

## **IR6652: Theory and Ideology in International Relations (W-E)**

Term 2, 2017-18 October 16 – December 17, 2017 3 Credit Hours

Location: Misawa Air Base, Education Center

Meeting Times and Dates: 0900-1800 Oct. 21-22, Nov. 18-19

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### **Course Description**

An examination of historical and contemporary theories in international relations; the role of political, economic, ethnic, religious and other belief systems or philosophical approaches within the global system. This is a required core course in the Master of Science in International Relations degree program.

### **Course Objectives**

After taking this course, the student is expected to have a thorough understanding of realist, liberal, and constructivist theories of international relations and to be familiar with other theories of international relations introduced in the readings and in class. In addition, students should have a firm grounding in prominent ideologies influencing international affairs, including liberalism, socialism, communism, nationalism, and Islamism. Students should be able to articulate the distinction between theory and ideology, identifying what constitutes a theory. Students should demonstrate the ability to write cogent, well-organized, logical essays at the graduate level.

### **Required Texts**

- Oliver Daddow, *International Relations Theory: The Essentials*, 2<sup>nd</sup> ed. London, Sage: 2013. ISBN 9781446256244
- Terence Ball and Richard Dagger, eds. *Ideals and Ideologies: A Reader*, 10<sup>th</sup> ed. New York, Pearson: 2016. ISBN: 9781138650039

Additional assigned readings will be available electronically through TROY library databases.

### **Nature of Graduate Work**

“Graduate level work differs appreciably from that of undergraduate programs. Graduate students will find that their programs are geared toward meeting certain criteria. The first of these criteria is that the graduate student should understand the ramifications of research as well as the manner in which it is conducted. Research, the context of graduate study, is conducted in a systematic, thorough, critical, interpretative, and analytical manner—free of preconceived notions and receptive to new ideas; such research attempts to collate and synthesize new patterns of meaning, discover new truths, and correct past errors. The second component of the graduate program requires that graduate students master their field of study. Such mastery would entail a thorough grasp of the subject matter, literature in the field, theory, and methodology related to the student’s field of interest. Finally, every graduate program must give students the opportunity to demonstrate research skills, knowledge of the field, and opportunity to contribute to the field of study. Thus, a person who wishes to do graduate level work must be prepared to pass examinations, both written and oral,

to write coherent papers that reflect the results of research as defined above, and to participate in course projects” (2017-18 Troy University Graduate Catalog, p. 4).

### **Course Requirements**

Students are expected to keep up with the readings and to participate materially in all assignments, including web discussions. Students should obtain a TROY e-mail account and check it regularly, as this, along with postings on the Canvas course website, will be the means of providing notice of assignment changes, class cancellations, or other matters concerning class.

*All dates and time provided in this syllabus refer to Okinawa time (GMT + 09:00).*

#### *A. Exams*

This course will include a midterm exam and a comprehensive final exam. The midterm will account for 25% of the course grade. The final will count for 20% of the course grade. Exams will include material covered in the readings, items discussed in class, and material from the course website. Exams will consist of short answer and essay questions.

#### *B. Review Essays*

Students will draft a series of three review essays. Each review essay will account for 10% of the course grade, for a total of 30% of the course grade. Specific essay instructions are appended.

Essay 1: **Due 11/12** – Compare and contrast realist and liberal expectations for the rise of India

Essay 2: **Due 12/3** – How do liberalism and conservatism differ with respect to the balance between liberty and equality?

Essay 3: **Due 12/10** – Marxists-Leninists and fascists are often portrayed as arch-opposites. Explain why, in practice, Marxist-Leninist and fascist governments often appear similar.

#### *C. Video Review*

Students will draft an essay, accounting for 10% of the course grade, reviewing 2 of the following video presentations available at <<http://conversations.berkeley.edu/category/topic/international-relations>>. Video review instructions are appended. **Due 11/5.**

- Kenneth Waltz, “Theory and International Politics”
- Joseph S. Nye, “Power”
- John Mearsheimer, “Through the Realist Lens”
- Robert O. Keohane, “Theory and International Institutions”

#### *D. Discussion Board Participation*

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 at least 3 different discussion questions over the course of the term. Some questions will require viewing of on-line videos first. Posts will account for 5% of the course grade.

