, <u>The Great Powers and the International System</u>, Chapters 3 (skim Appendix B, esp. pp. 231-233), 4, and 5.
August 2	International Law: Commitment and Compliance	<ul style="list-style-type: none"> • von Stein, "International Law: Understanding Compliance and Enforcement" * • Morrow, "When Do States Follow the Laws of War?" *
August 7	International Law and Domestic Politics	<ul style="list-style-type: none"> • Simmons, <u>Mobilizing for Human Rights</u>, Chapters 3-4 * • Daddow, <u>International Relations Theory</u>, Chapter 18
August 9	Final Exam	<ul style="list-style-type: none"> • None

