POLS 4610 International Relations: Theory and Practice
Spring 2018 – Wednesday 17:30-20:15 (PRH7)
(Wednesday 10 January – Wednesday 2 May 2018)

Instructor: Simona Rentea, Ph.D.
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Office hours: Wednesday 15:00-17:00
Office: San Ignacio Hall 310

Prerequisites:
For Political Science/IR Majors: POLS 1000 or 1600, POLS 1500,
POLS 2000 and Senior Standing

Introduction:
The principal purpose of this course is to explore the key theoretical traditions in the discipline of International Relations. There is little agreement as to what international theory is and should be about. Questions of gender inequality and human emancipation are as much a part of International Relations theory today as questions of sovereignty, balance of power and the conduct of war. The aim of the course is threefold. Firstly, it introduces students to fundamental texts and thinkers in Political Realism, Liberalism, Constructivism, Marxism, Feminism, Poststructuralism and Postcolonialism in International Relations. Particular attention will be paid to the assumptions, claims, and modes of reasoning that distinguish these theories from one another. Second, it compares and contrasts their different interpretations of the international in relation to key methodological and epistemological
areas of disagreement. Third, it uses them to stage debates on key historical and contemporary events, such as the Peace of Westphalia, the emergence of capitalism, the decision to go to War in Iraq, and discuss key aspects of contemporary practice, such as human rights, the changing practice of war and struggles for equality and emancipation.

Overall, then, the module provides students an opportunity to engage in these debates and to explore the controversies to which they give rise. Taken together, this focus on the theory and practice of International Relations should provide students with a critical awareness of the importance of theoretically informed practice in the international arena, and the mode in which this impacts on our daily lives in a globalized world.

Course aims:

At the end of this course, students will be familiar with:
- The history and development of International Relations as an academic discipline;
- The assumptions and intellectual origins of the major theoretical traditions in International Relations;
- The differences and similarities between the key approaches and the outlines of key debates in International Relations;
- The main contemporary developments in international relations practice, such as radical change within the system, the changing practices of war, human rights, globalisation, and human emancipation.

Learning outcomes:

At the end of this course, students will be able to:
- Provide a broad overview of the development of International Relations as an academic discipline;
- Compare and contrast major theoretical approaches and traditions;
- Display a critical awareness of the key theoretical debates in International Relations;
- Investigate the practice of international relations through an examination of the principal actors and political phenomena in a theoretically informed manner.
Arts & Sciences Grading Scale can be accessed at: http://www.slu.edu/x6352.xml

Grade Points:                       Grade Components:                       Course Credits: 3
A   4.0  93%-100%  25% Mid-term Exam
A-  3.7  90%-92%   15% Class Participation and Debates
B+ 3.3  87%-89%   10% Paper Proposal
B   3.0  83%-86%   10% Presentation (of your final paper)
B-  2.7  80%-82%   40% Final Paper
C+ 2.3  73%-79%   
C   2.0  67%-72%   
C-  1.7  60%-66%   
D   1.0  50%-59%   
F   0.0  0-49%    

Requirements:
- Students should complete the readings before the date for which they are listed in the course outline. Students are required to attend each class session prepared and ready to participate.
- Students will be graded on the basis of class participation that includes participation in classroom discussion and formal debates (15%), a mid-term examination (25%), a paper proposal (15%), an individual presentation of your project (10%), and the final paper/project report (40%).
- Students are expected to research, prepare and actively take part in the debates.
- Present their ideas for a research paper in the final workshop sessions.

Classroom Philosophy:
- You are required to attend all sessions prepared to participate and think critically during lecture and discussion sessions.
- I trust and expect that you will be able to sustain a mutually respectful classroom atmosphere by treating all classmates as equals and with due regard for their opinions.
- Except for legitimate reasons (doctor’s letter certifying illness for example), you are expected to attend all sessions. If you have legitimate reasons for your absence, an email should be sent to the tutor in advance of the class.
- Laptops will not be allowed in class except for taking notes and in a manner that would not disrupt your engagement with the class and your colleagues’ efforts to concentrate. Phones are not allowed in the classroom under any circumstances.
- All required assignments are to be submitted on time. Essays or assignments that are handed in late will be marked down by 5% a day for every day that they are late.