#### *E. Quizzes*

A series of short quizzes accounting for 10% of the course grade will be posted on Canvas. These will include an introductory syllabus quiz, with the remainder comprising weekly reading quizzes. The quizzes, other than the syllabus quiz, will have 5-minute time limits.

### *F. Attendance*

Regular attendance is imperative for understanding the subject as well as for maximizing your chances to succeed on the exams. By university policy, the TROY university coordinator must be notified of students who miss more than 25% of classes. Attendance will be taken in compliance with College policy.

### **Web-Enhanced Classes**

A 3 credit course requires 45 contact hours. Class meetings cover 36 of these hours, so 9 additional hours must be accounted for via Canvas. To meet this 9 hours, this course includes the following: Viewing of on-line videos (2 hours); discussion board posts (4 hours); quizzes (1 hour); and review of instructor slides/lectures posted on Canvas (2 hours). Slides will be posted in the Canvas Learning Modules. All essays and quizzes should be submitted via Canvas.

### **Grading Policy**

90 - 100	A	70 - 79	C	0 - 59	F
80 - 89	B	60 - 69	D		

*Incomplete grades:* If a student is unable to complete all course grading requirements, the student may be eligible to request the assignment of an incomplete grade. An Incomplete grade is not automatically assigned by the instructor, but must be requested by the student and approved by the instructor. The decision to approve or reject a student's request for an incomplete grade is at the discretion of the instructor using the following criteria: Student submits a completed "Incomplete Grade Request" form prior to assignment of a course grade. Student's progress in the course is deemed satisfactory. Student is passing the course when the request is made. The circumstances that prevented the student's completion of course requirements are beyond the student's control and adequate documentation is provided. A student may request an incomplete by completing and submitting to the instructor an "Incomplete Grade Request" form. This form can be found at [www.troy.edu/graduateschool/forms.html](http://www.troy.edu/graduateschool/forms.html)

### **Troy University Deadlines**

Students can find the Troy Online calendar at <http://trojan.troy.edu/online/academiccalendar.html> listing key dates for the term, including refund deadlines, payment dates, and Comp Exam dates. Note the last day to drop classes in Term 2 is Nov. 24, 2017.

### **Americans with Disabilities Act**

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:

[http://trojan.troy.edu/etroy/documents/Troy\\_University\\_ADA\\_Policies.pdf](http://trojan.troy.edu/etroy/documents/Troy_University_ADA_Policies.pdf)

### **Cell Phone and Other Electronic Devices**

Use of any electronic device (cell 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. Cell phones and

other communication devices may be used for emergencies, however, 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 pp. 42-52 of the Oracle.) 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 instructor in this class has opted to permit use of tablets and/or laptops in class.

### **Academic Honesty**

By their enrollment, students are responsible for following the “Standards of Conduct” as they apply in the Troy University Pacific Region. It is the student’s responsibility to be familiar with these guidelines and to comply therewith.

Plagiarism is the use of another person’s words or ideas without proper attribution; whether intentional or not, representing another person’s words or ideas as one’s own constitutes plagiarism. Plagiarism is an ethical offense violating Troy’s Standards of Conduct and Troy’s Academic Code. All MSIR students are expected to understand the concept of plagiarism as well as the rules of proper citation. If a student has any doubt about proper attribution, it is the responsibility of the student to seek clarification from the instructor. Students deemed by the instructor to have engaged in intentional plagiarism in this course shall receive an automatic F in the class and are subject to additional discipline up to and including expulsion from the program. Students deemed by the instructor to have engaged in unintentional plagiarism are subject to disciplinary action to be determined by the instructor in accordance with the severity of the offense. The instructor uses on-line software to help detect plagiarism. Please note that no assignment prepared for or submitted in a different course may be used in this course without prior approval of the instructor.

