IR6652: Theory and Ideology in International Relations (W-E)
Term 1, 2016-17  August 15 – October 16, 2016  3 Credit Hours
Location: Osan Air Base, Education Center

Instructor: Clifton W. Sherrill  Office: Kadena, Japan (Education Bldg. Rm. 220A)
Office Phone: DSN 634-5539  E-mail: csherrill@troy.edu
Office Hours: By appointment  Website: http://spectrum.troy.edu/csherrill

Course Description
An examination of historical and contemporary theories in international relations; the role of political, economic, ethnic, religious and other belief systems or philosophical approaches within the global system. This is a required core course in the Master of Science in International Relations degree program.

Course Objectives
After taking this course, the student is expected to have a thorough understanding of realist, liberal, and constructivist theories of international relations and to be familiar with other theories of international relations introduced in the readings and in class. In addition, students should have a firm grounding in prominent ideologies influencing international affairs, including liberalism, socialism, communism, nationalism, and Islamism. Students should be able to articulate the distinction between theory and ideology, identifying what constitutes a theory. Students should demonstrate the ability to write cogent, well-organized, logical essays at the graduate level.

Required Texts


Additional assigned readings will be available electronically through TROY library databases.

International relations is a dynamic, topical field of study that lends itself well to practical examples. Accordingly, students should keep up with the daily news in order to facilitate understanding.

Nature of Graduate Work
“Graduate level work differs appreciably from that of undergraduate programs. Graduate students will find that their programs are geared toward meeting certain criteria. The first of these criteria is that the graduate student should understand the ramifications of research as well as the manner in which it is conducted. Research, the context of graduate study, is conducted in a systematic, thorough, critical, interpretative, and analytical manner—free of preconceived notions and receptive to new ideas; such research attempts to collate and synthesize new patterns of meaning, discover new truths, and correct past errors. The second component of the graduate program requires that graduate students master their field of study. Such mastery would entail a thorough grasp of the subject matter, literature in the field, theory, and methodology related to the student's field of
interest. Finally, every graduate program must give students the opportunity to demonstrate research skills, knowledge of the field, and opportunity to contribute to the field of study. Thus, a person who wishes to do graduate level work must be prepared to pass examinations, both written and oral, to write coherent papers that reflect the results of research as defined above, and to participate in course projects” (2015-16 Troy University Graduate Catalog, p. 4).

**Course Requirements**

Students are expected to keep up with the readings and to participate materially in all assignments, including web discussions. Students should obtain a TROY e-mail account and check it regularly, as this, along with postings on the course website, will be the means of providing notice of assignment changes, class cancellations, or other matters concerning class. Students should also ensure familiarity with Blackboard, as this is a Web-Enhanced class. All written work should be submitted via Blackboard. All dates and time provided in this syllabus refer to Okinawa time (GMT + 09:00).

**A. Exams**

This course will include a proctored midterm exam and a take-home comprehensive final exam. The midterm will account for 25% of the course grade. The final will count for 25% of the course grade. Exams will include material covered in the readings, discussed in class, and posted on the course website. Exams will consist primarily of short answer and essay questions. Specific logistics of the midterm will be coordinated with class members, with the exam set for Week 5.

**B. Review Essays**

Students will draft a series of three review essays. Each review essay will account for 10% of the course grade, for a total of 30% of the course grade. Specific essay instructions are appended.

Essay 1: **Due 9/11** – Compare and contrast realist and liberal expectations for the rise of China

Essay 2: **Due 10/2** – How do liberalism and conservatism differ with respect to the balance between liberty and equality?

Essay 3: **Due 10/9** – Marxists-Leninists and fascists are often portrayed as arch-opposites. Explain why, in practice, Marxist-Leninist and fascist governments often appear similar.

**C. Video Review**

Students will draft an essay, accounting for 10% of the course grade, reviewing 2 of the following video presentations available at <http://conversations.berkeley.edu/category/topic/international-relations>. Video review instructions are appended. **Due 9/4.**

- Kenneth Waltz, “Theory and International Politics”
- Joseph S. Nye, “Power”
- John Mearsheimer, “Through the Realist Lens”

**D. Discussion Board Participation**

Departmental policy mandates use of discussion boards in Blackboard. Accordingly, a series of questions will be posted in Blackboard. Students must read all discussion boards and must respond to at least 4 different discussion questions over the course of the term. Some questions will require viewing of on-line videos first. Posts will account for 5% of the course grade.
E. Syllabus & Plagiarism Quiz
A short quiz, accounting for 5% of the course grade, covering the syllabus as well as what constitutes plagiarism will be posted on Blackboard. This quiz must be completed and submitted via Blackboard NLT 8/21.

F. Attendance
Regular attendance is imperative for understanding the subject as well as for maximizing your chances to succeed on the exams. Per PACOM and Troy University instructions, the site coordinator must be notified of students who miss more than 25% of classes. Attendance will be taken in compliance with this policy.

Grading Policy

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<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
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<td>70 - 79</td>
<td>C</td>
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<td>0 - 59</td>
<td>F</td>
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<tr>
<td>80 - 89</td>
<td>B</td>
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<tr>
<td>60 - 69</td>
<td>D</td>
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Incomplete grades: If a student is unable to complete all course grading requirements, the student may be eligible to request the assignment of an incomplete grade. An Incomplete grade is not automatically assigned by the instructor, but must be requested by the student and approved by the instructor. The decision to approve or reject a student’s request for an incomplete grade is at the discretion of the instructor using the following criteria: Student submits a completed “Incomplete Grade Request” form prior to assignment of a course grade. Student’s progress in the course is deemed satisfactory. Student is passing the course when the request is made. The circumstances that prevented the student’s completion of course requirements are beyond the student’s control and adequate documentation is provided. A student may request an incomplete by completing and submitting to the instructor an “Incomplete Grade Request” form. This form can be found at www.troy.edu/graduateschool/forms.html

Web-Enhanced Classes
A 3 credit course requires 45 contact hours. Class meetings cover 36 of these hours, so 9 additional hours must be accounted for via Blackboard. To meet this 9 hours, this course includes the following: Viewing of 3 one-hour videos (3 hours); discussion board posts (4 hours), and review of instructor slides/lectures posted on Blackboard (2 hours).

Americans with Disabilities Act
Troy University, under the guidelines of ADA and the Rehabilitation Act, makes reasonable accommodations for documented physical and mental limitations of otherwise-qualified individuals with disabilities. To provide the best possible services to students, employees, and visitors, Troy University has designated Disability Services Coordinators and Human Resources representatives on each campus as responsible parties for coordinating accommodations for persons with disabilities. For more information about physical access to building or grounds, academic or workplace accommodations, or other ADA related services, individuals should contact a Disability Services Coordinator or Human Resources representative on their campus of attendance. Specific information regarding the ADA, including contact information for responsible parties, can be found at the following link: http://trojan.troy.edu/employees/humanresources/documents/ADAPolicy2003.htm
Cell Phone and Other Electronic Devices
Use of any electronic devise (cell phone, tablet, laptop, etc.) by students in the instructional environment is prohibited unless explicitly approved on a case-by-case basis by the instructor of record or by the Office of Disability Services in collaboration with the instructor. Cell phones and other communication devices may be used for emergencies, however, but sending or receiving non-emergency messages during a class meeting is forbidden by the University. Use of a communication device to violate the Troy University “Standards of Conduct” will result in appropriate disciplinary action (See pp. 42-52 of the Oracle.) In order to receive emergency messages from the University or family members, devices must be in a vibration, or other unobtrusive mode. Students receiving calls that they believe to be emergency calls must answer quietly without disturbing the teaching environment. If the call is an emergency, they must move unobtrusively and quietly from the instructional area and notify the instructor as soon as reasonably possible. Students who are expecting an emergency call should inform the instructor before the start of the instructional period. The instructor in this class has opted to permit use of tablets and/or laptops in class.

Academic Honesty
By their enrollment, students are responsible for following the “Standards of Conduct” as they apply in the Troy University Pacific Region. It is the student’s responsibility to be familiar with these guidelines and to comply therewith.

Plagiarism is the use of another person’s words or ideas without proper attribution; whether intentional or not, representing another person’s words or ideas as one’s own constitutes plagiarism. Plagiarism is an ethical offense violating Troy’s Standards of Conduct and Troy’s Academic Code. All MSIR students are expected to understand the concept of plagiarism as well as the rules of proper citation. If a student has any doubt about proper attribution, it is the responsibility of the student to seek clarification from the instructor. Students deemed by the instructor to have engaged in intentional plagiarism in this course shall receive an automatic F in the class and are subject to additional discipline up to and including expulsion from the program. Students deemed by the instructor to have engaged in unintentional plagiarism are subject to disciplinary action to be determined by the instructor in accordance with the severity of the offense. The instructor uses online software to help detect plagiarism. Please note that no assignment prepared for or submitted in a different course may be used in this course without prior approval of the instructor.

Library Resources
Students can access online information resources through Troy Library Services home page at http://trojan.troy.edu/library These resources include a variety of full text databases that provide complete article texts from thousands of journals, magazines and newspapers. Among the most helpful databases are JSTOR, Academic Search Complete, and Lexis-Nexis. Remote access is available via the student’s Troy User ID and Password. Specific help for Global Campus students, including a dedicated librarian, is available at: http://trojan.troy.edu/library/globalcampus/gc_librarian.html
Course Schedule

Week 1: (August 15 - 21) Course Introduction
- Daddow, 1-82
  QUIZ on BLACKBOARD DUE AUG. 21

Saturday, Aug. 20
- Course Introduction
- What is theory?
- Classical Realism
- Structural Realism

Sunday, Aug. 21
- Liberalism
- Specific Liberal Theories
- Institutionalism
- Constructivism

Week 2: (August 22 - 28) Realism
- Daddow, 108-140
- Thucydides, “Melian Dialogue” (Available via open Internet search)
- Machiavelli, “Concerning Cruelty and Clemency,” Ch. XVII from The Prince, (Available via open Internet search)

Week 3: (August 29 – September 4) Liberalism
- Daddow, 83-107
- Immanuel Kant, “Perpetual Peace: A Philosophical Sketch,” (Available at <https://www.mtholyoke.edu/acad/intrel/kant/kant1.htm>)
- VIDEO REVIEW DUE SEPT. 4
Week 4: (September 5 - 11) Constructivism, World Systems Theory

- Daddow, 158-190

ESSAY #1 DUE SEPT. 11

Week 5: (September 12 - 18) English School, Feminism

- Daddow, 141-157, 205-217

MIDTERM EXAM

Week 6: (September 19 - 25) Ideology Introduction, Democratic Ideals

- B&D, Ch. 1-2

Week 7: (September 26 – October 2) Liberalism & Conservatism

- B&D, Ch. 3-4

ESSAY #2 DUE OCT. 2

Saturday, Oct. 1

- Introduction to Ideology
- Democracy
- Liberal Ideology

Sunday, Oct. 2

- Conservatism
- Marxism & Socialism
- Fascism & Nationalism
- Islamism

Week 8: (October 3 - 9) Socialism & Fascism

- B&D, Ch. 5-7

ESSAY #3 DUE OCT. 9
Week 9: (October 10 - 16) Islamism

- B&D, Ch. 10
- Islamism Reading (Available on Blackboard)
- **FINAL EXAM (Due NLT Oct. 16)**

The Final Exam will be provided by 0900 Thursday, October 13. The completed exam will be due via Blackboard by NLT 2100, Sunday, October 16. Late exams cannot be accepted, as the instructor must submit grades to Troy by October 18.

Note: The above schedule, readings and procedures in this course are subject to change.
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**Review Essay Instructions**

Pursuant to the syllabus, there will be three critical essays that will each account for 10% of the course grade, for a total of 30% of the course grade. These essays are intended to demonstrate the student’s comprehension of the concepts contained in the reading assignments, critical thinking skills, and analytical writing skills. The essays are not intended to be research papers. However, papers should be careful to cite as appropriate when using ideas from reading assignments or other works.

Writing well is among the most important skills you can possess in your professional career. In many cases, you will find you are judged based on written documentation that you present. The quality of your writing will often serve, fairly or not, as an indicator of your intelligence and ability. Poor grammar, misspelled words, confused syntax, and incoherent organization will reflect poorly upon you. Thus, it is imperative when undertaking a writing assignment to have a basic plan (an outline), to pay attention to detail, and to proofread the final product carefully.

A key goal in writing is to communicate with clarity and precision. Often, simpler is better. As Strunk and White advise, “omit unnecessary words.”¹ Never use words that you are not certain you can define. Avoid cluttering up sentences with numerous clauses. Even if grammatically correct, a sentence that requires multiple readings is poorly drafted. Include an introduction explaining what your essay is about and how it is organized (provide a road map to your essay). Use paragraphs in a logical fashion (paragraphs are structured by idea, not length). Conclude with a brief summary, recapping your main point(s). Do not use the conclusion to introduce new ideas.

When you have finished your essay, review it through the eyes of potential critics. In other words, look for ambiguities or weaknesses that are open to misunderstanding and attack. If you were tasked with arguing a contrasting position to that in your paper, what sections would you attack?


Upon careful consideration of the assigned topic, students should draft well-thought-out, well-structured, well-proofread essays that directly address the specified issues. Papers are expected to be between 4-5 pages with a maximum length of 5 pages, exclusive of title page and references. Keep in mind these are academic papers – not partisan policy papers. Approach these essays as if you were writing an answer to a comprehensive exam question.
**Format:** The paper must be typed, double-spaced, in black, twelve-point, Times New Roman font, with one inch margins. Necessary citations may follow either the Turabian or the APA system. A references list should be included as appropriate.

**Grading:** Papers will be graded on demonstrated understanding of the issues, coherence of argument, and attention to detail. Poor spelling, grammar, punctuation or style will negatively affect the grade. Plagiarism will result in an F. Papers are due as noted in the syllabus above. Late papers will lose ten points per 24 hour period late.
VIDEO REVIEW INSTRUCTIONS

Per the syllabus, students will draft an essay, accounting for 10% of the course grade, reviewing any two (2) of the following four (4) video presentations in the “Conversations with History” series from UC-Berkeley. These videos are each approximately one hour in length. Videos are available at <http://conversations.berkeley.edu/category/topic/international-relations>.

- Kenneth Waltz, “Theory and International Politics”
- Joseph S. Nye, “Power”
- John Mearsheimer, “Through the Realist Lens”

In the review, be sure to address the following questions:

In which specific theoretical school does the interviewee fit? Does the interviewee make a compelling case for his particular outlook? If so, why? What specific points did he make that you found convincing? If not, why not? What has the interviewee failed to address or what has he gotten wrong?

Papers are expected to be between 4-5 pages with a maximum length of 5 pages, exclusive of title page and references.

Format: The paper must be typed, double-spaced, in black, twelve-point, Times New Roman font, with one inch margins. Necessary citations may follow either the Turabian or the APA system. A references list should be included as appropriate.

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