Overview

This course is a graduate level seminar that focuses on the changing structure of international politics, post-Cold War security issues, effect of globalized economy and information technology revolution, enhanced role of global corporations and nongovernmental organizations, and rise of non-security issues in emerging international agenda.

Goals

Students will further develop their understanding of the leading theories of international relations via case studies; to assess how these theories are explained and the methods for applying them to the study and practice of international politics; and to develop the critical analysis, communication, and writing skills needed for success in your graduate studies and professional endeavors.

Course Requirements (see details below)

1. Reading Response Papers (4) = 40%
2. Research Paper (1) = 25%
3. Research Paper Proposal (1) = 5%
4. Attendance & In-class Oral Presentations = 30%

Draft: Syllabus for Fall 2018 Semester
Mondays 7:20 pm – 10:00 pm

Room: Innovation Hall #135

Instructor: Heba F. El-Shazli, Ph.D.
E-Mail: helshazl@gmu.edu
Phone: (703) 993-2476 Research Hall 358
Office Hours: Tuesdays & Thursdays 3:00 pm – 4:00 pm

Required Textbooks

Art, Robert and Robert Jervis, 

Snow, Donald H. Cases in International Relations (7th Edition), Rowman & Littlefield publisher, 2018 (Snow)


Recommended Textbooks

• Mearsheimer, John J. The Tragedy of Great Power Politics
• Wendt, Alexander. Social Theory of International Politics
COURSE SCHEDULE:

[Please note: this schedule is a guide and is subject to change/adjustment based on our discussion needs]

Please note: We will be using a “case study” methodology to better understand the differing theories and concepts. In addition, there are several “Optional/Suggested” readings for most sections that are available on Blackboard. Thank you.

Monday, 27th August 2018: First Class and Introduction - Diversity and Disciplinarity in International Relations Theory & International Relations and Social Science

Required readings:
DKS Textbook p. 1-34
Introduction: Diversity and Disciplinarity in International Relations Theory
Chapter 1: International Relations and Social Science

Monday, 3rd September: Labor Day – No Class Today

Monday, 10th September: Theoretical Frameworks – Classical Realism; Power, Principle & Legitimacy in Statecraft

Required Readings:

Chapter 2: Classical Realism (DKS) p. 34-51

- Thucydides: The Melian Dialogue
- Ian Hurd: Legitimacy in International Politics
- J. Ann Tickner: A Critique of Morgenthau’s Principles of Political Realism

Monday, 17th September - Theoretical Frameworks: Structural Realism

Required Reading:

Chapter 3: Structural Realism (DKS) p. 51-68;
Chapter 2: The Meaning of Anarchy (A&J) p. 48-87;

- Kenneth N. Waltz: The Anarchic Structure of World Politics
- John J. Mearsheimer: Anarchy and the Struggle for Power
- Alexander Wendt: Anarchy Is What States Make of It

Case Study: Chapter 3 - Power and Rising Power – the case of China (Snow) p. 43-63
Monday, 24th September - Theoretical Frameworks: Liberalism

Required Reading:

Chapter 4: Liberalism (DKS) p. 68-88;  
Chapter 4: The Mitigation of Anarchy (A&J) p.125-189;

- Robert Jervis: Cooperation under the Security Dilemma  
- Michael W. Doyle: Kant, Liberal Legacies, and Foreign Affairs  
- Stephen M. Walt: Alliances: Balancing and Bandwagoning  
- David C. Kang: Hierarchy and Hegemony in International Politics  
- Stanley Hoffmann: The Uses and Limits of International Law  
- Robert O. Keohane: International Institutions: Can Interdependence Work?

Case Study: Chapter 9 - Regional Integration: The European Union, Sovereign Debt, and Brexit (Snow), p. 165-185.

Reading Response Paper due today please

Monday, 1st October - Theoretical Frameworks: Neo-Liberalism

Required readings:

Chapter 5: Neo-Liberalism (DKS) p. 88-107  
Chapter 3: Strategic Interaction in Anarchy (A&J) p. 87-125

- Thomas C. Schelling - Game Theory: A Practitioner's Approach  
- James D. Fearon - Rationalist Explanations for War  

Case Study: Chapter 8 – Globalization and Terms of International Trade: The Case of the WTO and NAFTA (Snow) p.145-165.

