Overview:
This is an introduction to the scientific study of International Relations. We will explore the history of International Relations theory and examine its dominant theoretical approaches (including realism, liberalism, constructivist approaches, micro- and macro-theories of conflict, deterrence, international political economy and integration). We will also critically examine contemporary theoretical and empirical research in the field.

Evaluation in the class will include a literature review, two compare-and-contrast theoretical approach papers, critiques of the contemporary literature, and a final exam. Graduate students pursuing International Relations as a major field will be encouraged to meld the literature review and the two compare-and-contrast theoretical approach papers into a single research-design paper that can be used for future research upon completion of the class.

Contact Information:
Class Meetings: Wednesdays from 1:00 to 3:30 pm in SSCI 2069
Instructor's Office: SSCI 2051
Office Phone: 277-3742
E-mail: ckbutler@unm.edu
Office Hours: Mondays and Thursdays from 3:00 to 5:00 pm and by appointment.

Books:
Required

Recommended

Other Readings
In addition to the books for the class, there will be article and chapter selections. Readings not available on-line can be found in the file cabinet in the department lounge.

Americans with Disabilities Act:
Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner. Handouts are available in alternative accessible formats upon request.
**CLASS DESIGN:**

As a seminar, the class will be highly dependent on active participation of the students. Each student will be evaluated each class session on general participation, preparedness, and attentiveness. Attendance is mandatory.

**R.A.C.E. through the readings**

About half of the class readings and discussion will be divided using the following approach:

- **Review** of the general topic area,
- **Advocacy** of individual research papers,
- **Critiques** of individual research papers, and
- **Extensions** of individual research papers.

To this end, a portion of the reading for each class will be from overview writings and existing literature reviews. These are noted on the reading schedule as “Review Material” and are required reading for all students. The first half hour of class will be devoted to this material.

Four research papers will also be assigned for each class period. For each paper, three students will be assigned roles of either “Advocate”, “Critic”, or “Extender” in the previous class period. The discussion period for each paper (roughly 30 minutes) will be structured as follows:

- The Advocate will provide an oral summary of the paper’s purpose, theory, methods, and results.
- The Critic will critically evaluate the paper’s theory, methods, and results. Each component of the critique can be presented either after the Advocate has made a complete presentation or after the Advocate has completed the presentation on that component. The Advocate is expected to defend the research paper.
- During the above presentation, all other students are expected to interject questions regarding clarity and understanding, and to add to the debate on the merits of the research.
- After or during the discussion outlined above, the Extender will discuss potential new research that would build on the paper or was sparked in some way by the reading or discussion of the paper.

By way of preparation, the students in assigned roles will type up their basic points in a one- to two-page paper, in which the heading and first paragraph are in the following format:

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Author’s Last Name, First Name. Year. “Article Title.” Journal Title vol.(issue): pages.

The purpose of this paper is to …. The author uses the theoretical approach of … and made the following assumptions: …. From these assumptions, the author drew the following theoretical propositions: …. The method employed is …. The unit of analysis is …. The research method/estimation technique is …. The author found the following results: ….
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The remainder of the write-up is role specific. The Advocate should elaborate on each component (purpose, theory, methods, and results); the Critic should lay out criticisms of each component; the Extender should discuss at least two possible extensions of the research.

Students with assigned roles will be evaluated on their oral presentations and their write-ups. Students without assigned roles will still be evaluated on general participation, preparedness, and attentiveness during the presentation of each research paper. Attendance is mandatory.
Grading

Attendance and Participation 20%
Response Essays (6) 15%
“R.A.C.E. through the readings” assignments 20%
Literature Review 15%
Final Exam 30%

100%

Late assignments:

Assignments that are turned in late—by any amount of time—will be docked one letter grade.

Special circumstances may warrant individual extensions setting a new due date. Extensions must be requested before the first due date is reached. Only one extension per assignment will be given.