### **Library Resources**

Students can access online information resources through Troy Library Services home page at <http://trojan.troy.edu/library> 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. Remote access is available via the student’s Troy User ID and Password. Specific help for Global Campus students, including a dedicated librarian, is available at: [http://trojan.troy.edu/library/globalcampus/gc\\_librarian.html](http://trojan.troy.edu/library/globalcampus/gc_librarian.html)

### **Course Schedule**

#### *Week 1: Course Introduction*

- Daddow, 1-82
- Stephen M. Walt, “International Relations: One World, Many Theories,” *Foreign Policy* (Spring 1998), 29-44.
- Jack Snyder, “One World, Rival Theories,” *Foreign Policy* (Nov/Dec 2004), 53-62.

- John Lewis Gaddis, “International Relations Theory and the End of the Cold War,” *International Security* 17, no. 3 (Winter 1992-93), 5-58. (Available in JSTOR)
- Morton A. Kaplan, “Balance of Power, Bipolarity and Other Models of International Systems,” *American Political Science Review* 51, no. 3 (Sep.1957), 684-695 (Available in JSTOR).

Saturday, 10/21

- Course Introduction
- Theory
- Realism
- Neorealism

Sunday, 10/22

- Liberalism
- Institutionalism
- Constructivism
- English School, WST

*Week 2: Realism*

- Daddow, 108-140
- Thucydides, “Melian Dialogue” (Available via open Internet search)
- Machiavelli, “Concerning Cruelty and Clemency,” Ch. XVII from *The Prince*, (Available via open Internet search)
- Hans J. Morgenthau, “Six Principles of Political Realism,” from *Politics Among Nations* (Available at <<https://www.mtholyoke.edu/acad/intrel/morg6.htm>>)
- Kenneth N. Waltz, “The Origins of War in Neorealist Theory,” *The Journal of Interdisciplinary History* 18, no. 4 (Spring 1988), 615-628 (Available in JSTOR)
- Stephen Walt, “Alliance Formation and the Balance of World Power,” *International Security* 9, no. 4 (Spring 1985), 3-43 (Available in JSTOR)
- Kenneth N. Waltz, “Structural Realism after the Cold War,” *International Security* 25, no. 1 (Summer 2000): 5-41 (Available in JSTOR)
- John J. Mearsheimer, “Realism, the Real World, and the Academy,” in Michael Brecher and Frank P. Harvey eds., *Realism and Institutionalism in International Studies* (Ann Arbor: Univ. of Michigan Press, 2002): 23-33. (<http://mearsheimer.uchicago.edu/pdfs/A0029.pdf>)
- Steve Chan, “Exploring Puzzles in Power Transition Theory: Implications for Sino-American Relations,” *Security Studies* 13, no. 3 (Spring 2004): 103-141
- John J. Mearsheimer and Stephen M. Walt, “The Case of Offshore Power Balancing: A Superior U.S. Grand Strategy,” *Foreign Affairs* (July-August 2016), 70-83 (Available in Academic Search Complete). (**Recommended but not required**)

*Week 3: Liberalism*

- Daddow, 83-107
- Immanuel Kant, “Perpetual Peace: A Philosophical Sketch,” (Available at <<https://www.mtholyoke.edu/acad/intrel/kant/kant1.htm>>)
- Michael Doyle, “Liberalism and World Politics,” *American Political Science Review* 80, no. 4 (1986): 1151-1169 (Available in JSTOR)
- Zeev Maoz, and Bruce Russett, “Normative and Structural Causes of the Democratic Peace, 1946-1986” *American Political Science Review* 87 no. 3 (1993): 624-638 (Available in JSTOR).

