



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

POLI 3308:

International Politics

Section 110 / Fall 2022 / CRN 80333

2 PM – 4:45 PM Tuesdays

Founder's Hall 303



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Office Hours: Wed & Thurs

3:30-5:45 PM or by appointment

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

Fundamental 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): [<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

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)

POLI 3308 Course Rubric

Item	Points Possible	Percent
Academic Integrity Exercise	0 (but required to pass)	0% *
Responses to Writing Prompts (13)	20 each (360 total)	36%
Participation	20 per session (360 total)	36%
Final Exam	280 (divided evenly between questions)	28%
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.**
- 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).
 - 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 (28%). There will be a comprehensive final exam.
 - 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.
 - 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.
 - 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. 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

Grade	Thesis (25%)	Argument Structure (25%)	Evidence (50%)
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.



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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action. For more [information regarding the student conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html]. If you know of potential honor violations by other students, you may [submit a referral](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 avoid these common forms of 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.

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdId=https://eis-prod.ec.tamuct.edu:443/samlSso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%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:** SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages.
 - All students automatically receive email and text messages via their myCT accounts.



- Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app. You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].
- To register SafeZone on your phone, please follow these 3 easy steps:
 1. Download the SafeZone App from your phone store using the link below:
 - [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp) [https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
 2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
 3. Complete your profile and accept the terms of service
- **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 Warrior Center for Student Success, Equity 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. Texas 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, both virtually and in-person. Student success coaching is available online upon request.
 - If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.
 - To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.
 - Chat live with a remote 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:** Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University-Central Texas (A&M-Central Texas) is a free service open to all A&M-Central Texas



students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

- 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 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 [WCOOnline](https://tamuct.mywconline.com/) [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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.
- **University Library & Archives:** The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956) [https://tamuct.libcal.com/appointments/?g=6956].
 - 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].

Important University Dates [from http://catalog.tamuct.edu/undergraduate_catalog/general-information/academic20calendars20and20final20exam20schedule/]

August 24, 2022	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
September 1, 2022	Educator Preparation Program (Teacher and Principal) Application Deadline
September 5, 2022	Labor Day (University Closed)
September 7, 2022	Deadline to drop 16-week Classes with No Record (Census)



October 15, 2022	Deadline for Clinical Teaching Applications
October 17, 2022	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants
October 17, 2022	Classes Begin for Second 8-Week Session
October 17, 2022	Class Schedule Published For Spring Semester
October 17, 2022	Advising Begins for Spring Semester
October 28, 2022	Deadline for Graduation Application for Fall Ceremony Participation
October 31, 2022	Registration Opens for Spring Semester
November 1, 2022	Clinical Teaching Placement Form Deadline
November 1, 2022	School Counselor Program Application deadline (Spring)
November 1, 2022	Deadline for GRE/GMAT Scores to Graduate School Office
November 4, 2022	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 10, 2022	Deadline for Final Committee-Edited Theses with Committee Approval Signatures
November 11, 2022	Veteran's Day (University Closed)
November 18, 2022	Deadline for Scholarship Applications for the Spring Semester
November 24-25, 2022	Thanksgiving (University Closed)
November 25, 2022	Student End of Course Survey Opens (16- and Second 8-Week Classes)
December 2, 2022	Priority Deadline for VA Certification Request (Spring)
December 9, 2022	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 9, 2022	Fall Semester Ends
December 9, 2022	Deadline for Applications for Tuition Rebate for Fall Graduation (5pm)
December 9, 2022	Deadline for Fall Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee
December 9, 2022	Fall Commencement Ceremony Bell County Expo 7 pm

