



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

POLI 5307:
International Politics
Section 110 / Spring 2021 / CRN 10955
6 PM – 8:45 PM Mondays
Founder's Hall 208



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Course Description (from TAMUCT Catalog)

Examine 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.



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.

- Log on 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): [<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.

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 (13)	30 each (490 total)	49%
Participation	15 per session (195 total)	19.5%
Final Exam	315 (divided evenly between questions)	31.5%
TOTAL POSSIBLE	1000	100%
<i>895+=A 795-894=B 695-794=C 595-694=D 594 or lower=F</i>		



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 (49%). 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 30 that you earned. Of course, to get the point value, just multiply the percentage by 30.
 - 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 (20%). 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 (32%). 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.



Grade	Thesis (20%)	Argument Structure (10%)	Evidence (60%)	Counter-Evidence (10%)
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).
 - 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: [https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel].

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), [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.

Professors 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.
 - 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 WOnline [<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) [<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.



Course Schedule

Dates	Topic	Assigned Readings and Writing Prompts Due (Asterisks indicate readings that are available on Canvas)
Jan 25	Problems and Perspectives in IR	<ul style="list-style-type: none"> None (but if you have the time, reading Chapters 1-2 of Daddow could be helpful)
Feb 1	Theory in International Relations: The Emergence of Liberal and Realist Perspectives Academic Integrity Exercise Due	<ul style="list-style-type: none"> Daddow, <u>International Relations Theory</u>, Chapters 1-2, 4-5, 16 Acharya and Buzan, <u>The Making of Global International Relations</u>, Chapter 4 * Drezner, <u>Theories of International Politics and Zombies</u>, Excerpts*
Feb 8	The Evolution of (Neo)/Realism	<ul style="list-style-type: none"> Daddow, <u>International Relations Theory</u>, Chapters 3 and 6 (pp. 101-106), 17 Schmidt, "On the History and Historiography of International Relations" * Waltz, <u>Theory of International Politics</u>, Excerpts * Powell, "Guns, Butter, and Internal Balancing in the Shadow of Power" *
Feb 15	Neoliberalism and Scientific Approaches to Evaluating Theories of International Politics	<ul style="list-style-type: none"> Daddow, <u>International Relations Theory</u>, Chapter 6 (pp. 106-114) Jackson, "Rationalizing <i>Realpolitik</i>: U.S. International Relations as a Liberal Field" * Oneal and Russett, "The Kantian Peace" * Mousseau, "Grasping the Scientific Evidence: The Contractualist Peace Supersedes the Democratic Peace" * Ray and Dafoe, "Democratic Peace versus Contractualism" *
Feb 22	Rationalism	<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" *
March 1	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" *
March 8	Critical Security Studies	<ul style="list-style-type: none"> Daddow, <u>International Relations Theory</u>, Chapters 9-10 Fierke, "Critical Theory, Security, and Emancipation" * Hynek and Chandler, "No Emancipatory Alternative, No Critical Security Studies" *
March 15	No Class: Spring Break	<ul style="list-style-type: none"> None



Dates	Topic	Assigned Readings and Writing Prompts Due (Asterisks indicate readings that are available on Canvas)
March 22	Identity and International Relations: Feminisms and Critical Race Theory	<ul style="list-style-type: none"> • Daddow, <u>International Relations Theory</u>, Chapter 11 • 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” *
March 29	Normative Theoretical Approaches	<ul style="list-style-type: none"> • Oppenheim, “National Interest, Rationality, and Morality” * • Farrell, “Immoral Intentions” * • Daddow, <u>International Relations Theory</u>, Chapter 13
April 5	International Political Economy	<ul style="list-style-type: none"> • Marlin-Bennett, “International Political Economy: Overview and Conceptualization” * • Tomz, “International Finance” * • Milner, “International Trade” *
April 12	Armed Conflict and Terror	<ul style="list-style-type: none"> • Cashman, <u>What Causes War?</u>, 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” *
April 19	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 (optionally) the formal model in Appendix A
April 26	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 (and skim Appendix B, esp. pp. 231-233), 4, and 5.
May 3	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?” * • Simmons, <u>Mobilizing for Human Rights</u>, Chapters 3-4 *
May 10	Final Exam	<ul style="list-style-type: none"> • Daddow, <u>International Relations Theory</u>, Chapter 18 (optional)

