

**TROY UNIVERSITY PACIFIC REGION
COURSE SYLLABUS
IR5551 Survey of International Relations
Term 5, 2018-2019 [28 May — 28 July 2019]
Weekend/Web-Enhanced at Osan Air Base, ROK
Weekends 3/7; 15-16 June; and 13-14 July 2019**

INSTRUCTOR/PROFESSOR: Daniel A. Pinkston, Ph.D.
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MEETING LOCATION, DATES & TIMES: Classes will meet on two weekends [15-16 June and 13-14 July 2019] from 0900 to 1800 at the Education Center in Osan Air Base. This course includes a “web-enhanced” portion, which is explained below.

OFFICE HOURS: By appointment.

CATALOG COURSE DESCRIPTION: A survey of the discipline of International Relations (IR) introducing IR theory, power, national interests, instruments of foreign policy, international law and organizations, international political economy, comparative government, and research methodology.

PREREQUISITES: None

TEXTBOOKS:

Karen A. Mingst and Jack L. Snyder, editors, *Essential Readings in World Politics, 6th Edition* (Norton, W. W. & Company, 2017), ISBN: 9780393283662.

Eric Shiraev and Vladislav M. Zubok, *Current Debates in International Relations* (Oxford University Press, 2016), ISBN: 9780199348510.

SUPPLEMENTARY MATERIALS:

Mitchell, Sara McLaughlin, and Paul R. Hensel. (2007) “International Institutions and Compliance with Agreements.” *American Journal of Political Science*, Vol. 51, No. 4 (Oct., 2007), pp. 721-737.

Hopf, Ted (1998) “The Promise of Constructivism in International Relations Theory,” *International Security*, Vol. 23, No. 1 (Summer, 1998), pp. 171-200.

COURSE OBJECTIVES: After taking this course, students should understand the major theories of, and concepts within the scholastic discipline of International Relations; be able to

discuss and analyze the fundamental issues involved in international security and international political economy; be familiar with the fundamentals of positivist research methodology in International Relations; and demonstrate the ability to write cogent, well-organized, essays at the graduate level.

STUDENT LEARNING OUTCOMES

Upon completion of this course the student should be able to:

- Define key terms in International Relations (IR)
- Identify important events and trends in the history of IR
- Explain major theories of IR
- Identify major instruments of international relations
- Analyze current issues in international relations.

TROY EMAIL: All students were required to obtain and use the TROY email address that is automatically assigned to them as TROY students. All official correspondence (including bills, statements, emails from instructors and grades, etc.) will be sent **ONLY** to the troy.edu (@troy.edu) address. Your Troy email ID and password also are required to access the Troy electronic library. Your troy.edu email address is the same as your Web Express user ID followed by @troy.edu.

METHODS OF INSTRUCTION: Lectures, class discussion, Canvas discussion.

CANVAS: The Troy University MSIR program uses the Canvas educational technology system for its courses. You will need to access Canvas to obtain some of the course reading materials. Departmental policy mandates use of discussion boards in Canvas. Accordingly, a series of questions will be posted in Canvas. Students must read all discussion boards and must respond to the discussion questions over the course of the term. Discussion posts will account for 10% of the course grade. There will be an “ungraded syllabus quiz” in Canvas to check attendance to verify that students are enrolled in the course. This ungraded simple “quiz” and personal introduction will be due no later than 3 June.

GRADING AND ASSIGNMENTS:

- Participation in classroom discussions 15%
- Canvas discussion 10%
- Web-enhanced review 15%
- Midterm exam 25%
- Final exam 35%

CLASS PARTICIPATION: Students are expected to do the readings before class and be prepared to discuss the contents. Participation in classroom discussions accounts for 15% of your grade. Participation in Canvas online discussions will account for 10% of your grade.

WEB-ENHANCED PORTION: This course combines instruction inside and outside of the classroom. Troy requires 45 hours of instruction for a three-unit course. We will meet for a total

of 36 hours in the classroom, so 9 contact hours must be covered outside of class through Canvas. The additional Canvas contact hours will include a written review and critique of a topic covered in our course readings. The reading assignment for this review will be given during our first class meeting. The written review and critique is due no later than 14 July and should be about 1,000-1,500 words. This assignment will account for 15% of your grade.

