OVERVIEW

This course is a survey of a wide range of topics in international relations. The material is introductory -- no previous knowledge or coursework is assumed. During the semester, we will study the following topics:

1. INTRODUCTION TO THE STUDY OF INTERNATIONAL RELATIONS

1.1 Acquiring Knowledge and the Utility of Theory
1.2 I.R. Theories: the Schools of Thought
   1.2A: Liberal and NeoLiberal Theory
   1.2B: Realist and NeoRealist Theory (and other variants of neorealism)
   1.2C: Complex Interdependence (and Neoliberal Institutionalism)
   1.2D: Marxist and NeoMarxist Theory (Imperialism and NeoImperialism)
   1.2E: Constructivism, Controversies, and Catch-up

2. STATES AND NATIONS

2.1 The Problem Defined
2.2 The State-Economy-Military Cycle
2.3 States, Nations, and Nationalism

3. THE UNITED STATES IN WORLD AFFAIRS

3.1 The Debate about Unilateralism
3.2 Grand Strategy and the Problem of Terrorism
3.3 Is Humanitarian Intervention Justified? Is it Prudent?

4. VARIATIONS ON A REALIST THEME

4.1 Deterrence and Coercive Diplomacy
4.2 Power Transitions

5. VARIATIONS ON A LIBERAL THEME

5.1 The Global Political Economy: Inherited Institutions and Contemporary Challenges (and: the Eurozone Crisis)

COURSE GOALS (PLEASE READ THIS VERY CAREFULLY)

We pursue three goals in this course. First, I think it crucial to gain a firm mastery of the most important factual information necessary to understand and analyze international relations (including current events). Thus, I place a great deal of emphasis on learning important historical events and --especially-- important definitions and concepts. You need not memorize all of the names, dates and definitions that occur in reading and lecture. However, you should pay close attention to terms and events that are emphasized (bold, italicized, or defined) in your reading, and you should pay close attention to events and concepts mentioned in class or listed on "Terms And Definitions Provided In Lecture" (to be posted on Trunk/Resources/Lecture material). You should also know the terms highlighted in beige in the margins of FLS. If a term is written on a lecture slide or on the board (or repeated), you can be fairly certain that you will see it on exams. Both exams will include short-answer questions covering
definitions and other material from reading and lecture. Sample exam questions will be provided on Trunk once we get rolling.

The second course goal is to begin learning how to find primary, factual research materials (data) and to report it concisely and clearly using the best available technology (software). This will be accomplished through the two homework assignments described below.

The third course goal is to foster critical thinking, by which I mean that you must learn to identify and aggressively analyze the major theoretical and political questions of international life (the basic concepts and arguments of different schools of thought; the problems of developing ("building") a stable political system; the puzzle of how to achieve cooperative outcomes in a world of territorial, sovereign states; the changing nature of power and its relation to policy; historical "lessons" of continuing relevance; why "cooperation" is so difficult; the nature of deterrence and the role of military force; the economic or political impact of free trade). There are very few "right" or "wrong" answers to these questions, but you should begin to learn major analytical approaches to them and begin to think through your own independent ideas.

By far the most important intellectual requirement of sound critical analysis is to learn to confront arguments (from simple hunches to theories and hypotheses) with evidence on both sides of the issue. Arguments without evidence convince no one. See the guidelines at the end of this syllabus.

You will have several opportunities to do this. First, there is Lecture: you should not accept my lectures passively; think about what I say --if you disagree or want clarification, raise your hand. I don’t bite. Second, you will meet weekly in a small discussion section; this is a good opportunity to question, debate and explore topics critically and analytically. Third, Trunk has a discussion forum where you can post news, notes, and arguments (Trunk/Forums). Finally, both examinations will have essay questions that require you to write about major issues discussed in the course. My grading guidelines for good critical thinking and writing are described at the end of this syllabus, and sample questions and grading standards will eventually be listed on Trunk (await my announcement). The grading standards are also a very good guide to the way I want you to approach the task of learning to think critically and analytically. They are good guidelines for writing essay exams as well. These guidelines are crucial. You should read them often.