- Andrew Moravcsik, “Taking Preferences Seriously: A Liberal Theory of International Politics,” *International Organization* 51, no. 4 (Autumn 1997): 513-53 (Available in JSTOR)
- Richard Rosecrance and Arthur Stein, “Interdependence: Myth or Reality,” *World Politics* 26, no. 1 (Oct. 1973), 1-27 (Available in JSTOR).
- Erik Gartzke, “The Capitalist Peace,” *American Journal of Political Science* 51, no. 1 (Jan. 2007), 166-191 (Available in JSTOR).
- **VIDEO REVIEW DUE, NOV. 5**

#### *Week 4: Institutionalism*

- Robert O. Keohane and Joseph S. Nye, “Transgovernmental Relations and International Organizations,” *World Politics* 27, no. 1 (Oct. 1974), 39-62 (Available in JSTOR)
- Stephen Krasner, “Structural Causes and Regime Consequences: Regimes as Intervening Variables,” *International Organization* 36, no. 2 (Spring 1982), 185-205 (Available in JSTOR)
- Robert Keohane, “International Institutions: Can Interdependence Work?” *Foreign Policy* 110 (Spring 1998), 82-96 (Available in JSTOR).
- John J. Mearsheimer, “The False Promise of International Institutions,” *International Security* 19, no. 3 (Winter, 1994/1995), 5-49 (Available in JSTOR)
- Robert O. Keohane and Lisa L. Martin, “The Promise of Institutional Theory,” *International Security* 20, no. 1 (Summer 1995), 39-51 (Available in JSTOR)
- Robert Jervis, “Realism, Neoliberalism, and Cooperation: Understanding the Debate,” *International Security* 24, no. 1 (Summer 1999), 42-63 (Available in JSTOR)
- **ESSAY #1 DUE, NOV. 12**

#### *Week 5: Constructivism*

- Daddow, 158-190
- Alexander Wendt, “Anarchy Is What States Make of It: The Social Construction of Power Politics,” *International Organization* 46, no. 2 (Spring 1992), 391-425. (Available in JSTOR).
- Martha Finnemore, “Constructing Norms of Humanitarian Intervention,” in Peter J. Katzenstein, ed. *The Culture of National Security: Norms and Identity in World Politics* (New York, NY: Columbia Univ. Press, 1996). (Available in Google Search)
- David A. Lake, “The New Sovereignty in International Relations,” *International Studies Review* 5, no. 3 (Sept. 2003), 303-323 (Available in JSTOR)
- Stephen D. Krasner, “Sharing Sovereignty: New Institutions for Collapsed and Failing States,” *International Security* 29, no. 2 (Autumn 2004), 85-120. (Available in JSTOR).
- **MIDTERM EXAM IN CLASS, SATURDAY 11/19**

#### Saturday, 11/18

- MIDTERM EXAM
- Ideology
- Democracy
- Liberalism

#### Sunday, 11/19

- Conservatism
- Socialism & Marxism
- Nationalism & Fascism
- Islamism

*Week 6: English School; Feminism*

- Daddow, 141-157, 205-217
- Barry Buzan, "The English School: An Underexploited Resource in IR," *Review of International Studies* 27, no. 3 (July 2001), 471-488. (Available in JSTOR)
- Immanuel Wallerstein, "A World System Perspective on the Social Sciences," *British Journal of Sociology* 27, no. 3 (Sept. 1976), 343-352. (Available in JSTOR).
- J. Anne Tickner, "What is Your Research Program? Some Feminist Answers to International Relations Methodological Questions," *International Studies Quarterly* 49, no. 1 (March 2005), 1-21. (Available in JSTOR)

*Week 7: Ideology; Democracy; Liberalism*

- B&D, Ch. 1-2
- B&D, Ch. 3
- **ESSAY #2 DUE, DEC. 3**

*Week 8: Conservatism; Socialism*

- B&D, Ch. 4
- B&D, Ch. 5-6
- **ESSAY #3 DUE, DEC. 10**

*Week 9: Nationalism; Fascism; Islamism*

- B&D, Ch. 7; 10
- Islamism Reading (Available on Canvas)
- **FINAL EXAM DUE IN CANVAS DEC. 17**

Note: The above schedule, readings and procedures in this course are subject to change.

