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Office hours: Tuesday 1:30-4:00
Thursday 1:30-2:30
and by appointment

**Political Science 870:
International Relations
Fall 1999**

Description. This course serves as a broad overview at the graduate level to theories, debates, evidence, and research approaches in international relations. While it is quite impossible to “cover” this diverse field of international relations (or a single lifetime ...), the course will allow you to develop:

- a solid grounding in the theoretical and empirical literatures of the field — both classic and contemporary — that will support your subsequent work,
- a clearer understanding of the interrelationship between theory and the “real world,” and
- a framework for qualifying exam preparation.

Doctoral students in particular are encouraged to examine the POLS 870 syllabi of other IR faculty for alternative approaches to the field.

In addition to gaining specific knowledge about international relations, this course also provides you with the opportunity to:

- develop problem-solving & analytical skills,
- improve your capacity to think independently,
- strengthen your proficiency in reading, listening, speaking, & writing,
- make choices about politically & ethically difficult situations.

Method of instruction. Class will meet on Thursday afternoons from 2:30 until 5:20 in Blake 525. While I will do some lecturing, the bulk of the class will involve joint consideration of the assigned readings; in addition, on a number of occasions we will analyze case studies that illuminate the general principles articulated in the readings. *The lectures and discussions will build on, rather than duplicate, the assigned articles, chapters, and cases, so it is important to be familiar with the written material before class.* On the days when we are discussing a specific case study, it is essential that you study that case thoroughly ahead of time and come prepared to present and defend your analysis.

Readings. The following items are available for purchase from the KU Bookstore:

- Dougherty, James E., and Robert L. Pfaltzgraff. 1997. *Contending Theories of International Relations*, 4th ed. New York: Longman. [recommended as background, especially if you were not an undergraduate political science major]
- Turabian, Kate L. 1996. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. Chicago: University of Chicago Press. [recommended reference volume]
- Viotti, Paul R., and Mark V. Kauppi, eds. 1999. *International Relations Theory: Realism, Pluralism, Globalism*, 3d ed. Boston: Allyn & Bacon. [required; V&K in syllabus]
- Williams, Phil., Donald M. Goldstein, and Jay M. Shafritz, eds. 1999. *Classic Readings of International Relations*. New York: Harcourt Brace College Publishers. [required; WG&S in syllabus]

There are *additional required articles* in the Political Science reading room in Blake Hall (off the main office). These items will be noted in the syllabus with an “R.” Finally, you will need to purchase a set of “*case studies*” directly from me.

Expectations and evaluation. I expect you to attend class regularly and to study the required articles and cases carefully *before* the class for which they are listed. I will be doing the same. Much

of the learning in this class comes from your own efforts grappling with the material. As is inevitable with any survey course, there is a fair amount of reading: often between 100 and 150 pages a week. You should plan on spending a full six hours each week preparing for class. While we may not have time to discuss every selection in detail during class sessions, you are nonetheless responsible for the basic arguments presented in the assigned materials. The "recommended readings" mentioned in Viotti & Kauppi, in Dougherty & Pfaltzgraff, and in the syllabus provide guidance for further study. *Please note:* Incompletes will not be given except in cases of documented medical emergency, bereavement, or other extraordinary circumstances.

Several types of activities will determine your grade in this class:

- Summary and critique of recommended readings: Each student is responsible for picking one of the recommended readings and preparing a two-page (single-spaced) summary and critique of the article that will be shared with all members of the class. The written summary and a *brief* oral presentation (five minutes) will be worth 10% of your grade.
- Reflection papers: On seven occasions during the semester (including at least once during the first three weeks), you are expected to turn in a brief critical analysis (2-3 double-spaced typed pages) of some aspect of the assigned readings. The idea is to reflect on and evaluate the issues presented in the week's readings, point out intellectual puzzles that are raised, indicate key flaws in an author's analysis, propose a topic for class discussion, suggest a research strategy that could be used to investigate aspects of a theory presented, or in some other way illustrate your intellectual engagement with the material. These short papers are due at 9:00 am on the day the material is to be discussed. Together, these short thought papers will count for 35% of your grade.
- Final examination: There will be a comprehensive take-home final examination that will require you to integrate your knowledge of international relations theories and empirical evidence. The questions will be similar to what you could expect to find on a Ph.D. qualifying examination (except that you will be held responsible only for the material covered in this class rather than the entire subfield). Questions will be handed out at the last class session (18 November) and will be due at noon on Monday, 13 December. The final exam will be worth 25% of your grade.