Note on assessment:
1. Your classroom and debates participation mark (15%) will reflect:
   - The frequency of attendance and commitment to the course. Lateness and unexcused absences will be reflected in the final participation mark.
   - You are only permitted to miss two sessions for unexcused absences, that would be ONE DAY in this course. For each additional unexcused absence, your participation mark will drop by 10% unless you have an excuse (please get in touch).
• Your ability to contribute in class and taking an active role in the classroom discussions.
• Your consistency in covering the required and further reading material and ability to extract the most relevant information for classroom discussions.
• Your consistency in preparing and your contributions to the scheduled class debates.

2. **Mid-term Exam (25%)** held on 21 February:
   - The midterm examinations will be written on the respective date. **No alternative examination dates will be scheduled** except for cases of excused medical absences.
   - A review sheet with the topics and questions covered, bibliography and the format for the exam will be provided prior to the examinations. A revision session will also be scheduled.

3. **Paper proposal (10%)** due 21 March: 1,500 words of in-depth evaluation and analysis of the relevant scholarly works on your chosen topic.
   - A document outlining the requirements and expectations for the project proposal is uploaded on Blackboard. It contains information on how this will be marked.

4. **Presentation** describing the research process and analysing the initial results of the individual projects/final papers (10%) during the workshop sessions at the end of the course: 15 minutes, followed by questions. Guidance:
   - Do not read your presentation; by practicing, you will feel confident enough to present it without reading it;
   - You are presenting your topic, its relevance, your research question, methodology and initial findings:
     - Why is this topic important?
     - What are the different perspectives in the study of this topic?
     - What is your question and specific take on it?
     - What are you attempting to research and how?
   - Make the presentation dynamic, try to engage the audience, make eye contact.
   - I am evaluating your knowledge of the topic, your ability to make your points clearly, develop a unique angle and present an argument.
   - Failure to present on the day you have committed to will result in a mark of 0.

6. **Final paper (40%)**: 3,200 words plus a bibliography due on **Friday 4 May 2018, 14:00-15:00**.
   Text to include: an introduction, an extensive literature review (research design size), a note on relevance or significance of the topic, a clearly stated research question, a hypothesis, an analysis/support for your hypothesis, and a conclusion. Please remember to make an argument and clarify and support your position throughout the essay. Bring evidence in support of your argument.
   Only paper submissions will be accepted, handed in during the specified time slot. Late submissions will incur a penalty; they will be marked down by 5% a day for every day they are late.
Academic accommodation statement:

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to http://www.slu.edu/madrid/learning-resources.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at +34 915 54 58 58, ext. 230, send an e-mail to counselingcenter-madrid@slu.edu, or to visit the Counselling Office (San Ignacio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

Information regarding the collection of student work for assessment:

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, we regularly assess our teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose we keep on file anonymized representative examples of student work from all courses and programs such as: assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. Thus, copies of your work for this course, including any exams, oral presentations, assignments, submitted papers and/or portfolios may be kept on file for institutional research, assessment and accreditation purposes. If you prefer that Saint Louis University-Madrid Campus does not keep your work on file, you will need to communicate your decision in writing to your professor.

Title IX Statement:

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858 ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.
If you wish to speak with a confidential source, you may contact the counsellors at the SLU-Madrid's Counselling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858 ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counselling services for SLU-Madrid (www.sinews.es; 91-700-1979) To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf.

Academic Honesty and Plagiarism:

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University’s evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student’s own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student’s work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty.

Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University.

The complete SLU Academic Honesty Policy can be found at the following link: http://spain.slu.edu/academics/academic_advising/docs/Academic_integrity.pdf

Important dates:

Last Day to Drop a Class without a Grade of “W” and/or to Add a Class: Sunday 21 January 2018

Last Day to Choose Audit (AU) or Pass/No Pass (P/NP) Options: Sunday 21 January 2018

Last Day to Drop a Class and Receive a Grade of “W”: Friday 9 March 2018
Course textbook:

- Other **course materials will be uploaded on Blackboard**. In the first part of the course, in particular, we will rely on these sources, please do check the course page on Blackboard frequently.