Monday, 8th October – no Class today (Fall Break & Happy Columbus Day)

Tuesday, 9th October - Theoretical Frameworks: The English School; Marxism & Critical Theory

Required Readings:

Chapter 6: The English School (DKS) p. 107; Chapter 7: Marxism (DKS) p, 127-145  
Chapter 8 – Critical Theory (DKS) p. 145-161;

Chapter 12: Civil Wars, Human Rights, Regime Change, and Humanitarian Intervention (A&J) p. 408

- Kofi Annan: Reflections on Intervention  
- Rhoda E. Howard and Jack Donnelly: Human Rights in World Politics  
- Jon Western and Joshua Goldstein: Humanitarian Intervention Comes of Age
• Alexander B. Downes: To the Shores of Tripoli? Regime Change and Its Consequences
• Caroline A. Hartzell and Matthew Hoddie: Crafting Peace through Power Sharing

**Case Study:** Chapter 10 - Human Rights Protection – South Sudan Tragic Case (*Snow*) p. 185

**Monday, 15th October** – International Political Economy and Globalization

**Required readings:**

Chapter 8 – Perspective on Political Economy (*A&J*) p. 282;

• Robert Gilpin The Nature of Political Economy
• Dale C. Copeland Economic Interdependence and War
• Dani Rodrik Why Doesn’t Everyone Get the Case for Free Trade?

Chapter 9 – Globalization Today (*A&J*) p. 314;

• Jeffrey Frankel: Globalization of the Economy
• Moises Naim: What Globalization Is and Is Not
• Erik Brynjolfsson, Andrew McAfee, and Michael Spence: Labor, Capital, and Ideas in the Power Law Economy

Chapter 10 – Fixing the World Political Economy (*A&J*) p. 343

• Eric Helleiner: The Status Quo Crisis
• Joseph E. Stiglitz: A New Global Reserve System
• Dani Rodrik: A Sane Globalization

**Case Study:** Chapter 2 – National Interests and Conflict: Russian Oil and US-Russian Relations, (*Snow*) p. 23

**Reading Response Paper due today please**

**Monday, 22nd October** – Constructivism and Feminism IR Theories

**Required readings:** Chapter 9 – Constructivism (*DKS*) p. 161-179; and Chapter 10 – Feminism (*DKS*) p. 179-196;

Chapter 11: Interstate War and Terrorism, (*A&J*) p. 376-408;

• Robert Jervis: The Era of Leading Power Peace
• Robert J. Art: The United States and the Rise of China
• Audrey Kurth Cronin: Ending Terrorism

**Case study** - Chapter 14: Terrorism after ISIS (*Snow*) page 265
Monday, 29th October – The Uses of Force

**Required readings:** Chapters 5, 6, and 7 (**A&J**) p. 189-275 [See below for details]

**Chapter 5: The Political Uses of Force**

- Robert J. Art: The Four Functions of Force
- Thomas C. Schelling: The Diplomacy of Violence
- Bruce Hoffman: What Is Terrorism?

**Chapter 6: The Utility of Force Today**

- Robert J. Art: The Fungibility of Force
- Erica Chenoweth and Maria Stephan: Why Civil Resistance Works
- The World Bank: The Shape of Violence Today

**Chapter 7: The Nuclear Future**

- Robert Jervis: Losing Control in Crises
- Henry Sokolski: Our Not So Peaceful Nuclear Future
- Thomas C. Schelling: A World Without Nuclear Weapons?

**Case Study:** Chapter 6 – Nuclear Proliferation: The contrasting cases of North Korea and Iran, (**Snow**) p. 103-123

Monday, 5th November: Post-structuralism, and Humanitarian Crises

**Required readings:** Chapter 11 – Poststructuralism (**DKS**) p. 196-219; Chapter 13 – Transnational Actors and New Forces (**A&J**) p. 454-480. **Case studies:** Chapter 1 – Sovereignty: Dealing with the Caliphate, (**Snow**) page 3; and Chapter 7 – War Crimes and Enforcing International Norms: reciprocity, the international criminal court, and Syrian Chemicals, (**Snow**) p. 123

**Reading Response Paper due today please**

Monday, 12th November: Postcolonial Theory and Normative IR Theory

**Required readings:** Chapter 12 – Postcolonialism (**DKS**) p. 219-236; Chapter 13 – Normative International Relations Theory (**DKS**) p. 236-259; **Case Studies:** Chapters 4 & 5 (**Snow**) Territorial Disputes: This Land (Palestine and Kurdistan) Is Whose Land? and Asymmetrical Warfare: The Never-ending case of Afghanistan, p. 63-103.

Monday, 19th November: Green Theory and the Challenge of Climate Change
Required readings: Chapter 14 – Green Theory (DKS) p. 259-281; Case Studies: Chapter 12 – Global Climate Change (Snow) p.225, and Chapter 13 – Resource Scarcity: water and energy (Snow) p. 245

Research paper proposal due today please

**Monday, 26th November:** International Relations Theory and Globalization; & The Global Commons and Global Governance

Required readings: Chapter 15 – International Relations Theory and Globalization (DKS) p. 281-300;

Chapter 14 – The Global Commons and Global Governance (A&J) p. 480-532:

- Garrett Hardin: The Tragedy of the Commons
- Pope Francis: The Papal Encyclical on the Environment
- Adam Roberts and Dominik Zaum: The U. N. Security Council
- Kenneth N. Waltz: Globalization and Governance
- Stewart Patrick: Good Enough Global Governance
- G. John Ikenberry: The Future of the Liberal World Order

**Case Study:** Chapter 11 - International Population Movement: The Contrasting US and European Experiences (Snow) p. 205-225.

**Reading Response Paper due today please**

**Monday, 3rd December – Last Class:** Democracy, Peace & The Shape of the Future

Required Readings:

Chapter 16 – Still a Discipline After All these Debates? (DKS) p. 300-323;

Chapter 15 – The Shape of the Future (A&J) p. 532-578

- Barry R. Posen: Emerging Multipolarity: Why Should We Care?
- Alan Dupont: The Strategic Implications of Climate Change
- Jonathan Kirshner: Dollar Diminution and U.S. Power
- Michael Cox: Power Shifts, Economic Change, and the Decline of the West?
- Stephen M. Walt: The Future of the European Union

Grading Scale:
A+ = 97–100; A = 94-96; A- = 90-93; B+ = 87-89; B= 84-86; B- = 80-83; C+ = 77-79; C = 74-76; C- = 70-73; D+ = 67-69; F = 0-59
**Reading Response Papers (4 = 40%)** – please submit 4 response papers (RPs) via Blackboard during the semester. Each response paper would be on one of the class sessions' readings listed in the syllabus. These papers must not just summarize the readings but also critically respond to them.

**Here are the due dates:**

1. Monday, 24th September 2018  
2. Monday, 15th October 2018  
3. Monday, 5th November 2018  
4. Monday, 26th November 2018

**Guidelines: Response Paper Guide**

Response papers (RP) should be 4-5 pages long (12 font & 1.5-spaced). RPs should do the following:

a) Highlight the most significant arguments of the author(s) and  
b) Discuss/analyze them in an informed manner, i.e., informed by other readings, lecture discussions, and your own insights. You should go beyond descriptive accounts in your writing and should demonstrate analytical rigor (analyze & analyze! please)  
c) Be well-written and well-edited

**Specific Guidelines:**

1. It is acceptable to be selective in discussing the argument (if the chapter/article is too long), but there are certain points/arguments that are clearly central to an article/chapter and should be discussed explicitly.  
2. Articles often discuss certain concepts/themes and highlight them. These are important concepts/themes that should have been part of any response paper on that article/chapter.  
3. Do include page numbers when you refer explicitly to statements, quotations. This should come in handy when preparing for research paper.  
4. All response papers should have the following:  
   - A solid introductory sentence or two, in which you sum up the thesis/argument of the article/chapter you’re reading.  
   - Then, proceed to fleshing the argument. Here’s where you can go into detail.  
   - Then, offer your critique and try to relate it to the topic of the course by invoking other readings, lectures, discussions we had.  
   - Finally, state what you have learned from the article (s) (one or two sentences)

**Research Paper Proposal Guidelines (5%):** You should select your topic by **19th November** and submit a one page Research Paper Proposal document via Blackboard that includes (a) the topic/issue you wish to write your paper on, (b) a draft Abstract, (c) 4-5 preliminary sources (including a minimum of 2 books and 2 academic journal articles), and (d) a brief
statement describing your question; why you’re interested in writing about that question/theme/topic/case study and what in particular you wish to address. Turning in a clean and reasonable proposal is worth 5% (even if we amend the topic henceforth)

**Final Research Paper (25%)** - The research paper is due on **17th December**. It should be 18-20 1.5-spaced pages around 8,000 words + bibliography (with 12-point font, not including citations and/or footnotes and a full bibliography) and based on research of sources and material that go well beyond the course readings (including reputable journal articles and books—Internet research material is discouraged, for the most part). The earlier you determine your topic, the earlier you can order your books if they are not available at our library. The topic of the paper is to be determined by **19th November**. Students will be encouraged to write papers that address any of the course's themes/topics on a question or topic that relates to the study of International Relations. Please make and support an argument about a question related to an issue, event or problem in international relations--from a theoretical perspective. Be sure to employ detailed arguments and empirical evidence. Please counter opposing views!

**Criteria for grading:** how well the paper applies concepts and information from course reading and class material to other issues or IR conflict areas; depth and accuracy of theoretical and substantive material utilized; pertinence, clarity, and persuasiveness of arguments; originality of approach; evidence of having read and applied outside scholarly research. Please include a Literature Review section in your paper to review the leading scholarly writings on your topic. Papers must use MLA parenthetical references or Chicago Manual of Style humanities format citations correctly. Grammar, usage, and spelling count please.

**Attendance, and In-class participation (30%)**

This is a seminar course and, as such, depends critically upon students’ active participation in class. Students must come to class prepared, having completed all the required readings, and be ready to discuss and debate the issues raised in the readings and lectures.