MIDTERM EXAM: the mid-term exam will be a take-home exam consisting of three or four questions. Students will choose two or three from the list to answer. The exam answers will be open-ended essays. There is no word count minimum or limit, but do your best to ensure that your answers are as complete and correct as possible. The midterm exam will be due no later than 7 July, and it will account for 25% of your grade.

FINAL EXAM: Department policy stipulates that every web-enhanced course must have a final exam no earlier than week 9 of a 9-week term. All written work, including final exams, must be given and graded in Canvas, unless class meets on the final weekend of the term. Final exams must be in essay format. Students will select two or three questions to answer from a short list of up to five questions. The final exam will be cumulative, but it will focus on the latter half of the course. The final exam will be due 28 July and will account for 35% of your grade.

TROY UNIVERSITY DEADLINES: Students can find the Troy Online calendar at <https://my.troy.edu/online/academic-calendar.html> listing key dates for the term, including refund deadlines, payment dates, and Comp Exam dates. Note the last day to drop or withdraw from a course in Term 5 is July 5, 2019.

STUDENT-INSTRUCTOR INTERACTION/COMMUNICATION: I live in Seoul and do not have regular office hours. However, meetings are available by appointment before or after class. I will respond to your e-mails as quickly as I can, but if it is extremely urgent, or if you need to discuss something that cannot be addressed through e-mail, you can reach me by telephone. I am available by appointment for discussions by telephone or skype as well.

CLASS SCHEDULE: This schedule is subject to adjustment, and the instructor reserves the right to change the reading assignments if necessary. This is unlikely, but any changes will be made with sufficient time for students to complete the readings and assignments.

15 June (Saturday)

Introduction to IR, historical context, realism

Readings:

Karen A. Mingst and Jack L. Snyder, Chapter 1 “Approaches to International Relations” (Snyder; Thucydides; Hobbes); Chapter 2, “Historical-Context,” (pp. 31-52); Chapter 3, “International Relations Theories,” (Morgenthau; Mearsheimer); Chapter 4 “The International System,” (Morgenthau).

Eric Shiraev and Vladislav M. Zubok, SECTION 1: INTRODUCING THE FIELD 1.1. Huntington, Samuel (1993). The Clash of Civilizations? *Foreign Affairs*. Summer, Vol. 72, no. 3 (Summer), pp. 22-49; 1.2. Katzenstein, Peter J. (2010). "Walls" Between "Those People"? Contrasting Perspectives on World Politics. *Perspectives on Politics*, Vol. 8, no. 1 (March), pp. 11-25; 1.3. Krasner, Stephen (2001). Sovereignty. *Foreign Policy*, no. 122, January/February, pp. 20-29; 1.4. Nye, Joseph (2010). The Future of American Power. *Foreign Affairs*, November/December, Vol 89, no. 6, pp. 2-12;

SECTION 2: HISTORICAL CONTEXT I: REALISM AND SOVEREIGN STATES 2.1.

Hobbes, Thomas. *Leviathan* (1660). Chapter XIII of The Natural Condition of Mankind as Concerning Their Felicity and Misery; 2.2. Carr, Edward (2001). *The Twenty Years' Crisis, 1919-1939*. New York: Perennial; 2.3. Morgenthau, Hans (1978). *Politics Among Nations: The Struggle for Power and Peace*, Fifth Edition, Revised. New York: Alfred A. Knopf, pp. 4-15; 2.4. Kenneth Waltz. An Interview on a Theory of International Relations and the Role of Structure. Online at <http://globetrotter.berkeley.edu/people3/Waltz/waltz-con0.html>; 2.5. Mearsheimer, John J. (2006). China's Unpeaceful Rise, *Current History*, Vol. 105, no. 690 (April 2006), pp. 160-162; 2.6. Walt, Stephen (2012). Inflating the China Threat. *Foreign Policy*, (27 August 2012) Online at <http://foreignpolicy.com/2012/08/27/inflating-the-china-thre>.