Literature Review

Choose a topic in international relations that interests you. In consultation with the instructor, find a prominent work on that topic and conduct a literature “trace” using the Social Science Citation Index. Then write a five-page (double-spaced) literature review that highlights a subset of the literature “trace”. Thus, the literature review will describe the progress over time from the initial work to the present, organized by different subtopics spawned by the initial work. Skimming the included literature will be necessary. If the initial work is a book, do NOT include published book reviews. Be sure to add a list of references (not included in the page count).

Final exam in the form of a comprehensive exam:

There will be an eight hour, open-book, open-note final exam modeled on the International Relations comprehensive exam. Generally, this means two essays (to be typed with references) with some choice of questions. The questions will be distributed on the last day of class and due one week later. (Unlike a real “comp”, I will leave it to your honor and discretion to choose your own eight hours.)

I will grade individual assignments on a 4-point scale, sometimes by letter and sometimes by number. Your final grade will depend on your weighted average. (Students enrolled for undergraduate or non-degree credit can receive grades in the D- to C-range.)

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Class Schedule

Aug 24  Syllabus/Basic Theoretical Divisions
Required of everyone:
   Doyle intro; Knutsen ch. 9
Response Essay:
   Doyle discusses three “worldviews” and three “levels of analysis” as central components of his understanding of international relations. Knutsen discusses three “basic paradigms” bolstered by three “spheres of international interaction” and three ideological traditions. Define each of these authors' terms (15 all together) and then explain what each author means in terms of the other author's concepts.

Aug 31  No Class (Conference)

Sep 7  Historical Roots
Required of everyone:
   Knutsen intro + chapt. 1-3
Response Essay:
   Provide your own summary narrative of the evolution of the concept sovereignty. Discuss how sensitive this evolution was to the peculiarities of European history?

Sep 14  Realism
Required of everyone:
   Doyle part I; Knutsen chapt. 4 & 7
Response Essay:
   Discuss the extent to which there is a unified realist theory. What are the common assumptions of this unified theory? What do these common assumptions tell us to predict regarding international relations?

Sep 21  Theory and Testing in International Relations
Required of everyone:
   S&W-N chapt. 1, 2, 6, 10, 15
Response Essay:
   Provide two examples of research questions appropriate for each method discussed in the readings (case studies, statistical analysis, and formal modeling). For each example, (1) discuss why it is appropriate for that method, (2) whether it could be studied using either of the other two methods, and (3) how the question would have to be modified in order to be appropriate for another method.

Sep 28  International Security Studies
Required of everyone:
   S&W-N chapt. 5, 9, 14
Response Essay:
   Explain the difference between the following two questions and discuss how selection issues affect the attempt to answer either question. (1) How did the Great Depression lead to the outbreak of World War II? (2) How do economic conditions lead to the outbreak of war?
Oct 5  International Interaction Game/Expected Utility Theory of War
Required of everyone:
   Bueno de Mesquita & Lalman (1992) chapt. 2-3 + appendix
Breakdown readings:

Oct 12 Alliances and Deterrence
Required of everyone:
   D&P pp. 532-42
Breakdown readings:

Oct 19  Power Transition Theory
Required of everyone:
Breakdown readings:

Oct 26  Liberalism
Required of everyone:
   Doyle part II; Knutsen chapt. 5 & 8
Response Essay:
   Discuss the intertwined roles of freedom, reason, and capitalism in liberal theories of international relations.
Nov 2 Democratic Peace
Required of everyone:
  Kant, I. (1795) Perpetual Peace: A Philosophical Sketch(http://www.constitution.org/kant/perpeace.htm)
Breakdown readings:

Nov 9 International Political Economy
Required of everyone:
  S&W-N chpts. 3, 7, 11, 12
Breakdown readings:

Nov 16 Two-Level Games
Required of everyone:
Breakdown readings:
Nov 23  Civil War
Breakdown readings:


Nov 30  Nuclear Weapons
Required of everyone:
D&P ch. 8
Breakdown readings:


Dec 7  Terrorism
Breakdown readings:


