GOVT 322: International Relations Theory (3 Credits)

Spring 2021
Tuesdays-Thursdays, 12:00-1:15
ONLINE

Instructor: Courtney Kayser
Email: ckayser@gmu.edu
Office Hours: By Appointment, Schedule at: https://calendly.com/ckayser/office-hours

Course Description

GOVT 322 is an upper-level undergraduate seminar designed to focus on the theoretical frameworks, concepts, and topics in International Relations, expanding on what students learned in Intro to IR. The first part of the course will delve into the major paradigms, debates, and theoretical approaches in International Relations, such as Realism, Liberalism, and Constructivism. The second part of this course will expand upon these paradigms. We will be examining conflict and cooperation on the international stage, and why we see certain patterns in state behavior. In the third and final part, this material will be applied to modern global politics, analyzing a rising China, nuclear proliferation, a resurgent Russia, climate change, the future of the EU, among other topics.

Course Texts


Any readings listed on the syllabus that do not appear in Conflict After the Cold War will either be:
1. Provided on Blackboard in Weekly content
2. Available via a link in the syllabus itself

Course Learning Outcomes

By the end of this course, students will be able to:
1. Identify the main tenets of the various IR theories
2. Compare and contrast these paradigms and their underlying assumptions
3. Analyze global politics utilizing these theories
4. Write about and speak to the topic of International Relations and IR theories
Instructor-Student Communication

I aim to respond to your emails within 48 hours. Before sending an email, please check the following:

1. Syllabus
2. Frequently Asked Questions (FAQs)
3. Blackboard videos on how to use Blackboard features
4. Blackboard Q&A, and
5. Technology Requirements

Mason EMAIL

- GMU requires that university email be used for all course communications. I will be sending messages to your Mason email. Please make sure that you have access to these messages
- When you email me, please include GOVT 340 in the subject heading
- When emailing me, make sure to include your NAME

Course Logistics

- Class lectures will be asynchronous videos posted to Blackboard. It is your responsibility to watch these BEFORE the class discussion.
- Class discussions will be held during the normal class times (Tuesday and Thursday 10:30-1:30). These discussions will be held synchronously in Zoom. Attendance is MANDATORY.
- This course will cover an entire semester’s worth of work in HALF THE TIME – the readings will be quite intensive and your grade is highly dependent upon you doing the readings and coming to class prepared to discuss
- For each class, you will be reading between 100 and 200 pages and discuss this material with classmates

To Access Blackboard

1. Go to http://mymason.gmu.edu/
2. Login using your NETID and password.
3. Click on the “Courses” tab.
4. Double-click on GOVT-340 (Fall 2019) under the course listings.

Technical Help

- If you have difficulty accessing Blackboard, you can contact ITU Support at 703.993.8870 or support@gmu.edu
- If you have trouble using features in Blackboard, email courses@gmu.edu
Course Requirements

The following requirements are designed to promote an optimal learning environment for motivated students. This syllabus is a contract. Enrollment in this class constitutes your acceptance of course requirements.

1. Students will complete a literature review. Literature Reviews are to be submitted through Blackboard by 11:59 pm, May 8th.
2. Students will write four 1-page, single-spaced response papers. Response papers will analyze the central points of the week’s readings. Papers are to be submitted through Blackboard by 11:59 pm, the day before the seminar meets (i.e. Monday or Wednesday).
3. Students are expected to participate during class lectures and engage with the assigned readings.
4. Students will complete two short papers, which will be due to Blackboard by 11:59 pm, March 1st and April 5th.
5. Students will complete six Reading Quizzes over the course of the semester, dates to be announced.

Late Assignments Policy

One letter grade will be deducted for every day a paper is late. Incompletes – both for the papers and the seminar – will be extended only in cases of documented emergencies.

Student Responsibilities

Academic Integrity: Students are responsible for their own work. Students and faculty are responsible for addressing violations of the honor code.

Honor Code: Students must adhere to the guidelines of the George Mason University Honor Code.

