Course Description (from TAMUCT Catalog)
Explore the development of the national state system, the problems and issues which have arisen, international agencies created to cope with these problems, and the principles of international conduct.

Course Objectives and Outcomes

Course Objectives

1. Students in this course will learn to understand the major theories and problems of international politics.
2. Students in this course will improve their academic writing through a process of repeated low-stakes writing assignments that require well-supported arguments.

Student Learning Outcomes:

1. Students will improve their abilities to describe and compare academic theories and social-scientific research in writing.
   a. Students will be able to present social-scientific arguments about international politics that contain a claim (thesis), evidence, and warrants connecting the evidence to the thesis.
   b. Students will substantially improve their writing through a successive focus on proper citation, then spelling/grammar issues, then topic sentences for paragraphs, and finally through clarity of argumentation (that is, the ability to relate abstract theory to concrete evidence).
2. 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 for answering one of the following 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 (1a and 1b) are assessed through daily writing assignments while the last outcomes (2a-2e) are assessed on the final exam. Of course, all of the outcomes are introduced and reinforced through class discussion and participation.

**Course Format**
This course meets face-to-face, with supplemental materials made available online through the Texas A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com]. We strongly recommend the latest versions of either the Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

**Technology Requirements and Support**
This course will use the Texas A&M-Central Texas Instructure Canvas learning management system for course readings (posted in Adobe pdf format, which can be opened by Adobe Reader and most modern web browsers), the Academic Integrity Exercise, a video lecture, and a few PowerPoint slides.

- Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.
  Username: Your MyCT email address. Password: Your MyCT password
- Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.
- For log-in problems, students should contact Help Desk Central.
  24 hours a day, 7 days a week:
  Email: helpdesk@tamu.edu
  Phone: (254) 519-5466
  Web Chat: [http://hdc.tamu.edu]
  *Please let the support technician know you are an A&M-Central Texas student.*
- For issues related to course content and requirements, contact your instructor.

**Books**
The following two books are required for this course. 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.


**Writing Instructive Course Requirements**
This is a Writing Instructive (WI) course, so writing will be an integral part of the instruction and our interactions. Writing will also be a fundamental way that I measure student mastery of course content. WI means that you will have several opportunities (in this class, 13 essays of similar structure based on weekly prompts) to work on improving your writing skills. In concrete terms, your submissions should always be typed (although diagrams may be hand-drawn) and in the form of full arguments with a thesis (claim), evidence that supports the thesis, and clear links (warrants) between the evidence and the thesis. Grammar and spelling errors will reduce the credit you receive, even for otherwise correct answers. See Canvas for a link to my pet grammatical peeves.
Of course, good writing requires more than correct spelling and grammar, and I’m looking for a *thesis*, for paragraphs to have *topic sentences*, and for *well-cited and evidence-based* argumentation. An argument is complete if it contains a *claim* (something you are trying to prove), *evidence* (properly-cited, of course), and a *warrant* (the evidence logically supports the claim). The citation system we’ll be using in this class is that of the American Political Science Association (APSA). APSA citation is a slightly modified form of the parenthetical documentation system in the Chicago Manual of Style (not the note system found in the same volume). A guide to APSA citations is available on Canvas.

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Points Possible</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Integrity Exercise</td>
<td>0 (but required to pass)</td>
<td>0% *</td>
</tr>
<tr>
<td>Responses to Writing Prompts (13)</td>
<td>20 each (360 total)</td>
<td>36%</td>
</tr>
<tr>
<td>Participation</td>
<td>20 per session (360 total)</td>
<td>36%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>280 (divided evenly between questions)</td>
<td>28%</td>
</tr>
<tr>
<td><strong>TOTAL POSSIBLE</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*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.