### **Review Essay Instructions**

Pursuant to the syllabus, there will be three critical essays that will each account for 10% of the course grade, for a total of 30% of the course grade. These essays are intended to demonstrate the student's comprehension of the concepts contained in the reading assignments, critical thinking skills, and analytical writing skills. The essays are not intended to be research papers. However, papers should be careful to cite as appropriate when using ideas from reading assignments or other works.

Writing well is among the most important skills you can possess in your professional career. In many cases, you will find you are judged based on written documentation that you present. The quality of your writing will often serve, fairly or not, as an indicator of your intelligence and ability. Poor grammar, misspelled words, confused syntax, and incoherent organization will reflect poorly upon you. Thus, it is imperative when undertaking a writing assignment to have a basic plan (an outline), to pay attention to detail, and to proofread the final product carefully.

A key goal in writing is to communicate with clarity and precision. Often, simpler is better. As Strunk and White advise, "omit unnecessary words."<sup>1</sup> Never use words that you are not certain you can define. Avoid cluttering up sentences with numerous clauses. Even if grammatically correct, a sentence that requires multiple readings is poorly drafted. Include an introduction explaining what your essay is about and how it is organized (provide a road map to your essay). Use paragraphs in a logical fashion (paragraphs are structured by idea, not length). Conclude with a brief summary, recapping your main point(s). Do not use the conclusion to introduce new ideas.

When you have finished your essay, review it through the eyes of potential critics. In other words, look for ambiguities or weaknesses that are open to misunderstanding and attack. If you were tasked with arguing a contrasting position to that in your paper, what sections would you attack?

<sup>1</sup> William Strunk Jr. and E.B. White, The Elements of Style, 4<sup>th</sup> ed. (Needham Heights, MA: Allyn and Bacon, 2000), 23.

Upon careful consideration of the assigned topic, students should draft well-thought-out, well-structured, well-proofread essays that directly address the specified issues. Papers are expected to be between 4-5 pages with a maximum length of 5 pages, exclusive of title page and references. Keep in mind these are academic papers – not partisan policy papers. Approach these essays as if you were writing an answer to a comprehensive exam question.



*Format:* The paper must be typed, double-spaced, in black, twelve-point, Times New Roman font, with one inch margins. Necessary citations may follow either the Turabian or the APA system. A references list should be included as appropriate.

*Grading:* Papers will be graded on demonstrated understanding of the issues, coherence of argument, and attention to detail. Poor spelling, grammar, punctuation or style will negatively affect the grade. Plagiarism will result in an F.

Papers are due as noted in the syllabus above.

## **VIDEO REVIEW INSTRUCTIONS**

Per the syllabus, students will draft an essay, accounting for 10% of the course grade, reviewing any two (2) of the following four (4) video presentations in the “Conversations with History” series from UC-Berkeley. These videos are each approximately one hour in length. Videos are available at <<http://conversations.berkeley.edu/category/topic/international-relations>>.

- Kenneth Waltz, “Theory and International Politics”
- Joseph S. Nye, “Power”
- John Mearsheimer, “Through the Realist Lens”
- Robert O. Keohane, “Theory and International Institutions”

In the review, be sure to address the following questions:

In which specific theoretical school does the interviewee fit? Does the interviewee make a compelling case for his particular outlook? If so, why? What specific points did he make that you found convincing? If not, why not? What has the interviewee failed to address or what has he gotten wrong?

Papers are expected to be between 4-5 pages with a maximum length of 5 pages, exclusive of title page and references.

*Format:* The paper must be typed, double-spaced, in black, twelve-point, Times New Roman font, with one inch margins. Necessary citations may follow either the Turabian or the APA system. A references list should be included as appropriate.

*Grading:* Papers will be graded on demonstrated understanding of the issues, coherence of argument, and attention to detail. Poor spelling, grammar, punctuation or style will negatively affect the grade. Plagiarism will result in an F. Late papers will lose ten points per 24 hour period late.