WHAT THE COURSE IS NOT

This course is the basic, introductory class for students of all majors who are interested in international relations. As such, it is primarily an introduction to the fundamental concepts and theories of the field. Put briefly, the course is primarily an introduction to concepts, theoretical frameworks, and analytical thinking. Of course, we will apply these concepts and theories to substantive examples, but the course is not primarily a study of current events, American foreign policy, or the politics of specific regions or issues. These subjects are covered later in subsequent courses in international relations, history, comparative politics, and economics. This course is designed to provide you with the analytical tools to do well in those courses when you take them later.

LECTURE AND SECTIONS

Sections will begin immediately (Jan 14 Sections RC and RD). You must be registered for a section, if you have not already done so, and you must do it through drop/add. I’ll provide up-to-date information in class.

Attendance in section is essential to successful performance in the course. Sections serve four functions. First, you have the opportunity to ask questions about the lectures and readings (I rarely review specific readings in lecture). Second, section is a good place to debate theory and politics; I may assign some readings or other homework specifically for debate and discussion in section, and in any case there is the assigned reading for that week. Your TA
will evaluate the adequacy of your preparation and participation. Third, your section performance is worth 10 percent of your overall grade. Finally, when students’ grades fall on the borderline at the end of the term, I consult with teaching assistants about attendance, participation, and mastery of readings before deciding which way the grade will go. I review every student’s record with the teaching assistant before assigning final grades.

I want to stress that sections are not "mini-lectures". I have instructed the TA's not to simply re-hash material that I have covered. Rather, the purpose of section is to raise questions about the course and to debate important issues, and we have designed the sections carefully to make them interesting and enjoyable. Often section will cover material that I do not even cover in lecture. Thus, section is an opportunity for you to articulate your questions, concerns and opinions and to consider the questions and views of others. Certainly this includes questions about the course material, but you should not expect the TA to raise them for you -- come to section prepared to speak for yourself!

E-MAIL ETIQUETTE
In a large class such as this, we can all become overwhelmed with clogged inboxes. I will try not to overburden you with e-mail news about the class or this or that change in our schedule. As for you, it is much better to ask questions in class or in section, and certainly I would love to see you in office hours. For all of these reasons, try to use e-mail only for urgent matters, but please do come in for a chat or — even better — raise a good question in class!

NO E-MAIL ATTACHMENT POLICY
Most of you are probably aware that there are bad folks out there who steal your e-mail address and use it to mail virus attachments to unsuspecting nice people (like me). For that reason, no assignment or other document for this class may be submitted by e-mail, whether by attachment or not. I have instructed the TA’s not to waive this rule. So, you must turn in assignments in person in class when they are due AND in addition upload the assignment by the due date on Trunk. Thanks a lot for understanding this caution.

ASSIGNMENTS AND GRADES. My grading standards for written work (and other relevant information) are on the concluding pages of this syllabus.

1. **HOMEWORK ASSIGNMENT #1: MEMORANDUM** (2-3 pages). Detailed instructions for this assignment will be provided in class and on Trunk/Assignments. It is due on **March 2. It must be turned in during the main class lecture on the due date AND in addition uploaded to Trunk before class on the due date.** The memorandum is worth 15 points and 15 percent of your grade. Here are the penalties for late assignments: 1 day (-1 point); 2 days (-2); 3 days or more (maximum score = 7.5 if competently completed; less if not).

Once we are rolling, you may submit the homework **any time** before the due date.

2. **HOMEWORK ASSIGNMENT #2: GROUP PROJECTS.** Each recitation section will be divided into small groups of 3-5 people, and each group will prepare a presentation that answers one from a set of questions that I will distribute. Each member of the group will have a specific responsibility, and each member of the group will be graded for her/his contribution. Each group must prepare a power point presentation (or website) to be presented during recitation beginning the week of **April 13**, so your contribution to the project must be completed and uploaded by April 13. This assignment is worth 15 points and 15 percent of your grade. Additional details will be discussed in class and posted (Trunk/Assignments).

3. **MIDTERM EXAMINATION (March 9 in class).** Parts I/II of the exam will consist of definitions and short-answer (list & explain) questions from lecture and reading. Part III of the exam consists of one essay
question (you will have a choice, and you will see the questions in advance). This exam is worth a total of 30 points and 30 percent of your grade. Sample exam questions from previous semesters will eventually be posted on Trunk/Resources/Materials for Assignments and Exams.

4. FINAL EXAMINATION. (Monday May 4, 3:30-5:00 in our normal room); see lecture schedule for early exam alternative). The examination will include both short answer and essay questions (just like the midterm). The final covers ONLY materials covered since the midterm (ie, it is NOT cumulative). It is worth 30 points and 30 percent of your grade. [I will reward substantial improvement of final exam grades compared to the midterm.]

