Course Objectives:

The question that drives this course is simply “why?” Whatever the international relations question, we will be asking for the explanation. This involves more than description, although we will spend some time looking at how we categorize things in the world. Likewise, we will look for patterns of behavior – but always with an eye to explaining cause and effect. To explain means to get under the hood of the machine and explore what factors trigger which outcomes, with an emphasis on sequencing of events and weighing the contextual elements that allow certain causal chains to emerge. We will discuss proximate and ultimate causes, process-tracing and correlation, interpretation and empiricism, and so forth. At the end of the day, you will come away with a deeper appreciation for how the world works – or at least how it might work – and where it might be headed.

Course Requirements:

This course seeks to develop a range of skills. To begin, you will be expected to do the required reading. You will find, if you have not already, that smart people have put their best ideas in books, and by taking advantage of this, you can teach yourself many degrees’ worth of knowledge and skills. Ignoring the reading assignments means you want only a partial education. At this point, I do not intend to test this, counting on your own motivation to learn. But since failure on the students’ part to complete the reading as schedule will ultimately impinge upon the classroom experience, I reserve the right to adopt “reading reflections”, “pop quizzes”, and other devices to monitor and enforce this rule.

Two exams will be administered over the course of the semester. The first will be held on March 1\textsuperscript{st} and the final exam will be on April 19\textsuperscript{th} in class at 7am. Each exam will be worth 20\% of the grade.

The other assignments are three mid-length papers (8-12 pages). Each paper will follow roughly the same format. You will address one of the propositions or assumptions of the theories we will cover in class. You will begin with an exposition of the proposition or assumption, taking at least 500 words to show its origins and meaning. Next, you will critique this notion with respect to international relations by looking at whether it provides a useful description of reality, or whether it accurately explains events. It will be up to you to choose the empirical material and to honestly and accurately assess the theory. The conclusion will depend entirely on what you find, but you should take care to state your case convincingly.

The first paper will be due February 3\textsuperscript{rd}, the second on March 15\textsuperscript{th}, and the third on April 12\textsuperscript{th}. In the first paper, you will address the theory of realism, in the second paper you address the theory
of liberalism, and in the third paper you will address one of the other theories covered between March 3rd and March 29th.

You will receive more information about the paper in class, but for now you should know what follows is my grading rubric:

1) Clarity of purpose – 20%: you will need to begin your paper with a clear statement of the theory and actor you’ve chosen. You should also describe the overall structure of your paper, including how you will test whether the developments are consistent with the theory. You should spell out at this stage what you expect to find – a hypothesis, as it were. This will become the litmus test for the rest of the paper’s persuasiveness.

2) Theory exposition – 20%: You should devote two to three pages to describing the theory of your choosing. This will require providing definitions of key concepts, references to academic literature, and a word on how it fits into an overall debate in IO. For example, if you chose hegemonic stability theory, you should discuss how it relates to realism generally, and in turn how it addresses the realist-liberal debate.

3) Appropriateness and execution of method – 20%: You have several ways to test the utility of the theory. Your choice of method will be assessed for appropriateness to the research question and theory. How well you carry out the method will also be evaluated.

4) Organization – 10%: It is very important that material be presented in a coherent way, with key terms, theories, and methods spelled out at the outset so that the reader understands what to expect and what will be said. As far as the balance of the paper’s structure, much depends on the method you select. As this is not intended to be a policy piece, commenting on policy implications is optional.

5) Mechanics – 10%: Proper grammar, usage, spelling, and style will be evaluated, with traditional academic writing as the standard. Be careful to adopt an academic tone throughout the paper. Your best guide for what constitutes good academic writing will be the scholarly books and articles you will use as your background material.

