POL 630: PROSEMINAR IN INTERNATIONAL RELATIONS – Fall 2012

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Introduction

This is the core survey course in international relations. As such it is designed to introduce
the student to a wide range of theoretical and empirical work in the study of international relations.
Its purpose is to provide a broad (though by no means exhaustive) overview of the state of the
discipline in preparation for further study as well as masters and doctoral exams. The class is
organized into several sections, each embodying a major school of social thought as applied to
international relations -- realism, liberalism, Marxism (or radicalism), feminism and constructivism.
For each school of thought we examine its intellectual and historic roots as well as recent
scholarship that falls within each tradition.

Some of the readings are available for purchase. Most readings will be available in the
political science lounge or through JSTOR. The following books should be purchased:

   E.H. Carr, The Twenty Years Crisis, 1919-1939 (Harper and Row, [1949])
   Robert Keohane (ed.), Neorealism and Its Critics (Columbia, 1985)
   William Robison, A Theory of Global Capitalism: Production, Class, and State in a
   Transnational World (Johns Hopkins, 2004)

Class Format and Grades

“This is a SEMINAR, not a lecture class. The seminar format is the standard one for graduate
instruction in top U.S. universities. A seminar means that the students need to take a good deal of the
ownership of the class, and show initiative in the discussions. In a seminar, the instructor does
minimal, if any, lecturing, and stands on a more or less equal footing with the students during
discussion. The exchange of ideas through discussion is how knowledge is gained. A seminar,
however, requires commitment from the students. For this course to work, you must do the readings,
and - equally important - think hard about the issues raised therein. Attendance, and participation in
the class discussions, is the key to making a seminar work.”

The importance of student preparation and participation is reflected in the first major
component of your grade, serving as class discussion co-leader twice during the semester (though

1 The sections here in quotations are taken from Christopher Layne’s (Texas A&M) Advanced
International Relations Theory syllabus.
this depends on the seminar’s enrollment). Layne describes to role of the discussion leader:
“Discussion leaders must prepare a 20-30 minute Power Point presentation that: (1) summarizes the argument(s) of each reading; (2) identifies the key contribution(s) of each reading; (3) critically examines the arguments presented in each reading; (4) highlights the links between the assigned readings for each topic section; and (5) presents a series of questions based on the readings to serve as the basis for class discussion. Discussion Leaders are to go beyond providing simply summarizing the readings (no need to do that because all students are required to do the assigned readings). The function of Discussion Leaders in not to regurgitate the assigned readings, but rather to engage the material, highlight the main points, and get the class involved in debating and discussing the material. You should also feel free to bring up what you think is wrong, or missing, from the arguments made in the readings under discussion. Discussion Leaders will be evaluated on the basis of the substance and style of the presentation, as well as on the quality of the hand-out and discussion questions. The instructor will be looking especially for evidence that you have carefully read and thought about the assigned readings. Your presentations are expected to cover the main points, issues, and arguments that arise from the readings. Discussion Leaders should situate the readings theoretically, critique them, dissect the causal logics of the arguments, and consider (if appropriate) their policy implications.” Your performances as Discussion Leader combined with class contributions throughout the semester will count for 30% of your final grade.

For the second component of your grade you will select one two recent books in the field, Charles Kupchan’s No One’s World: The West, The Rising Rest, and The Coming Global Turn (Oxford, 2012) or Kati Souminen’s Peerless and Periled: The Paradox of American Global Leadership in The World Economic Order (Stanford, 2012) and write to two separate 6-8 page reviews from theoretical perspectives of your choice (e.g., realism, liberalism, etc). Combined these reviews will be 30% of your final grade.

The remaining 40% of your grade will be based on final take-home essay designed to resemble the type of question you are likely to encounter as the core question on the IR masters exam.

READINGS AND SCHEDULE

WEEK 1: THE STUDY OF INTERNATIONAL RELATIONS (August 28)


Steve Smith, "Paradigm Dominance in International Relations: The Development of International Relations as a Social Science," Millennium, Summer 1987, 189-204 (L)

Michael Doyle, Ways of War and Peace, ch 1 (L)


Future Reference (look over for exams)
John Baylis and Steven Smith, eds., The Globalization of World Politics (a collection of very good essays on aspects of the field)
K. J. Holsti, The Dividing Discipline (chapters on the three traditions)
Scott Burchill and Andrew Linklater, Theories of International Relations
Robert Jackson and Georg Sorensen, Introduction to International Relations (This is a text, but with excellent overviews of theory).
Kauppi and Viotti, International Relations Theory

WEEK 2: CLASSICAL REALISM (September 4)

E. H. Carr, Twenty Years Crisis 1919-1939, chs 1-7, 9
Hans Morgenthau, Politics Among Nations, chs 1, 2 and 3 (L)

WEEK 3: CONTEMPORARY (NEO)REALISM (September 11)

Robert Keohane (ed.), Neorealism and Its Critics (chapters by Keohane, Waltz and Gilpin)
John Mearsheimer, The Tragedy of Great Power Politics, Ch 2

WEEK 4: CONTEMPORARY REALISM I: SECURITY (September 18)


WEEK 5: CONTEMPORARY REALISM II: ECONOMICS (September 25)

Freidrich List, The National System of Political Economy, pp. TBA (L)
Robert W. Tucker, The Inequality of Nations, pp. 3-.12.
James Fallows, "How the World Works," The Atlantic December 1993 (L)

WEEK 6: DEMOCRATIC LIBERALISM (October 2)

Michael Doyle, The Ways of War and Peace, Ch 8 (L)
Bruce Russett, Grasping the Democratic Peace, Chs 1 and 2 (L)

**WEEK 7: SOCIOLOGICAL LIBERALISM** (Oct 16)

Joseph Schumpeter, *Imperialism and Social Classes*, selected pages (L)
Stephen Van Evera, "Primed for Peace: Europe after the Cold War," *International Security*, Winter 90/91, 7-57 (JSTOR)
John Muller, *Retreat From Doomsday*, chs intro, 1,2,3, 10 (L)

**WEEK 8: ECONOMIC/COMMERCIAL LIBERALISM** (October 23)


**WEEK 9: CLASSICAL MARXISM: IMPERIALISM AND DEPENDENCY** (October 30)

Vincent Mahler, *Dependency Approaches to International Political Economy*, ch 4 (L)
Benjamin Cohen, *The Question of Imperialism*, pp. 36-80 (L)
Andre Gunder Frank, "The Development of Underdevelopment" in Frank, *Latin America: Underdevelopment or Revolution*, pp. 3-20 (L)
Robert Packenham, *The Dependency Movement*, pp. 27-53 (L)
Robert Gilpin, *The Political Economy of International Relations*, pp. 67-72 (L)
Andres Velasco, “Whatever Happened to: Dependency Theory?” *Foreign Policy* (Nov/Dec 2002), (L)

**WEEK 10: CONTEMPORARY MARXISM: GLOBALIZATION** (November 6)

William Robinson, *A Theory of Global Capitalism*

**WEEK 11: CONSTRUCTIVISM** (November 13)


**WEEK 11: FEMINISM** (November 27)

Steve Niva, “Tough and tender: New World Order Masculinity and the Gulf War.” In Zalewski and Parpart, eds., *The ‘Man’ Question in International Relations* (L)

“Wimmin at War,” *The Times*, August 13, 2006 (L)