Option for more advanced students: If you prefer to write a research paper or a case study rather than take the final exam, you may do so with my approval. In this instance, you will do five reflection papers (worth a total of 25%); the longer research project will be worth 35%. If you plan to take this option, you need to discuss it with me no later than the fourth week of the semester.

- Class participation: Since this seminar is build around discussions and the case method, its success ultimately depends on your level of preparation and willingness to participate in thoughtful, serious discussion that reflects mastery of the assigned material. Participation will account for 30% of your grade. A week before each case discussion, I will pass out a set of study questions. I strongly urge you to answer these questions *in writing* as part of your class preparation. If I feel class participants are not sufficiently well prepared for case discussions, I reserve the right to require that everyone turn in answers to the questions.

Academic misconduct. Cheating and plagiarism in all their forms are serious matters and will be treated as such. The minimum penalty is a zero for the assignment; depending on the circumstances, cases of academic misconduct may also be prosecuted at the college-level and may result in an "F" in the course. If you have *any* questions about what constitutes academic misconduct, please talk with me.

Summary of Course Topics

<u>Week 1</u> [19 August]	Introduction: Theories & Methodologies of International Relations Case: The Melian Dialogue
<u>Week 2</u> [26 August]	Traditional & Structural Realism
<u>Week 3</u> [2 September]	No Class — APSA conference
<u>Week 4</u> [9 September]	Pluralism & the Legacy of Idealism
<u>Week 5</u> [16 September]	Globalism & Political Economy
<u>Week 6</u> [23 September]	Applications of Theory to Practice [class meets 3:30-6:00] Cases: The Northern Territories Controversy Human Rights and Trade
<u>Week 7</u> [30 September]	Institutions and Individuals in the International System
<u>Week 8</u> [7 October]	Foreign Policy Decision Making Case: Semantics or Substance?
<u>Week 9</u> [14 October]	International Crisis and Conflict
<u>Week 10</u> [21 October]	International Anarchy/International Society Case: Humanitarian Aid in the Midst of Conflict
<u>Week 11</u> [28 October]	Democracy, War, & Peace Case: Hamstrung over Haiti
<u>Weeks 12 and 13</u> [4, 11 Nov]	Defining, Achieving, and Maintaining International Security in the Post Cold War World Case: US-Japan FSX Fighter Agreement
<u>Week 14</u> [18 November]	International Relations in the 21st Century Case: Negotiating Neutrality
<u>Week 15</u> [25 November]	Thanksgiving Break
<u>Week 16</u> [2 December] *	No Class — Work on final exam

Week 1: Introduction: Theories & Methodologies of International RelationsAssigned Readings

V&K, pp. 1-37 (overview, Rosenau)
 WG&S, pp. 1-18; 105-118 (introduction, overview, Singer)
 Case: "The Melian Dialogue"

Week 2: Traditional & Structural RealismAssigned Readings

V&K, pp. 55-88, 105-127, 130-179 (overview, Machiavelli, Hobbes, Rousseau, Waltz, Gilpin, Keohane)
 WG&S, pp. 30-35 and 39-58 (Machiavelli, Carr, Morgenthau, Waltz)

Recommended Readings

Schweller, Randall L., and David Priess. 1997. "A Tale of Two Realism: Expanding the Institutions Debate." *Mershon International Studies Review* 41:1-32.
 Sterling-Folker, Jennifer. 1997. "Realist Environment, Liberal Process, and Domestic-Level Variables." *International Studies Quarterly* 41(1): 1-25.
 Vasquez, John A., et al. 1997, "Forum on Realism." *American Political Science Review* 91(4):899-935.

Week 3: No Class — APSA conference**Week 4: Pluralism & the Legacy of Idealism**Assigned Readings

V&K, pp. 127-130, 199-225, 233-256, 308-318, and 410-425 (Bull, overview, Doyle, Moravcsik, Keohane & Nye, Grotius, Kant, Carr)
 WG&S, pp. 18-26, 29, and 119-130 (Grotius, de Vattel, Wilson, Bull, Herz)

Recommended Readings

Forde, Steven. 1998. "Hugo Grotius on Ethics and War." *American Political Science Review* 92(3): 639-648.
 Zacher, Mark W., and Richard A. Matthew. 1995. "Liberal International Theory: Common Threads, Divergent Strands." Pp. 107-150 in *Controversies in International Relations Theory: Realism and the Neoliberal Challenge*, ed. Charles W. Kegley, Jr. (New York: St. Martin's Press).