### COURSE SCHEDULE

**1-2. Wednesday 10 January**

*General Introduction to the course*

Introducing the course syllabus, assessment, expectations, and course format.

*The Origins and Evolution of International Relations as a Discipline*


**PART I: CLASSICAL THEORIES IN INTERNATIONAL RELATIONS**

**3-4. Wednesday 17 January**

*The Origins of Idealism: Liberal Internationalism*


*Idealism: Industrialisation, Commerce and the Harmony of Interests*

5-6. Wednesday 24 January

The Realist Critique of the Harmony of Interests


Six Principles of Political Realism

- Hans Morgenthau (1948), Politics Among Nations (“The Six Principles of Political Realism”), pp. 4-16; Blackboard.

7-8. Wednesday 31 January

Ethical Responsibility in a Disenchanted World


“Speaking Truth to Power”: Morgenthau and the Vietnam War

9-10. Wednesday 7 February

**Documentary session and discussion**

- Viewing, followed by the discussion of the *Fog of War: 11 Lessons in War*.

11-12. Wednesday 14 February

**First Debate: Should universal moral principles be implemented in international politics?**

- Notes on the documentary film: *The Fog of War: 11 Lessons in War*;

+ Exam revision.

13. Wednesday 21 February

**Mid-term exam on sessions 1-12.**
PART II: CONTEMPORARY THEORIES IN INTERNATIONAL RELATIONS

14-15. Wednesday 28 February

Neorealism, Strategic Realism and Cooperation under Anarchy


16-17. Wednesday 7 March

Neoliberal Institutionalism

- Robert Keohane and Joseph Nye (1997), *Power and Interdependence* (Longman), Chapter 1 (on Blackboard);

18-19. Wednesday 14 March

Marxism


***Paper Proposal due 21 March (paper copy, in class)***

20-21. Wednesday 21 March

Postcolonialism


Second Debate: Should colonialism and postcolonialism be regarded as basic facts of international politics?


22-23. Wednesday 28 March
*Semana Santa/Easter Holiday (University closed)*

24-25. Wednesday 4 April
*Feminism*
• Julia Welland (2010), “‘Feminine Trouble’ and the (re)constituation of the militarised masculine subject”, *Political Perspectives*, vol. 4.1, (on Blackboard).
• “The truth about Jessica”, [https://www.theguardian.com/world/2003/may/15/iraq.usa2](https://www.theguardian.com/world/2003/may/15/iraq.usa2)
PART III: THEORY MEETS PRACTICE

26-27. Wednesday 11 April
Workshop session (individual presentations of the projects)

28-29. Wednesday 18 April
Workshop session (individual presentations of the projects)

30-31. Wednesday 25 April
Workshop session (individual presentations of the project)

32. Wednesday 2 May
Día de la Comunidad (University Closed)

***Friday 4 May 2018, 14:00-15:00
Submission of final paper: paper copy, SIH 310***

ADDITIONAL COURSE READING LIST:

In Addition to the course books and the additional reading provided through SLU GLOBAL the following is a very useful indicative bibliography of some key IR texts. You should also learn to consult the excellent journals that exist in the field of IR. Titles include Foreign Affairs, Foreign Policy, International Affairs, International Organization, International Theory, International Political Sociology, Security Dialogue, International Security, Millennium, Alternatives, Review of International Political Economy, Survival, Third World Quarterly, World Politics, Journal of International Relations and Development, International Relations.

The Internet is also a valuable source of up to date information about organisations and issues in International Politics. It should, however, be used in conjunction with books and journals.