The George Mason University Honor Code states: “Cheating and attempted cheating, plagiarism, lying, and stealing of academic work and related materials constitute Honor Code violations. To maintain an academic community according to these standards, students and faculty members must report all alleged violations to the Honor Committee.” Students are encouraged to read the full Honor Code (link: https://oai.gmu.edu/mason-honor-code/) and to remain vigilant against any violation of the Code in their own work. Any cases of academic dishonesty in this course will be pursued according to the guidelines detailed in the University Catalog.

Time Conflict George Mason University is committed to creating a welcoming, respectful, and inclusive educational environment that values diversity. Students should review the syllabus at the beginning of the term to determine if there are any conflicts between class time and religious observance. It is the student’s responsibility to inform the instructor of these conflicts within the first week of the semester. https://ulife.gmu.edu/calendar/religious-holiday-calendar/

Responsible Use of Computing Students must follow the university policy for Responsible Use of Computing. [See https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].
Student Services

Writing Center The George Mason University Writing Center staff provides a variety of resources and services (tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. [See https://writingcenter.gmu.edu].

Counseling and Psychological Services The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See https://caps.gmu.edu].

Family Educational Rights and Privacy Act (FERPA) The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the “Buckley Amendment,” is a federal law that gives protection to student educational records and provides students with certain rights. [See https://registrar.gmu.edu/privacy ].

Special Needs

Please address any special needs or special accommodations with me at the beginning of the semester or as soon as you become aware of your needs. Those seeking accommodations based on disabilities should contact the Disability Resource Center, [https://ods.gmu.edu] (703) 993-2474, or the Equity Office (703) 993-8730.

Enrollment

Students are responsible for verifying their enrollment in this class. Schedule adjustments should be made by the deadlines published in the Registrar calendar.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reading Quizzes, 15 points each</td>
<td>75</td>
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<tr>
<td>4 Reading Responses, 25 points each</td>
<td>100</td>
</tr>
<tr>
<td>2 Short Papers, 75 points each</td>
<td>150</td>
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<tr>
<td>Literature Review</td>
<td>150</td>
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<tr>
<td>Class Participation</td>
<td>25</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>500 points</strong></td>
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Grading Scale:

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<tr>
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<tbody>
<tr>
<td>A+</td>
<td>490-500</td>
<td>A</td>
<td>460-489</td>
<td>A-</td>
<td>450-459</td>
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<td>B+</td>
<td>440-449</td>
<td>B</td>
<td>410-439</td>
<td>B-</td>
<td>400-409</td>
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<tr>
<td>C+</td>
<td>390-399</td>
<td>C</td>
<td>360-389</td>
<td>C-</td>
<td>350-359</td>
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<tr>
<td>D+</td>
<td>340-349</td>
<td>D</td>
<td>310-399</td>
<td>D-</td>
<td>300-309</td>
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<td>F</td>
<td>299 and below</td>
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Assignment Requirement Breakdown

**Reading Quizzes:**
There will be six pop quizzes on the readings over the course of the semester. The lowest score will be dropped. These quizzes will be announced during our class lecture, at which point the quiz will go live on Blackboard and students will take the quiz on the Zoom call
- 6 quizzes, 15 points each
- Lowest score will be dropped
- Will be made available on Blackboard after being announced in class
- There will be no make up quizzes.

**Reading Responses:**
Rather than having weekly discussion board posts, students will select four class readings over the course of the semester to write a one-page response to. These should be analytical in nature (not a description of the substance of the readings). This analysis can either be done on a single reading for a week, though it will likely be easier to compare 2+ readings that have been assigned for a given lecture.
- 1 page, single spaced
- 25 points each, 4 due over the course of the semester
- Must ANALYZE that class’s readings, not summarize them
- **Due the day before class at 11:59 pm to Blackboard (i.e. Either Monday of Wednesday depending on which day’s readings you are discussing**
- LATE PAPERS ARE NOT ACCEPTED

**Short Papers:**
These papers will be slightly longer than the Reading Responses, and students will be writing in response to a prompt, which will be made available later in the semester.
- **Paper I is due 11:59pm, Monday, March 1st to Blackboard**
- **Paper II is due 11:59pm, Monday, April 5th to Blackboard**
- 5 pages, double spaced
- 75 points each, 2 due over the course of the semester
- Must fully answer the prompt provided
- Does NOT need to include outside research
  - Should make use of class readings to support argument(s)
Literature Review:

The assignment combines everything that has been covered in the course – requiring students to generate a research question they wish to examine. Students should generate a possible argument, but the main purpose of this assignment is to explore the relevant literature.