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)
Aug 23	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)
Aug 30	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 * <ul style="list-style-type: none"> Note: In this reading, “GIS” refers to the <u>g</u>lobal <u>i</u>nterstate <u>s</u>ystem – that is, the modern system of interacting sovereign states. Drezner, <u>Theories of International Politics and Zombies</u>, Excerpts* <i>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?</i>
Sept 6	The Evolution of (Neo)/Realism	<ul style="list-style-type: none"> Daddow, <u>International Relations Theory</u>, Chapters 3, 6 (pp. 101-106), and 17 Waltz, <u>Theory of International Politics</u>, Excerpts * Powell, “Guns, Butter, and Internal Balancing in the Shadow of Power” * <p><i>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.</i></p>
Sept 13	Neoliberalism	<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” * Mousseau, Grasping the Scientific Evidence: The Contractualist Peace Supersedes the Democratic Peace” * Ray and Dafoe, “Democratic Peace versus Contractualism” * <p><i>Prompt: How might liberal political views in the subfield of IR affect the reception of Mousseau’s “Contractualist Peace” hypothesis?</i></p>
Sept 20	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” * <p><i>Prompt: What is rational choice theory, and how do its explanations for international relations differ from those of earlier approaches?</i></p>



Dates	Topic	Assigned Readings and Writing Prompts Due (Asterisks indicate readings that are available on Canvas)
Sept 27	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” * <p><i>Prompt: Which approach is more promising for understanding international politics – Constructivism or the Securitization Theory of the Copenhagen School?</i></p>
Oct 4	Normative Theoretical Approaches	<ul style="list-style-type: none"> • Oppenheim, “National Interest, Rationality, and Morality” * • Farrell, “Immoral Intentions” * <p><i>Prompt: Is settler colonialism (taking land from a colony’s indigenous people and giving it over to your own people to settle) wrong? Why or why not?</i></p>
Oct 11	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” * <p><i>Prompt: What distinguishes Critical Security Studies from other approaches to international security?</i></p>
Oct 18	Identity and International Relations: Feminism(s)	<ul style="list-style-type: none"> • Daddow, <u>International Relations Theory</u>, Chapter 11 • True, “Feminism and Gender Studies in International Relations Theory” * • Sjoberg, “Anarchy, Structure, Gender, and War(s)” * <p><i>Prompt: Can we explain our outcomes of interest in international relations without reference to sex, gender, or gendered norms?</i></p>
Oct 25	Identity and International Relations: Postcolonialism and Critical Race Theory	<ul style="list-style-type: none"> • Daddow, <u>International Relations Theory</u>, Chapter 13 • Henderson, “Hidden in Plain Sight: Racism in International Relations Theory” * • Freeman et al, “Race in International Relations: Beyond the ‘Norm Against Noticing’” * • Hua and Jamieson, “Whose Lives Matter? Race, Public Opinion, and Military Conflict” * • OPTIONAL: Búzás, “Racism and Antiracism in the Liberal International Order” * <p><i>Prompt: Which theory provides a more accurate view of how world politics actually works – feminism or critical race theory?</i></p>
Nov 1	International Political Economy	<ul style="list-style-type: none"> • Marlin-Bennett, “International Political Economy: Overview and Conceptualization” * • Tomz, “International Finance” * • Milner, “International Trade” * • Mutz, Mansfield, and Kim, “The Racialization of International Trade” * <p><i>Prompt: Why do different leaders choose different policies governing trade and foreign investment?</i></p>



Dates	Topic	Assigned Readings and Writing Prompts Due (Asterisks indicate readings that are available on Canvas)
Nov 8	Armed Conflict	<ul style="list-style-type: none"> • Cashman, <u>What Causes War?</u>, Chapters 2-3 * • Levy and Thompson, “System-Level Theories” * • Cederman and Vogt, “Dynamics and Logics of Civil War” * <p><i>Prompt: Which best explains armed conflict: the international system, state policies, or characteristics of individual leaders?</i></p>
Nov 15	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 <p><i>Prompt: What are Braumoeller’s dependent variables – and what independent variables does he use to explain them?</i></p>
Nov 22	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. <p><i>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?</i></p>
Nov 29	International Law: Commitment and Compliance	<ul style="list-style-type: none"> • von Stein, “International Law: Understanding Compliance and Enforcement” * • Morrow, “The Laws of War in Their Strategic Context” * • Simmons, <u>Mobilizing for Human Rights</u>, Chapters 3-4 * <p><i>Prompt: When do states follow international law on war and human rights?</i></p>
Dec 6	Final Exam	<ul style="list-style-type: none"> • Daddow, <u>International Relations Theory</u>, Chapter 18 (optional)