16 June (Sunday)

Liberalism, neo-liberal institutionalism, constructivism

Readings:

Mingst and Snyder, Chapter 1 "Approaches to International Relations" (Kant); Mingst and Snyder, Chapter 3 "International Relations Theories," (Doyle; Wendt); Mingst and Snyder, Chapter 4 "The International System," (Ikenberry); Mingst and Snyder, Chapter 6 "The Individual," (Jervis; Yarhi-Milo).

Shraev and Zubok, SECTION 3: HISTORICAL CONTEXT II: LIBERALISM AND INTERNATIONAL ORGANIZATIONS, 3.1. Kant, Emmanuel (1795); 3.2. Angell, Norman; 3.3. Doyle, Michael (1986). Liberalism and World Politics. *The American Political Science Review*, December, Vol. 80, no. 4, pp. 1151-1169; 3.4. Keohane, Robert (2012). Twenty Years of Institutional Liberalism. *International Relations*, 26, no. 2, pp. 125-138; Mitchell, Sara McLaughlin, and Paul R. Hensel. (2007) "International Institutions and Compliance with Agreements." *American Journal of Political Science*, Vol. 51, No. 4 (Oct., 2007), pp. 721-737; SECTION 4: HISTORICAL CONTEXT III: EXPLORING ALTERNATIVES: CLASS, GENDER, AND VALUES 4.2. Wendt, Alexander (1995). Constructing International Politics. *International Security*, Vol. 20, no. 1 (Summer), pp. 71-81.

Hopf, Ted (1998) "The Promise of Constructivism in International Relations Theory." *International Security*, Vol. 23, No. 1 (Summer, 1998), pp. 171-200.

13 July (Saturday)

Intergovernmental organizations, international law, NGOs, international political economy (IPE)

Readings:

Mingst and Snyder, Chapter 7 “Intergovernmental Organizations, International Law, And Nongovernmental Organizations,” (Power; Keohane; Mearsheimer; Keck and Sikkink; Barnett and Finnemore).

Shirayev and Zubok, SECTION 6: LAW AND INTERNATIONAL COMMUNITY, 6.1. Neff, Stephen (2006) A Short History of International Law. In Malcolm Evans (ed.), *International Law*. New York: Oxford University Press, pp 3-30; 6.2. Huth, Paul, Croco, Sarah, and Appel, Benjamin. (2011). Does International Law Promote the Peaceful Settlement of International Disputes? Evidence from the Study of Territorial Conflicts Since 1945. *American Political Science Review*, Vol. 105, no. 2, pp 415-436; 6.3. Yoffie, Adam. (2011) The Palestine Problem: The Search for Statehood and the Benefits of International Law. *The Yale Journal of International Law*, Vol. 36, no. 2, pp. 497-511; 6.4. Barcia, Gizelle (2012) After Chabad: Enforcement in Cultural Property Disputes. *The Yale Journal of International Law*, Vol. 37, no. 2, 463-478.

Mingst and Snyder, Chapter 9 “International Political Economy” (Gilpin; Krasner; Rogowski; Frieden; Drezner).

Shirayev and Zubok, SECTION 7: INTERNATIONAL POLITICAL ECONOMY: FROM THE NORTH-SOUTH DIVIDE TO GLOBALIZATION, 7.1. Keohane, Robert (2009). The Old IPE and the New. *Review of International Political Economy*, Vol. 16, no. 1, pp. 34-46; 7.2. Keynes, John Maynard (1965). Concluding Notes on the Social Philosophy Towards Which the General Theory Might Lead. In *The General Theory of Employment, Interest and Money*. New York: Harcourt, Brace & World; 7.3. Friedman, Milton (1968) International Financial and Trade Arrangements. In *Capitalism and Freedom*. Chicago: University of Chicago Press; 7.4. Arrighi, Giovanni and Zhan, Li (2011). Beyond the Washington Consensus: A New Bandung? In Jon Shefner and Patricia Fernández-Kelly (eds.), *Globalization and Beyond: New Examinations of Global Power and Its Alternatives*. University Park, PA: Penn State University Press, pp. 25-57; 7.5. Birdsall, Nancy and Fukuyama, Francis (2011). The Post-Washington Consensus: Development After Crisis. *Foreign Affairs*, Vol. 90, no. 2, pp. 45-53.

