

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

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Office Hours: Monday 2:30-3:30pm; Wed. 5:30-6:30pm 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:

Acharya, Amitav. *Whose Ideas Matter?* Ithaca: Cornell University Press, 2009.

Gulick, Edward V. *Europe's Classical Balance of Power*. New York: W.W. Norton, 1967.

Keohane, Robert O., ed. *Neorealism and Its Critics*. New York: Columbia University Press, 1986.

Krasner, Stephen D., ed. *International Regimes*. Ithaca: Cornell University Press, 1983.

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 21)

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 28)

* **Alexander L. George**: "Case Studies and Theory Development: The Method of Structured, Focused Comparison," in Paul Gordon Lauren, ed., *Diplomacy*. New York: The Free Press, 1979, pp. 43-68. (Especially pp. 54-68.) (C)

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

* **Robert Jervis**: "Perception and the Level of Analysis Problem," in Jervis, *Perception and Misperception in International Politics*. Princeton: Princeton University Press, 1976, pp. 13-31. (C)

-Kenneth N. Waltz: *Man, the State, and War*. New York: Columbia University Press, 1959.

-Jack L. Snyder: "Richness, Rigor, and Relevance in the Study of Soviet Foreign Policy," *International Security* 9 (Winter 1984/85), pp. 89-108.

-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.

-Arthur Stinchcombe: *Constructing Social Theories*. New York: Harcourt Brace, 1968.

III. Neorealism (September 4)

* **Robert O. Keohane**, ed.: *Neorealism and Its Critics*. New York: Columbia University Press, 1986, chaps. 1-7, 11

chap 1: Keohane. "Realism, Neorealism and the Study of World Politics," pp. 1-26.

chap 2: Waltz. "Laws and Theories," pp. 27-46

chap 3: Waltz. "Reductionist and Systemic Theories," pp. 47-69.

chap 4: Waltz. "Political Structures," pp. 70-97.

chap 5: Waltz. "Anarchic Orders and Balances of Power," pp. 98-130.

chap 6: Ruggie. "Continuity and Transformation in the World Polity: Toward a Neorealist Synthesis," pp. 131-157.

chap 7: Keohane. "Theory of World Politics: Structural Realism and Beyond," pp. 158-203.

chap 11: Waltz. "Reflections on Theory of International Politics: A Response to My Critics," pp. 322-345.

-Robert O. Keohane and Joseph S. Nye: *Power and Interdependence: World Politics in Transition*. Boston: Little & Brown, 1977, pp. 3-37.

IV. Polarity and the Balance of Power (September 11)

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

* **Kenneth Waltz**: *Theory of International Politics*. New York: Random House, 1979, parts of chaps. 7-8. (C)

chap. 7: "Structural Causes and Economic Effects," pp. 129-38.

chap. 8: "Structural Causes and Military Effects," pp. 161-76.

* **Karl Deutsch and J. David Singer**: "Multipolar Power Systems and International Stability," in James Rosenau, ed., *International Politics and Foreign Policy: A Reader in Research and Theory*, revised ed. New York: The Free Press, 1969, pp. 315-324. (C)

-John Mearsheimer: "Back to the Future: Instability in Europe After the Cold War," in Lynn-Jones and Miller, eds., pp. 141-192.

-Randall L. Schweller: "Tripolarity and the Second World War," *International Studies Quarterly* 37/1 (March 1993), pp. 73-103.

-Arnold Wolfers: "The Balance of Power in Theory and Practice," in Wolfers, *Discord and Collaboration*. Baltimore: Johns Hopkins University Press, 1962, pp. 117-32.

V. Alliances: Balancing and Bandwagoning (September 18)

* **Thucydides**: *History of the Peloponnesian War*, translated by Rex Warner. New York: Penguin Books, 1954, pp. 35-87. (C)

* **Edward V. Gulick**: *Europe's Classical Balance of Power*. New York: W.W. Norton, 1955, 1967, entire text.

* **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)

-Mancur Olson and Richard Zeckhauser: "An Economic Theory of Alliances," in Bruce Russett, ed., *Economic Theories of International Politics*, pp. 25-49.

VI. Hegemony and Beyond (September 25) 1st paper due!!!

* **A.F.K. Organski**: "The Power Transition," in A.F.K. Organski, *World Politics*, 2nd ed. New York: Knopf, 1958, pp. 338-376. (C)

* **George Modelski**: "The Long Cycle of Global Politics and the Nation-State," *Comparative Studies in Society and History* 20 (April 1978), pp. 214-235. (C)

* **Stephen D. Krasner**: "State Power and the Structure of International Trade," *World Politics* 28 (April 1976), pp. 317-347. (C)

-Robert O. Keohane: *After Hegemony: Cooperation and Discord in the World Political Economy*. Princeton: Princeton University Press, 1984.

-Brian Healy and Arthur Stein: "The Balance of Power in International History," *Journal of Conflict Resolution* 17 (March 1973), pp. 33-62.

VII. International Cooperation (October 2)

* **David Baldwin**, ed.: *Neorealism and Neoliberalism: The Contemporary Debate*. New York: Columbia University Press, 1993, chaps. (chapter 1 & 5 C; chapter 11 C)

-chap 1: Baldwin. "Neoliberalism, Neorealism, and World Politics," pp. 3-28.

-chap 5: Grieco. "Anarchy and the Limits of Cooperation: A Realist Critique of the Newest Liberal Institutionalism," pp. 116-142.