6) Persuasiveness – 20%: The acid test of the paper will be whether, when all is said and done, an open-minded reader will be persuaded that your analysis is the correct one. While it is the aim of every social scientist to begin with a bold hypothesis and prove is with convincing evidence, it is far more common for both the hypothesis and evidence to be less than overwhelming. The key is to make sure that the aims are clear and the conclusions are proportional to the evidence. If there is simply not enough evidence to persuade a reasonable person that your initial argument was proven, this must be stated clearly in the conclusion.

Each paper will be worth 20% of the final grade.

The following summarizes the composition of the final grade for the class:

- Mid-term: 20%
- Final: 20%
- First Paper: 20%
- Second Paper: 20%
- Third Paper: 20%

Late Policy:

Assignments are due at the beginning of class on the date indicated. A half grade will be deducted for each business day the assignment is late unless a University-excused absence is involved. Late commentaries will receive no points, but should still be turned in and circulated.
Please set out a clear and thoughtful schedule of reading, research, and writing so that you can accomplish this and not incur late penalties – especially for the final draft.

I do not grade on a curve. The grade break-down will be as follows:

- A = 94-100
- A- = 90-93.9
- B+ = 87-89.9
- B = 84-86.9
- B- = 80-83.9
- C+ = 77-79.9
- C = 74-76.9
- C- = 70-73.9
- D+ = 67-69.9
- D = 64-66.9
- D- = 60-63.9
- E = 0-59.9

This course will partially fulfill several of the Department’s learning objectives, including:

1. demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy
2. possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought
3. use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions
4. write professional grade research papers on political science questions
5. communicate effectively by presenting ideas in a high quality oral presentation
6. think critically, analytically, and synthetically
7. bring honesty and integrity to daily life, public affairs, and professional activities
8. properly cite sources using a recognized citation style

BYU Policies:
Academic Honesty: The first injunction of the BYU Honor Code is the call to "be honest.” Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. President David O. McKay taught that "character is the highest aim of education" (The Aims of a BYU Education, p. 6).

It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. You should complete their own work and be evaluated based upon that work. You should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Any assignment that is found to be plagiarized will receive an F. If two assignments are found to be plagiarized, you will receive an E for the course.

Incidents of academic misconduct are to be reported to the administration of the center, which will deal with the matter according to the statement on "Procedures for Handling Incidents of Academic Dishonesty or Other Academic Misconduct" as written in the current undergraduate catalog.

Students with Disabilities: BYU is committed to providing a working and learning atmosphere which reasonably accommodates persons with disabilities who are otherwise qualified to participate in BYU’s programs and activities. It is the policy of BYU to prohibit unlawful discrimination against persons with disabilities and to provide reasonable assistance in bringing
them into the mainstream of campus life. To accomplish this, BYU complies with all applicable
disability laws.
If a student has any disability which may impair their ability to complete courses successfully,
they should contact the University Accessibility Center (801-422-2767) or the director of the
BYU Salt Lake Center (801-933-9400 or 273-3434). Reasonable academic accommodations are
reviewed for all students who have qualified documented disabilities. Services are coordinated
with the student and instructor by the University Accessibility Center or the office of the director
at the center. If students need assistance or if feel they have been unlawfully discriminated
against on the basis of disability, they may seek resolution through established grievance policy
and procedures. You should contact the Equal Employment Office on the main campus at 801-
422-5895, D-282 ASB.
Statement of Nondiscrimination: Brigham Young University is committed to providing an
academic and employment environment that is free from unlawful discrimination and to
achieving a prompt and equitable resolution of all grievances alleging unlawful discrimination
which are filed with the university. Unlawful discrimination on the basis of race, color, gender,
national origin, religion, age, veteran status, or disability will not be tolerated. The university
policies and procedures with respect to non-discrimination as it applies to students in the areas of
unlawful gender discrimination, unlawful sexual harassment and inappropriate gender-based
behavior are found in separate university policy, Unlawful Sexual Harassment and Inappropriate
Gender-Based Behavior Policies
Preventing Sexual Harassment: Unlawful discrimination on the basis of gender will not be
tolerated, whether initiated by university faculty, administrative or staff personnel, students or by
third parties on the campus. The university prohibits unlawful sexual harassment against all
persons involved in the campus community, including administrators, faculty, staff, students,
visitors, vendors, contractors and other third parties. The university also prohibits inappropriate
gender-based behavior in the workplace or in the academic setting directed at another due to that
person's gender and which violates the Church Educational System Honor Code or the individual
dignity of university personnel, students or campus visitors, but which does not rise to the level
of unlawful sexual harassment.
If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your
professor or contact the Equal Employment Office at 801-422-5895 or the Honor Code Office at
801-422-2847.