- Responses to Writing Prompts (36%). At the beginning of each class, you should submit a typed, two page, double-spaced essay on the day’s readings that responds to the writing prompt for the day. There should be an introduction to the puzzle you face and its importance, a clear thesis that resolves the puzzle, and applicable evidence from the readings for the day. Cite sources properly using the APSA system (see Canvas for examples), including a works cited page.
  - **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. Fractional points are possible.
    - The essay should show that you read and grappled with the assigned material. This is half of the possible credit.
    - The other half of the credit is based upon your writing, especially your argument and the presence of evidence to support that argument. Having the argument properly divided into paragraphs with clear topic sentences is also important.
    - Proper citation, spelling, and grammar count for up to 20% of the credit (1% deduction per error). Note that this applies to incorrect citation formats, not the absence of any citations or proper use of quotation marks (see Academic Integrity below). Check the link on Canvas to at least address my personal grammar/word choice pet peeves.
• Participation (36%). This will be graded on a simple system of 20 points (recorded as percentages) per day. A student who attends and does little else will receive 8 points (40% credit). A student who constructively participates in about half of the class will receive 16 points (80% credit). A student who constructively participates throughout class will receive 24 points (120% credit – a significant extra credit opportunity).
  o 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.
  o 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.
  o As the amount of class time devoted to lecture increases, the amount of participation expected from students decreases proportionally.
  o 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 (28%). There will be a comprehensive final exam.
  o The exam will consist of two essay questions which will each ask you to defend a theoretical perspective as the best choice for tackling a particular puzzle in the subfield (see page 1 of the syllabus) selected by the professor. The puzzles may be reworded to make them more precise or in order to take into account material we have discussed in class.
  o 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 under Learning Outcome 2 as we encounter it in the course, saving yourself considerable time and effort reviewing for the final exam.
  o 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.
  o Exam grading rubric. 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 3308 Final Exam Question Grading Rubric

<table>
<thead>
<tr>
<th>Grade</th>
<th>Thesis (25%)</th>
<th>Argument Structure (25%)</th>
<th>Evidence (50%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Answers the question and drives the rest of the essay</td>
<td>The thesis is built up from arguments about each element of the question, each with its own support</td>
<td>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.</td>
</tr>
</tbody>
</table>
### Grade | Thesis (25%) | Argument Structure (25%) | Evidence (50%)
--- | --- | --- | ---
**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.

**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.

**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.

**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.

### 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).
  - Note that failure to contact the instructor *prior to class* will normally rule out any sort of make-up.
- Late responses to writing prompts are only accepted in the case of excused absences. *If you must email me anything 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. 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 of that reading (not just the list of topics covered, but the conclusions reached and steps in the argument – use verbs), or a page for each reading 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 response paper for the missed session – the two are graded separately.*
  - When you return from an 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 Policies
Mistakes happen. Don’t be shy about checking everything twice. In order to prevent a last-minute search for points long after the original grading has been done, I have two policies for regrades or disputes over grades.
Please remember the deadlines in each case. After this time, I am no longer confident that I will be able to remember enough to fairly regrade the material (i.e. using exactly the same standards as those applied to other students).

- **Written Work:** If you believe I have graded written work incorrectly, then you have up to **one week** to return the work to me along with a *brief* explanation (or just specification) of the portion to be regraded.

- **Participation:** **At the end of any class period,** you may request to see your participation grade for that class. If you disagree with the grade, you need to explain your disagreement *then, while the discussion is still fresh in everyone’s memory.* I advise you to write down a few words each time you participate so that you might be able to jog my memory after class if you believe I missed your effort.

### 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.

More [information regarding the Student Conduct process](https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel) is available at the following link:

If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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

- **Violations:** Some common violations of academic integrity that I have observed while teaching similar classes at TAMUCT are
  - **Most Common Violations:**
    - **Plagiarism:** Plagiarism is a characteristic of a piece of academic work, not a state of mind. It is indeed possible to accidentally plagiarize, so be sure to follow these two tips for avoiding it:
      - **Use of 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 merely 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** (exception for this class: paraphrasing an author we read on that author’s worksheet – since the
worksheet provides the source, you need not do so unless you use out of class material).

- Receiving assistance or answers on any coursework from anyone other than the instructor. If you hand your weekly work to someone else and they proceed to copy part or all of it, both of you will be deemed to have violated the policy.