-chap 11: Keohane. "Institutional Theory and the Realist Challenge After the Cold War," pp. 269-300.

* **Arthur A. Stein:** "Coordination and Collaboration: Regimes in an Anarchic World", in Stephen D. Krasner, ed.: *International Regimes*. Ithaca: Cornell University Press, 1983.

* **Katja Weber:** "Hierarchy Amidst Anarchy: A Transaction Costs Approach to International Security Cooperation," *International Studies Quarterly*, vol.41, Summer, 1997:321-340. (C)

VIII. Regimes (October 9)

* **Stephen D. Krasner**, ed.: *International Regimes*. Ithaca: Cornell University Press, 1983, entire text.

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

-Andreas Hasenclever, Peter Mayer, and Volker Rittberger: *Theories of International Regimes*. Cambridge: Cambridge University Press, 1997.

IX. Constructivism (October 16)

* **David Dessler:** "What's at Stake in the Agent-Structure Debate?" *International Organization* 43/3 (Summer 1989), pp. 441-473.

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

* **Alexander Wendt:** "Anarchy is What States Make of It: The Social Construction of Power Politics," *International Organization* 46/2 (Spring 1992), pp. 391-425. (C)

* **Peter Katzenstein**, ed.: *The Culture of National Security*. New York: Columbia University Press, 1996, chapters 1-2; 4, 9 & 12. (C)

-Katja Weber and Paul Kowert: *Cultures of Order: Leadership, Language and Social Reconstruction in Germany and Japan*. Albany: SUNY Press, 2007.

-Audie Klotz: "Norms Reconstituting Interests: Global Racial Equality and U.S. Sanctions Against South Africa," *International Organization* 49/3 (Summer 1995), pp. 451-478.

-Audie Klotz and Cecilia Lynch, *Strategies for Research in Constructivist International Relations*. M.E. Sharpe, 2007

-R.B.J. Walker: *Inside/Outside: International Relations as Political Theory*. Cambridge: Cambridge University Press, 1993.

-Alexander Wendt: "The Agent Structure Problem in International Relations Theory," *International Organization* 41 (1987), pp. 335-370.

-Alexander Wendt and Daniel Friedheim: "Hierarchy Under Anarchy: Informal Empire and the East German State," *International Organization* 49 (1995), pp. 689-721.

X. Personality and Perception (October 23)

* **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)

* **Robert Jervis:** "Hypotheses on Misperception," in Ikenberry, G. John, ed. *American Foreign Policy: Theoretical Essays*. Glenview, IL: Scott, Foresman, 1989. pp. 515-535. (C)

* **Irving L. Janis:** "Escalation of the Vietnam War: How Could it Happen?" in Ikenberry, G. John, ed. *American Foreign Policy: Theoretical Essays*. Glenview, IL: Scott, Foresman, 1989. pp. 506-535. (C)

-Richard Samuels. *Machiavelli's Children*. Ithaca: Cornell University Press, 2003.

-Jack S. Levy: "Misperception and the Causes of War: Theoretical Linkages and Analytical Problems," *World Politics* 36 (October 1983), pp. 76-99.

-Arthur A. Stein: "When Misperception Matters," *World Politics* 34 (July 1982), pp. 505-526.

XI. Bureaucratic Politics (October 30)

* **Graham T. Allison:** "Conceptual Models and the Cuban Missile Crisis," in Ikenberry, G. John, ed. *American Foreign Policy: Theoretical Essays*. Glenview, IL: Scott, Foresman, 1989, pp. 415-459 (C)

* **Graham T. Allison and Morton H. Halperin:** "A Paradigm and Some Policy Implications," in Ikenberry, G. John, ed. *American Foreign Policy: Theoretical Essays*. Glenview, IL: Scott, Foresman, 1989, pp. 377-408 (C)

* **James C. Thomson:** "How Could Vietnam Happen? An Autopsy," in Ikenberry, G. John, ed. *American Foreign Policy: Theoretical Essays*. Glenview, IL: Scott, Foresman, 1989, pp. 502-512 (C)

* **Stephen D. Krasner**: "Are Bureaucracies Important? Or Allison Wonderland," in Ikenberry, G. John, ed. *American Foreign Policy: Theoretical Essays*. Glenview, IL: Scott, Foresman, 1989, pp. 459-471(C)

-Graham T. Allison: *Essence of Decision: Explaining the Cuban Missile Crisis*. Boston: Little, Brown and Co., 1971, pp. 10-66.

XII. Ideas in International Politics and the Responsibility to Protect (November 6) 2nd paper due!!!

* **Amitav Acharya**. *Whose Ideas Matter?* Ithaca: Cornell University Press, 2009, entire text.

* **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/>

* **Responsibility to Protect and the World in 2020**:

<https://www.globalr2p.org/publications/responsibility-to-protect-and-the-world-in-2020/>

XIII. Non-Western IR Theory? (November 13)

*Ole Wæver, "The Sociology of a Not So International Discipline: American and European Developments in International Relations," *International Organization*, Vol. 52, No. 4 (1998), pp. 687–727. (C)

*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.

XIV. Non-Western IR Theory continued (November 20)

Presentation of scholarly work by non-western scholars continued

XV. Thanksgiving break (November 27) no class

XVI. Wrap-up (Dec. 4)

View “Last Best Chance” prior to class meeting:
<https://www.youtube.com/watch?v=U8YKcggDPM4>

Discussion of video