Week 5: Globalism & Political EconomyAssigned Readings

WGS, pp. 59-70, 95-97, 530-554 (Hobson, Lenin, Krasner, Wallerstein, Gilpin)
 V&K, pp. 341-396 (overview, Hobson, Wallerstein, Gills & Palan, Murphy)
 Pettman, 1996, "What is International Political Economy?" [with 1980 selection by Bensusan-Butt] (R)
 Strange, 1988, "Power in the World Economy" (R)

Recommended Readings

- Chase-Dunn, Christopher, and Richard Rubinson. 1977. "Toward a Structural Perspective on the World System." *Politics and Society* 7(4): 453-473.
- Cox, Robert W. 1986. "Social Forces, States and World orders: Beyond International Relations Theory." Pp. 204-254 in *Neorealism and its Critics*, ed. Robert O. Keohane. New York: Columbia University Press.
- Frank, Andre Gunder. 1966. "The Development of Underdevelopment." *Monthly Review* (September): 111-123.

Week 6: Applications of Theory to Practice [class will meet from 3:30 to 6:00]Assigned Readings

- Case: The Northern Territories Controversy: A Four-Decade Stalemate Between Japan and Russia
- Case: Human Rights and Trade: The Clinton Administration and China

Week 7: Institutions and Individuals in the International SystemAssigned Readings

- V&K, pp. 297-306, 319-339 (Goldstein & Keohane, Haas, Ruggie)
- WG&S, pp. 160-214 (Allison, Mansbach et al., Young)
- Abbott & Snidal, 1998, "Why States Act Through Formal International Organizations" (R)

Recommended Readings

- Bender, Jonathan, and Thomas H. Hammond. 1992. "Rethinking Allison's Models," *American Political Science Review* 86(2): 301-322.
- Goldstein, Judith. 1996. "International Law and Democratic Institutions: Reconciling North American 'Unfair' Trade Law." *International Organization* 50(4): 541-564.
- Legro, Jeffrey W. 1966. "Culture and Preferences in the International Cooperation Two-Step." *American Political Science Review* 90(1): 118-137.
- Weber, Steven. 1997. "Institutions and Change." Pp. 229-265 in *New Thinking in International Relations Theory*, ed. Michael W. Doyle and G. John Ikenberry. Boulder: Westview Press.

Week 8: Foreign Policy Decision-MakingAssigned Readings

- V&K, pp. 257-280 (Jervis, Holsti)
- WG&S, pp. 131-160 (White, Holsti)
- Young & Schafer, 1998, "Is There Method in Our Madness?" (R)
- Case: Semantics or Substance? Showdown Between the United States and the Palestine Liberation Organization

Recommended Readings

- Hemmer, Christopher. 1999. "Historical Analogies and the Definition of Interests: The Iranian Hostage Crisis and Ronald Reagan's Policy Toward the Hostages in Lebanon." *Political Psychology* 20(2): 267-289.
- Preston & 't Hart. 1999. "Understanding and Evaluating Bureaucratic Politics: The Nexus Between Political Leaders and Advisory Systems" *Political Psychology* 20(1): 49-98.
- Wood, B. Dan, and Jeffrey S. Peake. 1998. "The Dynamics of Foreign Policy Agenda Setting." *American Political Science Review* 92(1): 173-184.

Also see readings in POLS 970 syllabus (passed out in class)

Week 9: International Crisis & Conflict (Schrodt guest lecture)Assigned Readings

WG&S, pp. 331-336, 345-442, 496-511 (overview, Hermann, Schelling, George et. al., Snyder, von Clausewitz, Sun Tzu, Mao Tse-Tung, Pruitt & Snyder, Gaddis)
 Bueno de Mesquita, Morrow, & Zorick, 1997, "Capabilities, Perception, and Escalation" (R)

Recommended Readings

Morgan, T. Clifton, and Valerie L. Schwebach. 1997. "Fools Suffer Gladly: The Use of Economic Sanctions in International Crises." *International Studies Quarterly* 41(1): 27-50.
 Pollins, Brian M. 1996. "Global Political Order, Economic Change, and Armed Conflict: Coevolving Systems and the Use of Force." *American Political Science Review* 90(1): 103-117.
 Schrodt, Philip A., and Deborah J. Gerner. 1997. "Empirical Indicators of Crisis Phase in the Middle East, 1979-1995." *Journal of Conflict Resolution* 41(4): 529-552.
 Smith, Alastair. 1998. "International Crises and Domestic Politics." *American Political Science Review* 92(3): 623-638.