14 July (Sunday)

IPE (continued), security, critical theory, human rights and justice, transboundary issues, course review

Readings:

Mingst and Snyder, Chapter 8 “War and Strife” (Clausewitz; Schelling; Jervis; Fearon; Waltz; Kydd and Walter; Fortna; Finnemore).

Shirayev and Zubok SECTION 5: WAR, SECURITY, AND TERRORISM, 5.1. Kydd, Andrew and Walter, Barbara (2006). The Strategies of Terrorism. *International Security*, Vol. 31, no. 1, pp. 49-80; 5.2. Wiewiorka, Michel (2007). From Classical Terrorism to "Global" Terrorism. *International Journal of Conflict and Violence*, Vol. 1, no. 2, pp. 92-104; 5.3. Boot, Max (2013). The Guerilla Myth. *The Wall Street Journal*. January 18; 5.4. Kello, Lucas (2013). The Meaning of the Cyber Revolution: Perils to Theory and Statecraft. *International Security*, Vol. 38, no. 2 (Fall), pp. 7-40.

Mingst and Snyder, Chapter 3 “International Relations Theories” (Tickner).

Shirayev and Zubok, SECTION 4: HISTORICAL CONTEXT III: EXPLORING ALTERNATIVES: CLASS, GENDER, AND VALUES, 4.1. Wallerstein, Immanuel (2010). Structural Crises. *New Left Review*, Vol. 62, (March/ April), pp 133-142; 4.3. Tickner, J. Ann (2004). The Growth and Future of Feminist Theories in International Relations. *Brown Journal of World Affairs*, Vol. 10, no. 2 (Winter/Spring), pp. 47-56; 4.4. Etzioni, Amitai (2008). The Kennedy Experiment Revisited. *Political Research Quarterly*, Vol. 61, no. 1 (March), pp. 20-24; 4.5. McDermott, Rose (2007). The Lucifer Effect: Understanding How Good People Turn Evil by Philip Zimbardo. *Political Psychology*, Vol. 28, no. 5 (October), pp. 644-646; SECTION 9: HUMAN RIGHTS IN THE WORLD: THEIR PROTECTION AND DEVELOPMENT; 9.1. Cowley, Jason (2011). Ethical Dimensions of an Interventionist Foreign Policy. An essay by John Stuart Mill, first published in 1859, offers keen insight into the thinking behind today's policies. *New Statesman*, March 24; 9.2. Hafner-Burton, Emilie M. (2008). Sticks and Stones: Naming and Shaming the Human Rights Enforcement Problem. *International Organization*, Vol. 62, no. 4, pp. 689-716; 9.3. Evans, Hon Gareth (2012). The Responsibility to Protect After Libya and Syria. Presented at the Castan Centre for Human Rights Law Conference, Melbourne, July 20; 9.4. Luck, Edward C. (2010). The Responsibility to Protect: Growing Pains or Early Promise? *Ethics & International Affairs*, Vol. 24, no. 4, pp. 349-365; 9.5 Mchangama, Jacob and Verdirame, Guglielmo (2013). The Danger of Human Rights Proliferation: When Defending Liberty Less Is More. *Foreign Affairs*, July 24. Online at <http://fam.ag/18U4c9M>

Mingst and Snyder, Chapter 11 “Transnational Issues” (Hardin; Barrett; Hudson and Boer; Lindsay; Garrett).