Reading/Assignment Schedule:

You are expected to complete the reading assignments by the first date indicated. The instructor
reserves the right to hold pop quizzes and other measures to ensure this is taking place.
The readings will come from two texts: *Theories of International Relations*, 4th edition, written
by Scott Burchill and others, and *Classic Readings and Contemporary Debates in International
Relations*, 3rd edition, edited by Phil Williams, Conald M. Goldstein, and Jay M. Shafritz. The
first book provides a description and analysis of the major theories of international relations,
while the second book provides original readings from the scholarly literature.

January 4 – Welcome, orientation, and introduction
          Burchill et al. “Introduction” by Burchill and Linklater
January 6 – International Political Theory
Burchill et al. “International Political Theory” by Nardin

January 11 – Realism
Burchill et al. “Realism” by Donnelly

January 13, 18 – Classical Realism
Williams et al. chapters 5-9 by Thucydides, Hobbes, Carr, and Morgenthau

January 20 – Neo-realism
Williams et al. chapters 9, 13, 14, and 15 by Waltz (2), Deutsch & Singer, and Kaplan

January 25, 27 – Realism at society
Williams et al. chapters 24-29, and 37 by Waltz, Gilpin, Herz, Jervis, Morgenthau, Organzski, and Grieco

February 1 – Liberalism
Burchill et al. “Liberalism” by Burchill

February 3 – Liberal philosophy
Williams et al. chapters 1-4 by Grotius, Doyle, Wilson, and Bull

February 10 – Interdependence
Williams et al. chapters 16, 17, 32, 34 by Rosenau, Keohane & Nye, Keohane, and Puchala

February 15, 17 – Liberalism and order
Williams et al. chapters 30, 31, 33, 34, 39 by Claude, Coplin, Axelrod, Puchala, and Snyder

February 22 – no class

February 24 – Decision-making
Williams et al. chapter 18-20 by Singer, Holsti, and Allison

March 1 – Mid-term examination

March 3 – Marxism
Burchill et al. “Marxism” by Linklater
Williams et al. chapters 10-12 by Hobson, Krasner, and Dos Santos

March 8 – Critical Theory
Burchill et al. “Critical Theory” by Devetak
Williams et al. chapter 38 by Mearsheimer

March 10 – Constructivism
Burchill et al. “Constructivism” by Reus-Smit
Williams et al. chapters 35, 21-23 by Wendt, Mansbach et al., Barnett & Finnemore, and Keck & Sikkink

March 15, 17 – no class

March 22 – Feminist Theory
Burchill et al. “Feminism” by True
Williams et al. chapter 36 by Tickner

March 24 Historical Sociology, the English School, and Post-structuralism
Burchill et al. “Historical Sociology” and “English School” by Linklater, and “Post-structuralism” by Devetak

March 29 – Green Politics (and catching up)
Burchill et al. “Green Politics” by Paterson

March 29 – War and Deterrence

March 31 – TBA

April 5 – War and Deterrence (continued)

April 7 – Governance
Williams et al. chapters 49-51, 63, and 64 by Barnett, Held et al., Rosenau, Brooks & Wohlforth, and Nye

April 12 – Chaos
Williams et al. chapters 52-58 by Huntington, Kaplan, Sadowski, Hoffman, Keohane, Arquilla & Ronfeldt, and Homer-Dixon

April 19 – Final Exam 7-10am