4. SECTION performance is worth 10 points and 10 percent of your grade. The grade will be assigned by your TA and will be based on: regular attendance and the quality and originality of your preparation and participation. Quality and originality are determined by evidence that you have prepared and mastered the reading, lectures, and any additional homework and are willing to apply them energetically in discussion. In addition, the TAs (under my guidance) may ask you to prepare short assignments to improve section discussion. Note: section grades are not a gift; if you merely attend regularly, do not prepare, or do not show intellectual engagement, you will receive an “average” grade (about 7.5/10).

These four grades total 100 points. Your final letter grade will be based on your cumulative numerical score --by definition a percentage of 100. Cumulative grades will be based on the following scale, with appropriate allowances for pluses and minuses: 93-100 (A); 83-89 (B); 73-79 (C); 63-69 (D); 0-59 (F).

READING

The following books are required and are available at the Tufts Bookstore:


EJ: there are some journal articles that must be retrieved from Tisch electronic journals. I provide the full citation, and the easiest way to get them is to use Google Scholar or some other index within the Tisch webpage. If I happen to have a copy of the article, it will be found in TR, listed below.

TR (Trunk/Resources/Readings). A few readings are provided here. In addition, I have copies of some EJ readings as well, and they are posted here if I do.

LR (Tisch Library Reserve). For a very few recommended readings only

A note on EL and TR readings: In past semesters, students have assumed that I intend for you to read the article on screen because the article is available on-line. Many strained eyes resulted. So to avoid misunderstanding: I intend that you print it and read it like a book. Of course, you can save money on printing by teaming up and printing/reading together. And if your eyes can take it, by all means read on-screen. But please do not treat an online reading as something casual. They essentially add up to a fourth required “book” for the course.

SCHEDULE OF LECTURES AND READING (always read in order listed)

I rarely review individual readings in lecture, so you should read them on schedule and raise questions in lecture and section. Readings followed with a double asterisk (**) are especially difficult and should be read and re-read with
INTRODUCTORY REMARKS

1. INTRODUCTION TO THE STUDY OF INTERNATIONAL RELATIONS

1.1 Acquiring Knowledge and the Utility of Theory

FLS, xix-xxvi.
TR, Chaim Kaufman, “Threat Inflation and the Failure of the Marketplace of Ideas”.
FLS, chap 2.

Study guide: In lecture, I will argue that it is actually very difficult to perform the basic tasks that are needed to study IR: to describe facts accurately; to find correlations between one set of facts and another; and –the hardest—to explain a complex reality (let alone predict a future reality).  I will also argue that we are likely to substitute our own subjective “reality” for “knowledge” unless we are careful.  The Kaufman article may seem a bit less directly relevant, but ask yourself this: how would improved “knowledge” –or at least more rigorous analysis—have affected the decision to invade Iraq?  What do we need to “know” to make decisions about ISIS? Russia? Iran? Try and start aggressively: what do you think of the Kaufman article?  Finally, chapter 2 in FLS provides a framework to employ when analyzing any question in international politics.  If you find yourself asking: “where do I start?”, then maybe start with this chapter.

1.2 I.R. THEORIES: THE SCHOOLS OF THOUGHT

Reading/study notes to topic 1.2: One central theme of this topic is that major theories of international relations develop in reaction to the major historical events that immediately precede them.  Thus, there are two keys to understanding the evolution of theories in IR:

1.) the historical events and processes that gave rise to these intellectual schools; and
2.) the analytical and substantive content of the theory or school itself.

The readings below treat both of these two themes, although the history is provided somewhat more in lecture and the theory somewhat more in readings.  In lecture, I will pull these two strands together.  You should complete the following readings in the order listed to gain the most from this combination of history and theory.  The month to follow is the core of the study of IR.  Master this, and you have got it.  A really brief overview of the next few weeks is FLS, xxvi-xxxi.
Jan 28, Feb 2
Feb 4 1.2A: Liberalism and Neoliberalism (and Neoliberal Institutionalism)

FLS, 3-20.
MD: Ways of War and Peace, 9-39; 205-300.
TR, Woodrow Wilson, The Fourteen Points
MB: Theories of War and Peace, Owen p. 137 (How Liberalism); Copeland p.464 (Economic Interdependence); Layne p. 176 (Kant or Cant); Mansfield/Snyder p. 221 (Democratization).
FLS, chap 4.

