INTA 6102 International Relations Theory

Class Day: Tuesday 6:30-9:15pm

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Office Hours: Tuesday 17:30-18:30; Wed. 13-14:00 and by appointment

Course Description:

The objective of this course is to introduce you to the major theories of international relations. We will examine why international actors behave the way they do and ask which theoretical frameworks are best equipped to account for conflict and cooperation in the international environment.

Assessment

Students will be able to apply knowledge of theories of international relations to critically and empirically analyze events and outcomes in world affairs.

Course Requirements and Grading:

Since this is a seminar, it requires active class participation. Each student will have to do all of the assigned readings (indicated by an asterisk on the syllabus) for each class. [Additional readings are included for students with a special interest in a particular area.] You are expected to participate fully in class discussions. It is also a good idea to write a short summary and several written questions about each reading for your own benefit.

Each student will give 1 formal presentation of a set of readings in class. This presentation will lay out the authors’ arguments, explain their strengths and weaknesses, and will serve as a takeoff point for further analysis by the rest of the class (further instructions will be provided in class).

Each student will also write two brief analytical essays (no more than 5 pages double-spaced typed each), assessing two course readings of his/her choice. The readings must be from different weeks and the essays have to be handed in at the beginning of the class during which the respective readings are to be discussed. Please note that your task is not to write a book review. Rather, the objective of your essay is to come up with your own original thesis reacting to the argument in the work under review (further instructions will be provided in class).

Your course grade will be as follows:

Course participation 25%
Class presentation 25%
First Essay 25%
Second Essay 25%
Grading Scale

Your final grade will be assigned as a letter grade according to the following scale:

- A  90-100%
- B  80-89%
- C  70-79%
- D  60-69%
- F  0-59%

Extensions, Late Assignments:

You are able to get one extension of one week on one of your papers, if needed, without penalty. The class presentation needs to be made as scheduled. If any additional assignment is late, I will subtract ½ a letter grade for each additional day, unless you can document a serious illness or family emergency, as determined by the Dean of Students.

Required Texts:


In addition to the books listed above there will be readings that can be accessed on Canvas (C) under Files.

Course Website:

See dashboard on Canvas for INTA 6102

Course Expectations & Guidelines:

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology’s commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society.
**Academic Integrity**

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech’s Academic Honor Code, please visit http://www.catalog.gatech.edu/policies/honor-code/ or http://www.catalog.gatech.edu/rules/18/.

Any student suspected of cheating or plagiarizing on an assignment will be reported to the Office of Student Integrity which will investigate the incident and identify the appropriate penalty for violations.

**AI Policy (adopted from David Joyner, Executive Director of OMSCS and Online Education)**

I treat AI-based assistance, such as ChatGPT and Copilot, the same way I treat collaboration with other people: you are welcome to talk about your ideas and work with other people, both inside and outside the class, as well as with AI-based assistants.

However, all work you submit must be your own. You should never include in your assignment anything that was not written directly by you without proper citation (including quotation marks and in-line citation for direct quotes).

Including anything you did not write in your assignment without proper citation will be treated as an academic misconduct case. If you are unsure where the line is between collaborating with AI and copying AI, I recommend the following heuristics:

**Heuristic 1:** Never hit “Copy” within your conversation with an AI assistant. You can copy your own work into your own conversation, but do not copy anything from the conversation back into your assignment.

Instead, use your interaction with the AI assistant as a learning experience, then let your assignment reflect your improved understanding.

**Heuristic 2:** Do not have your assignment and the AI agent open at the same time. Similar to the above, use your conversation with the AI as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your revised knowledge.

This heuristic includes avoiding using AI directly integrated into your composition environment: just as you should not let a classmate write content or code directly into your submission, so also you should avoid using tools that directly add content to your submission.

Deviating from these heuristics does not automatically qualify as academic misconduct; however, following these heuristics essentially guarantees your collaboration will not cross the line into misconduct.
Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404)894-2563 or http://disabilityservices.gatech.edu/, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Class Schedule and Readings

I. Introduction (August 22)

I will go over the syllabus, discuss how to interact with me (email me at katja.weber@inta.gatech.edu), explain the course assignments and go over course deadlines. I will also assign presentation topics.

Also, please write a brief autobiography so I can learn a bit about you. This is a great opportunity to share anything you would like for me to know about you. Also, this is a place where you can let me know should you require special accommodations.

II. Theories and Methods (August 29)


* J. David Singer: "The Level-of-Analysis Problem in International Relations," in Ikenberry, ed., pp. 67-80. (C)


-Marion J. Levy: "'Does It Matter If He’s Naked?’ Bawled the Child,” in Contending Approaches to International Relations, eds. Klaus Knorr and James N. Rosenau, pp. 87-106. Especially pp. 92-106.


III. Neorealism (September 5)


IV. Polarity and the Balance of Power (September 12)

* Ernst Haas: "The Balance of Power: Prescription, Concept or Propaganda?" World Politics 5 (1953), pp. 442-477. (C)


V. Alliances: Balancing and Bandwagoning (September 19)


* **Stephen Walt**: *The Origins of Alliances*. Ithaca: Cornell, 1987, chapters 1 & 2 (C)

* **Thomas Christensen and Jack Snyder**: "Chained Gangs and Passed Bucks: Predicting Alliance Patterns in Multipolarity." *International Organization* 44/2, (Spring 1990), pp. 137-168. (C)


VI. Hegemony and Beyond (September 26) 1st paper due!!


VII. International Cooperation (October 3)


VIII. Fall Break (October 10)

IX. Regimes (October 17)


* Peter M. Haas: "Do Regimes Matter? Epistemic Communities and Mediterranean Pollution Control," International Organization 43/3 (Summer 1989), pp. 377-403. (C)


X. Constructivism (October 24)


https://pdfs.semanticscholar.org/ac01/6040ac8ee05b79528ef6e561101a518127b5.pdf


**XI. Personality and Perception (October 31)**

* Saul Friedlander and Raymond Cohen: "The Personality Correlates of Belligerence in International Conflict,” *Comparative Politics* 7 (January 1975), pp. 155-186. (C)

* Michael Roskin: "From Pearl Harbor to Vietnam: Shifting Generational Paradigms of Foreign Policy,” in Ikenberry, pp.351-371. (C)


**XII. Bureaucratic Politics (November 7)**


XIII. Ideas in International Politics and the Responsibility to Protect (November 14)

2nd paper due!!!


* Alex Bellamy: “The Responsibility to Protect—Five Years On,” Ethics and International Affairs, 24, no. 2 (2010), pp. 143-169. (C)

* Alex Bellamy and Mark Beeson: “The Responsibility to Protect in Southeast Asia: Can ASEAN Reconcile Humanitarianism and Sovereignty”? Asian Security, 6, no. 3 (2010), pp. 262-279. (C)

* R2P’s 15th Anniversary: https://www.globalr2p.org/r2ps-15th-anniversary/


XIV. Non-Western IR Theory? (November 21)


* Amitav Acharya and Barry Buzan, “Conclusion: On the possibility of a non-Western IR theory in Asia,” International Relations of the Asia-Pacific Volume 7 (2007): 427-38. (C)

Find an article by a non-Western scholar that gives a non-Western perspective of international relations; bring a copy of the article and write a brief synopsis that can be shared with your classmates.

XV. Non-Western IR Theory continued (November 28)
Presentation of scholarly work by non-western scholars continued

XVI. Wrap-up (Dec. 5)

View “Last Best Chance” prior to class meeting:
Discussion of video