General Texts:


Brown, C. (2001) *Understanding International Relations*


Hocking, B. & Smith, M. *World Politics: An Introduction to International Relations*


Reynolds, P.A. (1994) *An Introduction to International Relations*


Steans, J. (1997) *Gender and International Relations*


Woods, N. (ed) (1966) *Explaining International Relations since 1945*

**Additional Theory Texts:**


Griffiths, M. (1992) *Realism, Idealism and International Politics: A Reinterpretation*


Guzzini, S. (1998) *Realism in International Relations and International Political Economy*


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**Calendar**

**Spring 2018**

**JANUARY**

<table>
<thead>
<tr>
<th>Sunday</th>
<th>7</th>
<th>Spring 2018 new student arrival and University Housing move-in date</th>
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<tbody>
<tr>
<td>Monday-Tuesday</td>
<td>8-9</td>
<td>Spring 2018 new student Welcome Sessions</td>
</tr>
<tr>
<td>Wednesday</td>
<td>10</td>
<td>Spring 2018 first day of classes</td>
</tr>
<tr>
<td>Sunday</td>
<td>21</td>
<td>Last day to drop a class without a grade W and/or add a class</td>
</tr>
<tr>
<td>Friday</td>
<td>26</td>
<td>Last day to choose Audit (AU) or Pass/No Pass (P/NP) options</td>
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<td></td>
<td></td>
<td>Application deadline for spring semester degree candidates</td>
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<td>No classes</td>
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**FEBRUARY**

| Wednesday | 14 | Ash Wednesday |
| Sunday    |    | Registration for Summer 2018 sessions begins |
| Thursday-Friday | 22-23 | No classes (Winter Break) |
| Tuesday   | 27 | Professors’ deadline to submit midterm grades |

**MARCH**

| Friday    | 9  | Last day to drop a class and receive a grade of W |
| Thursday  | 15 | Last day to submit Transfer Application for fall semester |
| Saturday  | 24 | Pre-Semana Santa University Housing move-out date |
| Monday-Wednesday | 26-28 | Semana Santa holiday (University closed) |
| Thursday  | 29 | Jueves Santo holiday (University closed) |
| Friday    | 30 | Viernes Santo holiday (University closed) |

**APRIL**

| Sunday    | 1  | Easter |
|           |    | Post-Semana Santa University Housing move-in date |
| Monday    | 2  | Easter Monday - classes resume |
| Wednesday | 4  | Registration for Fall 2018 semester begins |

**MAY**

| Tuesday   | 1  | Día del Trabajador holiday (University closed) |
| Wednesday | 2  | Día de la Comunidad holiday (University closed) |
| Thursday  | 3  | Spring 2018 final day of classes |
| Friday    | 4  | Spring 2018 final exams |
| Monday-Thursdays | 7-10 | Spring 2018 final exams |
| Friday    | 11 | University Housing move-out date |
| Saturday  | 12 | Commencement |
| Sunday    | 13 | Professors’ deadline to submit spring 2018 final grades |
## Final Exam Schedules Spring 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>4 May (Fr)</th>
<th>7 May (Mn)</th>
<th>8 May (Tu)</th>
<th>9 May (Wd)</th>
<th>10 May (Th)</th>
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<tbody>
<tr>
<td>08:30-11:30</td>
<td>Mn classes that meet at 9:00 &amp; 9:30</td>
<td>Mn classes that meet at 10:00</td>
<td>Mn classes that meet at 11:00 &amp; 11:30</td>
<td>Tu classes that meet at 9:30</td>
<td>Tu classes that meet at 8:00</td>
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<tr>
<td>12:00-15:00</td>
<td>Tu classes that meet at 11:00</td>
<td>Mn classes that meet at 13:00</td>
<td>Tu classes that meet at 14:30</td>
<td>Mn classes that meet at 12:00 &amp; 12:30</td>
<td>Tu classes that meet at 12:30</td>
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<td>Mn classes that meet at 14:30</td>
<td>Tu classes that meet at 17:00 &amp; 17:30</td>
<td>Mn classes that meet at 16:00</td>
<td>Tu classes that meet at 16:00</td>
<td>Mn classes that meet at 17:30</td>
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<tr>
<td>19:00-22:00</td>
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<td>---</td>
<td>Mn classes that meet at 18:30 &amp; 19:00</td>
<td>Tu classes that meet at 19:00</td>
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