Week 10: International Anarchy/International SocietyAssigned Readings

WG&S, pp. 216-222, 234-245, 254-311, 314-330 (overview, Herz, Jervis, Claude, Bull, Coplin, Keohane, Strange, Puchala)
Case: Humanitarian Aid in the Midst of Conflict: The United Nations High Commissioner for Refugees in the Former Yugoslavia

Recommended Readings

Gowa, Joanne. 1989. "Rational Hegemons, Excludable Goods, and Small Groups: An Epitaph for Hegemonic Stability Theory?" *World Politics* 41(3).
 Hurd, Ian. 1999. "Legitimacy and Authority in International Politics." *International Organization* 53(2): 379-408.
 Keohane, Robert O. 1989. "Reciprocity in International Relations" in *International Institutions and State Power*. Boulder: Westview Press.
 Raymond, Gregory A. 1997. "Problems and Prospects in the Study of International Norms." *Mershon International Studies Review* (November): 205-245.

Week 11: Democracy, War, and PeaceAssigned Readings

Chan, 1997, "In Search of Democratic Peace: Problems and Promise" (R)
 Gartzke, 1998, "Kant We All Just Get Along? Opportunity, Willingness, and the Origins of the Democratic Peace" (R)
 Mousseau, 1998, "Democracy and Compromise in Militarized Interstate Conflicts, 1816-1992" (R)
 Reiter & Stamm, 1998, "Democracy, War Initiation, and Victory" (R)
 Rousseau, Gelpi, Reiter, & Huth, 1996, "Assessing the Dyadic Nature of the Democratic Peace, 1918-88" (R)
 Ward & Gleditsch, 1998, "Democratizing for Peace" (R)
Case: Hamstrung over Haiti: Returning the Refugees

Recommended Readings

- Bennett, D. Scott, and Allan C. Stam, III. 1998. "The Declining Advantages of Democracy." *Journal of Conflict Resolution* 42(3):344-366.
- Maoz, Zeev, and Bruce Russett. 1993. "Normative and Structural Causes of Democratic Peace, 1946-86." *American Political Science Review* 87:624-38.
- Raknerud, Arvid, and Håvard Hegre. 1997. "The Hazard of War: Reassessing the Evidence for the Democratic Peace." *Journal of Peace Research* 34(4): 385-404.
- Russett, Bruce, John Oneal, and David R. Davis. 1998. "The Third leg of the Kantian Tripod for Peace: International Organizations and Militarized Disputes, 1950-1985." *International organization* 52(3): 441-468.

Weeks 12 & 13: Defining, Achieving, & Maintaining International Security in the Post Cold War WorldAssigned Readings

- Fixdal & Smith, 1998, "Humanitarian Intervention and Just War" (R)
- Werner, 1999, "The Precarious Nature of Peace" (R)
- WGS, pp. 556-579, 587-685 (overview, Mearsheimer, Sopko, Shelley, Arquilla & Ronfeldt, Huntington, Kaplan, Kobrin)
- Goldstein & Pevehouse, 1997, "Reciprocity, Bullying, and International Cooperation" (R)
Case: US-Japan FSX Fighter Agreement

Recommended Readings

- Dixon, William J. 1996. "Third-Party Techniques for Preventing Conflict Escalation and Promoting Peaceful Settlement." *International organization* 50(4): 653-682.
- Krause, Keith, and Michael C. Williams. 1996. "Broadening the Agenda of Security Studies: Politics and Methods." *Mershon International Studies Review* (October): 229-254.
- Rigby, Andrew. 1995. "Unofficial Nonviolent Intervention: Examples from the Israeli-Palestinian Conflict." *Journal of Peace Research* 32(4): 453-467.