Note: Some of the chapters in MB disagree with the Liberal argument; the task here is to identify the strands of disagreement as we move to Realism in topic 1.2B

Feb 9 Mr. Josh Quan, guest librarian: Library Resources for Assignments 1 and 2; discussion of Assignments

Feb 11, Feb 18 1.2B Realism and Neorealism (and other variants of realism)

FLS, 20-22.
MD: Ways of War and Peace, 41-204.
MB: Mearsheimer p. 3 (Back to the Future); Van Evera p. 55 (Offense, Defense); Glaser p. 94 (Realists as Optimists).

Feb 19, Feb 23 1.2C From Complex Interdependence to Neoliberal Institutionalism

FLS, 22-37
TR, Robert Keohane and Joseph Nye, Power and Interdependence, 1977, 1-37; copyright 1977, for use at Tufts University only.
FLS, 62-71 (review) + chap 13, pp. 568-576

Feb 25 1.2D Marxist/Leninist and NeoMarxist Thought (Imperialism and Neoimperialism)

MD, Ways of War and Peace, 315-382.
FLS, 5-14 (review) 400-418

March 2 Homework Assignment # 1 due in Class AND uploaded to Trunk by 10:30am

Mar 2 1.2E Schools of Thought: Constructivism, Controversies, Omissions, Review, and Catch-Up

MD: Ways of War and Peace, 301-314.
MB, Theories of War and Peace, read all of the chapters pages 329-440 (debate among
Mearsheimer, Keohane and Martin, the Kupchans, Ruggie, and Alexander Wendt).


In lecture, I will treat Constructivism first, so read Wendt chapter first (p. 416); it is tough going terminologically, so I will try to clarify in lecture. Then read other chapters in order from pages 329-440 and then the “Heart of the Matter”.

**Mar 9**

**Midterm Exam Parts I & II (short answer) and III (essay)**
Sample questions and other info will eventually be on Trunk/Resources

**Mar 11**

2. **NATIONS AND STATES**

2.1 The Problem Defined
2.2 The State-Economy-Military Cycle
2.3 States, Nations, and Nationalism

MB, *Theories of War and Peace*, Van Evera p. 257 (Hypotheses on Nationalism) and Lake/Rothchild p. 292 (Containing Fear).
FLS, 215-242

3. **THE UNITED STATES IN WORLD AFFAIRS**

**Mar 23**

3.1 The Debate About American Unilateralism

**TR:** Barry Posen, “Command of the Commons”.

**Mar 25**

3.2 What “Grand Strategy” for Countering “Terrorism”?*

**FLS**, 242-262.
**TR:** Barry Posen, “The Struggle Against Terrorism”.
**EJ/TR:** Robert Pape “The Strategic Logic of Suicide Terrorism”.*The American Political Science Review* Vol. 97, No. 3, Aug., 2003

**March 30**

3.3 Is Humanitarian Intervention Justified? Is it Prudent?

**FLS**, 188-212: chapter 12
**MD:** *Ways of War and Peace*, chapter 11.
**One** additional article on Syria (or?) may be assigned for lecture or section

**April 1**

Guest lecture or panel with members of IR Core Faculty. Faculty will discuss their research and/or biographies and answer your questions about their research and what they teach.
4. VARIATIONS ON A (NEO) REALIST THEME

Apr 6 & 8  
4.1 Deterrence and Coercion

**FLS**, chapter 3.  
**LR,** Alexander George and Gordon Craig, *Force and Statecraft*, chs 13 & 14 (recommended but not required)  
These readings provide examples of failed cases of deterrence and coercive diplomacy. Read them carefully; I will develop a theory to explain them in lecture.

Assignment 2 Group project presentations will occur in Recitation during weeks following April 13

Apr 13  
4.2 Power Transitions

**FLS**, 548-556.  
**LR:** A. F. K. Organski, *World Politics*, 1968, 338-376; on reserve and recommended only – not required.

