Objectives: The objectives of this seminar are to examine the classical methodological debates in, and substantive approaches to, international relations theory. In each case, students should consider the philosophical assumptions and moral implications of the approach. Further, all students are expected to grapple with the difficult task of thinking and writing clearly and precisely. Finally, students are directed to think broadly and universally about the human condition, thus connecting the concerns of (domestic) political theory with those of international relations.

Required Texts:**

Kenneth Waltz, *Man, the State, and War*, 1959.
Phil Williams, Donald Goldstein, and Jay Shafritz, eds., *Classic Readings of International Relations*.

**Other readings will be included in a course package for purchase, and will be available through the library’s reserve system.

Class Requirements:

There are three requirements for this course. The first is to come to all class sessions prepared to discuss the assigned readings. Students should make notes on the readings summarizing the main ideas of the chapters and articles. These will prove invaluable in preparation for comprehensive exams in the future. The second requirement is for each student to present the material from three different readings (of at least 10 pages) on three different days during the semester. These presentations should accurately and concisely draw out the main point(s) of each reading, and raise questions about the reading for discussion. The third requirement is to write a seminar paper of 25-30 pages relevant to the literature covered in this class. Notes on the possibilities for different sorts of acceptable papers, and on procedures for the selection of readings, are on the last page of this syllabus

Students will be graded according to the following formulation:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>General Participation</td>
<td>15%</td>
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<tr>
<td>Readings Presentations</td>
<td>15%</td>
</tr>
<tr>
<td>Seminar Paper</td>
<td>70%        [Due by December 4 for full credit; late papers penalized.]</td>
</tr>
</tbody>
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Course Outline

Aug. 27: Introduction to Theorizing and Intern. Relations Theory
Readings: Bull, pp.vii-xviii and Chaps. 1-2; Carr, Chaps. 1-2; Waltz, Chap. 1

Sept. 3: The Levels of Analysis Problem in I.R. Theory; Science Versus History
Readings: Doyle, Chap. 1; Morgenthau, Chaps.1-4 in Reader; Waltz, Chaps.2, 4, and 6; Williams, 18

Sept. 10: Realism: Precursors, Origins, and Assumptions
Readings: Doyle, pp.41-48, 195-201, and Chaps. 1-4; Carr, Chaps. 3-4; Williams, 44-46

Sept. 17: Realism: Power, War, and the National Interest
Readings: Bull, Chap. 8; Carr, Chaps. 5-7 and pp.102-113; Williams, Chaps.8, 19, and 60; Rosenau, in Reader

Sept. 24: Realism: The Balance of Power and its Critics
Readings: Bull, Chap. 5  Doyle, Chap.5; Waltz, Chaps. 7-8; Williams, Chaps.9, 29, 30, 39

Oct. 1: Realism on Economics, Law, and Diplomacy
Reading: Bull, Chap. 9; Carr, pp.113-45 and Chaps 10-14

Oct. 8: Liberalism: Precursors, Origins, and Assumptions
Reading: Doyle, pp.205-212, 301-311 and Chaps. 6-8; Williams, Chaps.1-3

Oct. 15: Liberalism: The Individual, Learning, and Misperception; Bureaucratic politics
Readings: Waltz, Chap. 3; Williams, Chaps. 20-22 and 48

October 22: Liberalism on the Democratic Peace, Law, Diplomacy and Collective Security
Readings: Bull, Chaps. 6-7; Williams, Chaps. 24, 31, 32, 33; Doyle, in Reader

Oct. 29: NO CLASS

Nov. 5: Liberalism on Functionalism, Regimes, and Integration
Readings: Williams 23, 34, 35, 36, 37

Nov. 12: Radicalism: Precursors, Origins, and Assumptions
Readings: Doyle, pp.315-21 and Chap. 9; Waltz, Chap. 5

Nov.19: Radicalism and Imperialism
Readings: Doyle, Chap. 10; Mommsen, Chaps.2-4; Williams, Chap. 11-12
Nov. 26 Radicalism, Poverty, and Structural Underdevelopment
Readings: Bull, Chap. 10-13; Doyle, Chap. 12; Mommsen, Chap. 5; Walkerstein, in Reader

Dec. 4: Morality, Ethics, and International Relations
Bull; Chap. 4; Carr, Chap. 9; Doyle, Chap. 11; Morgenthau, in Reader, Chap. 7

Further Explanation of Assignments

Readings Presentations: Students are required to summarize and draw out the main ideas of three readings during the semester. Students must choose one reading from classes in September, October, and November-December, respectively. Readings are allocated on a first-come, first-served basis. Once a seminar participant has indicated a preference for a given reading to me, the instructor will assign that reading and no other student may then choose it. Class presentations of the readings should not exceed 15 minutes. (The length of follow-up discussions on the readings with the class will vary widely.) In every case, students should endeavor to draw out the substantive points of the reading, and identify issues for discussion.

Seminar Paper Notes: Seminar papers may be of several types, depending on the interests of the student. One type would be an effort to summarize, describe, and evaluate the work of a single great thinker in international relations. A great deal of secondary literature exists on the classical thinkers in international relations, as well as on some twentieth century figures, including Hedley Bull and E. H. Carr. A related type of study could compare the thinking of two different thinkers within the same tradition (e.g., André Gunder Frank and Immanuel Wallerstein). A second type of paper would analyze and evaluate the value of traditional theory or concepts in international relations. Examples include balance of power (realist tradition), democratic peace (liberal tradition), or semi-periphery (radical tradition). A third type of paper would analyze methodological or epistemological issues in a traditional way. A fourth type would try to apply a traditional concept of international relations to a specific problem, episode, or trend in international relations. Any of these types of papers are acceptable, but the topic must be cleared with the instructor. Papers received after 5:00 p.m. on December 4 will suffer a penalty for being submitted late.

Comportment and Academic Integrity: Students are reminded that civil and courteous behavior is expected in the class at all times. The Academy is among the last preserves of civility, and respect for the views and prerogatives of others must prevail. Please be sure that cellular phones are turned off before the beginning of class. In their written work, students are cautioned to give full credit to the work of others through the appropriate use of quotation and citation. Plagiarism is a very serious breach of academic integrity, and particularly so at the graduate level, at which all students should have a clear understanding of this breach of good conduct. Students should consult the FIU Student Handbook on University expectations for giving proper credit when using the work of other scholars. If any doubts about proper methods of citation and documentation remain, students should consult the instructor. Papers containing plagiarized passages will suffer a reduction in grade.