- **Due 11:59pm, Thursday, May 8th to Blackboard**
  - Worth 150 points
  - 8-10 pages, double spaced
  - Requirements
    - A Research Question (How/Why questions tend to have the most utility)
    - An Argument
    - An Examination of the relevant literature
  - **AT LEAST 5 OUTSIDE SCHOLARLY SOURCES**
    - A scholarly source is either 1) an article from a peer-reviewed academic journal or 2) a book or book chapter published by an academic press
    - Other sources can be used in addition to these 5 sources that are non-scholarly in nature
      - News articles, think tank pieces, etc.
    - Course materials can be used, but will not count towards the five required

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Course Readings and Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic and Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Tuesday, January 26</td>
<td><strong>Introduction</strong></td>
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<td>1</td>
<td>Thursday, January 28</td>
<td><strong>Levels and Frameworks of Analysis</strong></td>
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<td></td>
<td>- Kenneth Waltz “Theory of International Politics (Boston: McGraw Hill), Chapter 1: Laws and Theories and Chapter 4: Reductionist and Systemic Theories</td>
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<td>2</td>
<td>Tuesday, February 2</td>
<td><strong>Realism I</strong></td>
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<tr>
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<td>- Betts: Chapters 2.1-2.4</td>
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<td>1. Thucydides: The Melian Dialogue</td>
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<td>2. Machiavelli: Doing Evil in Order to Do Good</td>
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<td>4. Carr: Realism and Idealism</td>
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| 2 | Thursday, February 4 | **Realism II**  
- Betts: Chapters 2.5-2.7  
  1. Waltz: The Origins of War in Neorealist Theory  
  2. Gilpin: Hegemonic War and International Change  
  3. Blainey: Power, Culprits, and Arms |
|---|---|---|
| 3 | Tuesday, February 9 | **Liberalism I**  
- Betts: Chapters 3.1, 3.3, 3.5-3.6  
  1. Kant: Perpetual Peace  
  2. Wilson: Community of Power vs. Balance of Power  
  3. Keohane and Nye: Power and Interdependence  
  4. Mueller: The Obsolescence of Major War |
| 3 | Thursday, February 11 | **Liberalism II**  
| 4 | Tuesday, February 16 | **Constructivism I**  
| 4 | Thursday, February 18 | **Constructivism II**  
- Betts: Chapters 4.2, 4.4-6  
  1. Milgram: How Good People Do Bad Things  
  2. Lebow: Spirit, Standing, and Honor  
  3. Mead: War Is Only an Invention – Not a Biological Necessity  
  4. Tickner: Men, Women, and War |
| 5 | Tuesday, February 23 | Structuralism and Dependency Theory |
| 5 | Thursday, February 25 | Domestic Politics and Cooperation |
| 6 | Tuesday, March 2    | Democratic Peace Theory |
|   |                     | • Betts: Chapters 3.4, 6.1  
1. Doyle: Liberalism and World Politics  
2. Mansfield and Snyder: Democratization and War  
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<th>Thursday, March 4</th>
<th><strong>Warfare and Strategy</strong></th>
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<tr>
<td>1</td>
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<td>- Betts: Chapters 7.1-7.5</td>
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<td>1. Jervis: Cooperation Under the Security Dilemma</td>
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<td>2. Levy: The Offensive/Defensive Balance of Military Technology</td>
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<td>3. Byman: Drones: Technology Serves Strategy</td>
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<td>4. Cronin: Drones: Tactics Undermine Strategy</td>
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<th>Tuesday, March 9</th>
<th><strong>Civil War and Intervention</strong></th>
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<tr>
<td></td>
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<td>- Alex Bellamy, “Responsibility to Protect or Trojan Horse? The Crisis in Darfur and Humanitarian Intervention after Iraq,” <em>Ethics and International Affairs</em> 19(2): 31-54.</td>
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<th>Thursday, March 11</th>
<th><strong>Nuclear Deterrence</strong></th>
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<tr>
<td>3</td>
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<td>- Betts: Chapters 7.3</td>
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<td>1. Waltz: Why Nuclear Proliferation May Be Good</td>
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<td>Day</td>
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<td>Topic</td>
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| 8   | Tuesday, March 16 | **Terrorism and Insurgency**               | • Betts: Chapters 8.6-8.8  
  1. Galula: Insurgency and Counterinsurgency  
  2. Cohen, Crane, Horvath, Nagl: Principles, Imperatives, and Paradoxes of Counterinsurgency  
| 8   | Thursday, March 18 | **Perceptions and Signaling**              | • Betts: Chapters 4.3  
  1. Jervis: War and Misperception  
 • Andrew Kydd, “Trust, Reassurance, and Cooperation,” *International Organization* 54(2): 325-357 |
| 9   | Tuesday, March 23 | **Interdependence and Globalization I**    | • Betts: Chapters 1.3  
  1. Huntington: The Clash of Civilizations  
| 9   | Thursday, March 25 | **Interdependence and Globalization II**   | • Betts: Chapters 5.3, 5.5, 5.7-5.8  
  1. Blainey: Paradise Is a Bazaar  
  2. Schumpeter: Imperialism and Capitalism  
  3. Waltz: Structural Causes and Economic Effects  
  4. Rosecrance: Trade and Power |
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<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Readings</th>
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</thead>
</table>
| Tuesday, 29| Nationalism and Ethnic Conflict | • Betts: Chapters 6.2-6.4  
  1. Gellner: Nations and Nationalism  
  2. Kaufmann: Possible and Impossible Solutions to Ethnic Civil Wars  
  3. Kumar: The Troubled History of Partition |                                                          |
| Thursday, 1| Religion in International Relations | • Ron Hassner, *War on Sacred Grounds*, chapters 2-3.  
| Monday, 5  | Short Paper II Due |                                                          |                                                          |
| Tuesday, 6 | The US and Unipolarity | • Betts: Chapters 1.1-1.2  
  1. Fukuyama: The End of History  
  2. Mearsheimer: Why We Will Soon Miss the Cold War  
  • Charles Krauthammer, “The Unipolar Moment,” *Foreign Affairs* 70(1).  
| Thursday, 8| The End of American Unipolarity | • Betts: Chapters 5.9  
  1. Ikenberry: China’s Choice  
  • Michael Mastanduno, “Partner Politics: Russia, China, and the Challenge of Extending US Hegemony after the Cold War,” *Security Studies* 28(3): 479-504  
  • Joseph Nye, “The rise and fall of American hegemony from Wilson to Trump,” *International Affairs* 95(1): 63-80 |                                                          |
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Authors/References</th>
</tr>
</thead>
</table>
• David Art, “The German Rescue of the Eurozone: How Germany is Getting the Europe It Always Wanted,” *Political Science Quarterly* 130(2): 181-212. |
| 12       | Thursday, April 15 | **Nuclear Proliferation in Asia**         | • Matthew Kroenig, “Time to attack Iran: Why a Strike is the Least Bad Option,” *Foreign Affairs* (January/February 2012).  
<table>
<thead>
<tr>
<th>14</th>
<th>Thursday, April 29</th>
<th><strong>COVID-19</strong></th>
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<tbody>
<tr>
<td></td>
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<td>- Michael Kenwick and Beth Simmons, “Pandemic Response as Border Politics,” <em>International Organization</em> 74: 1-23</td>
</tr>
</tbody>
</table>

| Thursday, May 6, 11:59pm | Literature Review Due |