Shirayev and Zubok, SECTION 8: ENVIRONMENTAL CHALLENGES AND POLICIES, 8.1. Homer-Dixon, Thomas (1991). On the Threshold: Environmental Changes as Causes of Acute Conflict. *International Security*, Vol. 16, no. 2 (Autumn, 1991), pp. 76-116; 8.2. Ebinger, Charles and Zambetakis, Evie (2009). The Geopolitics of Arctic Melt. *International Affairs*, Vol. 6, pp. 1215-1232; 8.3. Lomborg, Bjørn (2013). The Climate-Policy Trap. Project Syndicate. Online at <http://bit.ly/1kqh64h>; 8.4. Monbiot, George (2011). Let's Face It: None of Our Environmental Fixes Break the Planet-Wrecking Project. *The Guardian*. May 2. Online at <http://bit.ly/18Dh6uX>

ATTENDANCE POLICY: Attendance is mandatory. By university policy, the Troy coordinator must be notified if students miss more than 25% of classes.

INCOMPLETE GRADE POLICY: If a student requests an “INC”, he or she must submit to the instructor a signed *Petition for and Work to Remove an Incomplete Grade* form indicating the compelling reason for the “INC”. The instructor approving the request will document the required work and the deadline for completion. When the student completes the required work, the instructor will submit a *Change of Grade* form. In cases where a student fails to make up “INC” course work by the end of the next term in which they enroll, the “INC” will automatically be recorded as an “F” grade on the student’s record.

AMERICANS WITH DISABILITIES ACT (ADA): Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that post-secondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the following link:<https://my.troy.edu/student-disability-services/>

MOBILE PHONE AND OTHER ELECTRONIC DEVICE STATEMENT: Use of any electronic device (mobile phone, tablet, laptop, etc.) by students in the instructional environment is prohibited unless explicitly approved on a case-by-case basis by the instructor of record or by the Office of Disability Services in collaboration with the instructor. Mobile phones and other communication devices may be used for emergencies, however, but sending or receiving non-emergency messages during a class meeting is forbidden by the University. Use of a communication device to violate the Troy University “Standards of Conduct” will result in appropriate disciplinary action (see *The Oracle* for details on Standards of Conduct and academic integrity: https://my.troy.edu/oracle/assets/documents/2018-2019_Oracle.pdf). In order to receive emergency messages from the University or family members, devices must be in a vibration, or other unobtrusive mode. Students receiving calls that they believe to be emergency calls must answer quietly without disturbing the teaching environment. If the call is an emergency, they must move unobtrusively and quietly from the instructional area and notify the instructor as soon as reasonably possible. Students who are expecting an emergency call should inform the instructor before the start of the instructional period. The use of laptop computers in the classroom for this course is permitted.

STANDARDS OF CONDUCT: By their enrollment, students are responsible for following the “Standards of Conduct” as they apply in the Troy University Pacific Region. Students may be disciplined up to and including suspension and expulsion for the commission of offenses in described in the Graduate Bulletin. For details on University Standards of Conduct and academic integrity, see *The Oracle*: https://my.troy.edu/oracle/assets/documents/2018-2019_Oracle.pdf. As a reminder to graduate students, the Standards of Conduct regards dishonesty as an offense, which includes cheating and plagiarism. Students should carefully study the definitions of cheating and plagiarism:

1. Cheating includes:

a) Copying, or relying upon, another student's answers or submitting another student's work as one's own or submitting as new work assignments previously completed for another class, while completing any class assignment, study group assignment, or during in-class or take-home examinations.

b) Providing one's own answers to another student while completing any class assignment, study group assignment (except where approved by the instructor due to the nature of the assignment itself), or during in-class or take-home examinations.

c) Using notes, books, or any other unauthorized aids during an examination; or holding an unauthorized discussion of answers during in-class examinations.

2. Plagiarism is submitting a paper, other required student course requirement in which the language, ideas, or thoughts are identical to published or unpublished material from another source, including material found on the Internet, without correctly giving credit to that source. While computers and the Internet allow students to cut and paste work from other material, new software is making it easier for universities detect plagiarism. Instructors may screen electronic versions of student assignments using the detection software.

LIBRARY SUPPORT:

Students can access online information resources through Troy University web site at <http://my.troy.edu> or the Troy Library Services home page at <https://my.troy.edu/libraries/>. These resources include a variety of full text databases that provide complete article texts from thousands of journals, magazines and newspapers. Among the most helpful databases are JSTOR, Academic Search Complete, and Lexis-Nexis.