Students will also be required to do a minimum of 5 to 6 or more oral presentations of the day’s readings during the semester. These presentations should, as with the response papers, not summarize the readings but critically assess them, and should serve as the departure point for class discussions.

**Presentation Guidelines:**

1. All class presentations should keep to the following guidelines:
   a) Limit presentations to 8-10 minutes
   b) Summarize the main **argument/thesis** of the article/chapter
   c) **Relate** the reading to other material in the course/discussions
   d) When applicable, relate the reading to current or past **events**
   e) Discuss the **questions/issues** that the article raises (what did the piece contribute?), and raise your own questions about it by way of **critique**.
Please Post your presentation summary/handout on Blackboard’s Discussion Board under the appropriate class date/topic by no later than 5:00 pm on the Monday (class day) a summary of the presentation (no less than 500 words) in essay form or a bullet point document. This will be distributed to everyone in class via Blackboard. This is part of your 30% participation grade so make it beautiful ☺ please.

There will be a sign-up sheet at the beginning of the semester.

Late Assignments: Assignments must be turned in at the time and place designated on the syllabus. Failure to turn in an assignment on time is unacceptable except with the prior agreement of the instructor (which will be given only in exceptional circumstances, such as a documented illness or family emergency). Except in documented cases of illness or emergency, a penalty of up to a full letter grade will be assessed for each day the assignment is late. After seven (7) days from due date the assignments will not be accepted.

Email and use of Blackboard: Please check your Mason email regularly as well as our class Blackboard site. All assignments are to be submitted via Blackboard.

Electronic devices: Laptops and similar devices may be used for taking notes or for consulting assigned texts in electronic format. Please do not use cell phone or similar devices in the classroom.

George Mason University Honor Code:

Plagiarism: It is assumed that all written work submitted is entirely your own. If you obtain ideas, data, phrases, etc. from elsewhere, you must cite the source. A violation of the University Honor Code your final grade will become automatically an “F” and you will be reported to the student/faculty honor committee.

I take the Honor Code and its enforcement very seriously with a zero-tolerance policy.

The Honor Code in its entirety can be found in your Student Handbook. All violations of the honor code will be reported to the Honor Committee.

http://www.gmu.edu/academics/catalog/9798/honorcod.html

Academic Integrity: It is expected that students adhere to the George Mason University Honor Code as it relates to integrity regarding coursework and grades. The Honor Code reads as follows: “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this: Student members of the George Mason University community pledge not to cheat, plagiarize, steal and/or lie in matters related to academic work.” More information about the Honor Code, including definitions of cheating, lying, and plagiarism, can be found at the Office of Academic Integrity website at http://oai.gmu.edu

Students with Disabilities: Students who self-identify and provide sufficient documentation of a qualifying disability are entitled to receive reasonable accommodations, such as modifications of programs, academic adjustments, or auxiliary aides as a means to participate
in programs and activities. If you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at (703) 993-2474. All academic accommodations must be arranged through that office.

Problems that may arise – Please if you are experiencing any problems that are affecting your schoolwork and/or class attendance --- please feel free to meet with me and let us see what we can do to help. I will be glad to listen and assist to help you. There are many available resources. Please do not wait until the end of the semester to inform me that you are dealing with a problem(s) since the beginning of the semester. Let us talk and work on getting you the needed assistance early on in the semester so it does not affect your school work down the road. I am here to help you succeed!

Student Support Resources: We have several academic support and other resources to facilitate student success. Please be sure to include links to relevant student support resources (e.g., Counseling and Psychological Services, Learning Services, University Career Services, the Writing Center, etc.).

Sexual Misconduct and Interpersonal Violence

George Mason University is committed to providing a safe learning, living and working environment free from discrimination. The University's environment is meant to be experienced as vibrant and dynamic, and one that includes ample opportunities for exploration of self, identity and independence. Sexual misconduct and incidents of interpersonal violence deeply interrupt that experience, and George Mason University is committed to a campus that is free of these types of incidents in order to promote community well-being and student success. George Mason University encourages individuals who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support.

Confidential resources are available on campus at Counseling and Psychological Services (caps.gmu.edu), Student Health Services (shs.gmu.edu), the University Ombudsperson (ombudsman.gmu.edu), and Wellness, Alcohol and Violence Education and Services (waves.gmu.edu). All other members of the University community (except those noted above) are not considered confidential resources and are required to report incidents of sexual misconduct to the University IX Coordinator. For a full list of resources, support opportunities, and reporting options, contact the University Title IX Coordinator at integrity.gmu.edu and/or at 703-993-8730. Our goal is to create awareness of the range of options available to you and provide access to resources.

Thank you and welcome on this most interesting learning journey that we will take together!