Week 14: International Relations in the 21st CenturyAssigned Readings

- V&K, pp. 397-409, 427-467 (overview, Wendt, Rosenau)
- WG&S, pp. 580-587 (Rosenau)
- Hermann, 1998, "One Field, Many Perspectives" (R)
Case: Negotiating Neutrality: Austria and the European Union

Recommended Readings

- Brecher, Michael. 1999. "International Studies in the Twentieth Century and Beyond: Flawed Dichotomies, Synthesis, Cumulation." *International Studies Quarterly* 43(2): 213-264.
- Holm, Hans-Henrik, and Georg Sørensen, eds. 1995. *Whose World Order? Uneven Globalization and the End of the Cold War*. Boulder: Westview Press. (any two chapters)
- Kaufman, Stuart J. 1997. "The fragmentation and Consolidation of International Systems." *International Organization* 51(2): 173-208.
- Sharp, Paul. 1999. "For Diplomacy: Representation and the Study of International Relations." *International Studies Review* 1(1): 33-57.

Week 15: Thanksgiving Break

Week 16: No Class — Work on Final Exam

13 December 1999: Final Exam Due

Cases in International Relations

What is a "case"? A case is a narrative account of an actual situation that looks either prospectively or retrospectively at critical junctures in international affairs: diplomatic negotiations on the eve of war and peace, crises in foreign policy decision-making, military actions with unintended consequences, politically complex trade disputes, global environmental dilemmas. Cases present information but not analysis; your task is to supply the latter, as well as to advocate a solution.

Studying cases may seem frustrating at first. Like the situations faced by real policy makers, information provided in the case may be ambiguous, complex, or incomplete. Generally a case has no single "correct" answer; there are only choices, some better, some worse, and all open for discussion and interpretation. Learning with cases involves your active participation. Unlike traditional lectures, where the material presented by the professor may find its way to your notebook with little conscious intervention on your part, case discussion demands your ideas and involvement. Rather than being a passive observer of the knowledge transmission process, cases require you to learn by actually doing the analysis and recommending action.

How will your performance in discussions be evaluated? In assessing your participation, I will be looking for:

- evidence of careful preparation, including knowledge of the factual details of the cases and other assigned materials;
- logical consistency, appropriateness to the discussion, originality, analytical sophistication, and use of relevant evidence in the arguments made;
- comments that are clear, concise, civil, and enthusiastic; and
- the extent to which your contribution(s) contribute(s) to the *process* of the discussion, such as building on the ideas of others, providing constructive criticism, asking productive questions, or indicating careful listening.

I recognize that class discussion comes more easily for some people than for others. By temperament or habit, some of us are "talkers," others are "listeners." Learning to be both is an important goal of this course. If you want to raise an issue that is completely different from the one the class is discussing, consider waiting until the class is ready to move on to another topic. Alternatively, if you feel that you need to interject your point — particularly if you believe the class is moving off onto a tangent — try to do so by linking your comments to those of others.

Do not wait too long to get involved in the discussion. The longer you delay participating, the more difficult it is likely to seem. If necessary, I will call on you to bring you into the conversation. Do not hesitate to admit confusion, ask for clarification, or simply be wrong. Most of us do not like to do any of these, but bear in mind that by doing so you may help the group stay focused on the problem. If you are uncomfortable speaking in class, please come by and talk with me: there are some "tricks" that I can suggest that might help.

Preparing for case discussions. The more carefully you prepare for case discussions, the more intellectually useful, interesting, and fun you will find them. The following suggestions are based on the experience of other students and faculty who have used cases:

1. Form a study group. Preparing cases alone is not as productive (or as enjoyable) as doing it with other people. Not only do study groups help improve your own skills, you can also learn from other students' thought patterns and problem-solving styles. Use the study group to present your analysis to others, to practice articulating your ideas, to get feedback on both the ideas and presentation, to compare different views, and to redefine and rethink positions.
2. Read the case meticulously. Quickly look at the case by reading the introduction and conclusion and by skimming the rest of the contents. Review the placement of the case in the syllabus. What topics have just been discussed? What will come next? This will clue you in to some of the issues that the case is likely to raise. Read the entire case rapidly, without underlining or highlighting. Make a brief outline. Who is involved in the case? What problems do they face? What is their situation like? If the sequence of events is complicated, you might also want to create a chronology of critical incidents. Finally, re-read the case. Focus on the important information that was located during the skimming. Highlight, underline, or make margin notes to organize the details and record new thoughts or questions generated by reading.
3. Work on the case. Reformulate the problem. What is the case really about? What issues are central to the problem? What conflicts between ideas, perspectives, or values are involved in deciding what action to take? Whose interests are at stake? What are the alternatives? Answer the study questions, preferably in writing, even if you are not handing in a paper that week. Remember that often there is no single right or wrong answer to a question. Make thoughtful assumptions about the information that is *not* available in the case. If necessary, examine additional sources to clarify the case.