  - **Another Possible Violation:** Using prohibited resources on the exam. You are permitted to use your personally-prepared notes (i.e. not downloaded or copied ones), class handouts, the exam itself, and the required readings for the course. That is all. No online resources are to be used, so please print out online readings prior to the exam (having them in class during our discussion is also a plus, since then you can mark them for the exam).

- You may study together for the exams, but each student needs to prepare his or her own notes as study progresses.

  - **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 also be reported to the TAMUCT administration, who will take independent action with respect to the student.

    - 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 the infraction will also be reported to the TAMUCT administration, who will take independent action with respect to the student.

**COVID-19 Safety Measures**

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- **Self-monitoring—**Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

- **Face Coverings—**Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.

  - If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day’s class remotely for all students.
• Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
• Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
• The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

Drop Policy
If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web.

[https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612].

Faculty 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. Once you submit the completed 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.

Proфессors are Mandatory Reporters
Texas State Law states that:
• “An employee of a postsecondary educational institution who, in the course and scope of employment, witnesses or receives information regarding the occurrence of an incident that the employee reasonably believes constitutes sexual harassment, sexual assault, dating violence, or stalking and is alleged to have been committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident shall promptly report the incident to the institution’s Title IX coordinator or deputy Title IX coordinator.”
• Further: “A person commits an offense if the person is required to make a report...and knowingly fails to make the report. ... A postsecondary educational institution shall terminate the employment of an employee whom the institution determines in accordance with the institution's disciplinary procedure to have committed [such] an offense.”

Student Resources
• Emergency Warning System for Texas A&M University – Central Texas: Warrior Shield 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 Warrior Shield through their myCT email account.
  o Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, 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 Office 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 Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such. For more information please visit our Access & Inclusion Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

- 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 Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.

**Tutoring:** Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

- Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

**University Writing Center:** The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Spring 2021 semester, all services will be online as a result of the COVID-19 pandemic.

- The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

- Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

- Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WCOnline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the
UWC and/or need any assistance with scheduling.

- **University Library:** 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 85,000 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 24 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 [http://tamuct.libguides.com/index].
  
  - For Spring 2021, all reference services will be conducted virtually. Please go to our Library website [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

**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 by uploading a revised syllabus to Canvas.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Assigned Readings and Writing Prompts Due (Asterisks indicate readings that are available on Canvas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 25</td>
<td>Problems and Perspectives in IR</td>
<td>• None (but if you have the time, reading Chapters 1-2 of Daddow could be helpful)</td>
</tr>
</tbody>
</table>
| Feb 1  | Theory in International Relations: The Emergence of Liberal and Realist Perspectives **Academic Integrity Exercise Due** | • Daddow, *International Relations Theory*, Chapters 1-2, 4-5, 16  
• Acharya and Buzan, *The Making of Global International Relations*, Chapter 4 * [Note: “GIS” refers to the modern, global interstate system – the system of interacting sovereign states]  
• Dreznner, *Theories of International Politics and Zombies*, Excerpts *  
• *Prompt: What are the major differences between the assumptions of realism and the assumptions of liberalism – and how can we determine which of them best explains a particular dependent variable (e.g. trade, conflict, economic and political cooperation) in International Politics?* |
| Feb 8  | The Evolution of (Neo)/Realism | • Daddow, *International Relations Theory*, Chapters 3 and 6 (pp. 101-106), 17  
• Schmidt, “On the History and Historiography of International Relations” *  
• Waltz, *Theory of International Politics*, Excerpts *  
• Powell, “Guns, Butter, and Internal Balancing in the Shadow of Power” *  
• *Prompt: As best you can, explain the logic of Powell’s model (which is really just an attempt to formalize and explore the implications of Waltz) – i.e. its assumptions and the conclusions drawn from those assumptions. Focus on interpreting the diagrams in Powell rather than on the specific mathematics behind the diagrams.* |
| Feb 15 | Neoliberalism and Scientific Approaches to Evaluating Theories of International Politics | • Daddow, *International Relations Theory*, Chapter 6 (pp. 106-114)  
• Jackson, “Rationalizing Realpolitik: U.S. International Relations as a Liberal Field” *  
• Oneal and Russet, “The Kantian Peace” *  
• Mousseau, Grasping the Scientific Evidence: The Contractualist Peace Supersedes the Democratic Peace” *  
• Ray and Dafoe, “Democratic Peace versus Contractualism” *  
• *Prompt: How well does the “neo-neo consensus” hold up to social-scientific hypothesis testing? Does one “neo” seem to be stronger than the other?* |
| Feb 22 | Rationalism | • Wagner, “Who’s Afraid of ‘Rational Choice Theory?’” *  
• Quackenbush, “The Rationality of Rational Choice Theory” *  
• Fearon, “Rationalist Explanations for War” *  
• *Prompt: What is rational choice theory, and how do its explanations for international relations differ from those of earlier approaches?* |
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| March 1   | Constructivism and the Copenhagen School           | • Daddow, *International Relations Theory*, Chapter 8  
            |                                                    | • Wendt, “Anarchy is What States Make of It” *  
            |                                                    | • Peoples and Vaughan-Williams, “Securitisation Theory” *  
            |                                                    | • Hayes, “Identity and Securitization in the Democratic Peace” *  
            |                                                    | • *Prompt: Which approach is more promising for understanding international politics – Constructivism or the Securitization Theory of the Copenhagen School?* |
            |                                                    | • Fierke, “Critical Theory, Security, and Emancipation” *  
            |                                                    | • Hynek and Chandler, “No Emancipatory Alternative, No Critical Security Studies” *  
            |                                                    | • *Prompt: What distinguishes Critical Security Studies from other approaches to international security?* |
| March 15  | No Class: Spring Break                            | • None                                    |     |
            |                                                    | • True, “Feminism and Gender Studies in International Relations Theory” *  
            |                                                    | • Henderson, “Hidden in Plain Sight: Racism in International Relations Theory” *  
            |                                                    | • Búzás, “Racism and Antiracism in the Liberal International Order” *  
            |                                                    | • Mutz et al, “The Racialization of International Trade” *  
            |                                                    | • *Prompt: Which theory provides a more accurate view of how world politics actually works – feminism or critical race theory?* |
| March 29  | Normative Theoretical Approaches                  | • Oppenheim, “National Interest, Rationality, and Morality” *  
            |                                                    | • Farrell, “Immoral Intentions” *  
            |                                                    | • Daddow, *International Relations Theory*, Chapter 13  
            |                                                    | • *Prompt: Is colonialism (the behavior) wrong? Why or why not?* |
| April 5   | International Political Economy                   | • Marlin-Bennett, “International Political Economy: Overview and Conceptualization” *  
            |                                                    | • Tomz, “International Finance” *  
            |                                                    | • Milner, “International Trade” *  
            |                                                    | • *Prompt: Why do different leaders choose different policies governing trade and foreign investment?* |
| April 12  | Armed Conflict and Terror                          | • Cashman, *What Causes War?*, Chapters 2-3 *  
            |                                                    | • Rasler and Thompson, “Systemic Theories of Conflict” *  
            |                                                    | • 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” *  
<pre><code>        |                                                    | • *Prompt: Which best explains armed conflict: the international system, state policies, or characteristics of individual leaders?* |
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<th>Dates</th>
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| April 19| A Systemic Approach to International Relations  | • Braumoeller, *The Great Powers and the International System*, Preface, Chapters 1-2, and (optionally) the formal model in Appendix A  
  |                                                  | • *Prompt: What are Braumoeller’s dependent variables – and what independent variables does he use to explain them?* |  
  |                                                  | • *Prompt: We discussed causes of the Cold War on the first day of class. Keeping that discussion and Braumoeller’s argument in mind, why did the Cold War ever end?* |  
| May 3   | International Law: Commitment and Compliance     | • von Stein, “International Law: Understanding Compliance and Enforcement” *  
  |                                                  | • Morrow, “When Do States Follow the Laws of War?” *  
  |                                                  | • Simmons, *Mobilizing for Human Rights*, Chapters 3-4 *  
  |                                                  | • *Prompt: When do states follow international law on war and human rights?* |  
| May 10  | Final Exam                                      | • Daddow, *International Relations Theory*, Chapter 18 (optional) |