5. VARIATIONS ON LIBERAL THEMES

Apr 15, 22 & 27  
5.1 The Global Political Economy: Inherited Institutions and Contemporary Challenges

(exact schedule may be adjusted depending on evolution of Eurozone crisis)

**Apr 15:** Economic Growth, Poverty, and International Trade  
**FLS**, chap 10; chap 7 + pp 557-567. (most of chapter 10 is review)

**Apr 22 & 27:** International Finance and Money (The European Financial and Debt Crisis)

**FLS**, chaps 8-9  
**TR:** additional folder of short readings on Eurozone crisis; contents may change; double check

Monday May 4, 3:30-5:00pm Final examination in our normal room (note: 90 minutes only)

Early exam alternative: Wed, April 29 1-3:00pm. Students with a valid reason for departing early may take the exam at this time only. Valid reasons for taking the exam early are very few;
they include urgent international travel requirements and some family circumstances. The early exam will not necessarily follow the same format as the May 4 exam. I you wish to take the exam early, please see me in office hours before April 15 (I will not remember if you tell me after class).

A GUIDE TO CRITICAL THINKING, READING, AND WRITING

(AND GRADING STANDARDS)

As noted above, critical thinking --and writing-- are one of the three learning objectives in this class. As you prepare for class discussion and debate, and especially as you prepare for writing the homework memoranda and essay examination questions, you should study the following guidelines for good critical thinking and writing. By the way, they are also good guides for reading: apply these standards to your authors, and you will have a lot to think and say about their work.

1. Organize! Introduce and summarize your focus (purpose, argument, question) early and clearly. The best writing begins with the phrase “The purpose of this paper is....” A tip very often neglected: use sub-sections and sub-titles to organize (even in essay exams). Also, even the shortest paper will benefit from a brief introduction that includes a summary “pre-capitulation” of what is in the paper. Articles in MB often have this sort of excellent introduction.

2. Define! Define major terms, even if they have been defined in reading or in lecture. Your meaning may differ, and the reader must know this. Failure to follow this rule has been a very frequent weakness of arguments and essays in this class.

3. Elaborate and Document! Avoid unsupported generalization. Elaborate using FREQUENT EXAMPLES from course materials to support ideas and arguments. The two most useful words in this course are “For example...” Also, well-developed examples are generally better than very brief ones. Feel free to use brief citations to course materials (for example, Eichenberg lecture, 10/25, or Doyle, p. 721). Do not hesitate to use the ideas of others (from lecture, reading or section discussion), but make sure that you cite the source of your ideas. See the last page of this syllabus for examples to illustrate practices that are unacceptable in this class.

4. Be Original! Be aggressive. Attempt comparisons, criticisms, praise or conclusions that relate to the course. If you evaluate an article, try to think of important ideas that the author neglects (or accepts where you wouldn't). If you are making a policy argument, be sure that you have supported your position using material learned in class and to entertain the possibility that there are opposing views to your position. In this class, “courageous” conclusions are encouraged if you can support them using course materials. Also, feel free to point to conclusions that are difficult to substantiate but which you think deserve additional attention and consideration.

5. Balance! By far the most common weakness of past essay exams has been to concentrate too much on description and review of others' ideas to the exclusion of your own criticisms and conclusions and your ideas as to how the topic compares to the material covered in the course. Keep your summaries of articles, documentaries or whatever to a minimum and move aggressively to YOUR OWN comments, criticisms and conclusions. It follows that papers that are largely historical review are highly undesirable. (In essay EXAMS, you should also balance your treatment of each part of the question --most essay questions contain multiple

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sub-questions").

6. **Style.** Homework papers should have pages numbered, and Tables and Figures should be clearly numbered and nicely labeled. In all written work, including exams, take care with spelling and grammar. Homework assignments come with additional requirements for clear, uncluttered prose. Read those requirements carefully.

**EXAMPLES OF STRONG AND WEAK CRITICAL THINKING AND WRITING**

**STRONG:** Arguments and writing that...

- Have a clear purpose and organizational structure (use subtitles);
- Challenge lecture, readings, or government policies;
- Analyze an event theoretically or philosophically;
- Aggressively compare, contrast, and critique material;
- Elaborate using supporting examples and evidence;
- Cites outside sources using any consistent bibliographic style (on exam, brief is OK)

**WEAK:** Arguments and writing that...

- Contain no statement of purpose or focus;
- Contain no organizing structure (such as sub-sections)
- Contain only detailed historical/chronological reviews;
- Describe single events in great detail;
- Offer polemic or generalization without supporting evidence;
- Fails to cite sources or has no consistent bibliographic style;

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**ACADEMIC HONESTY**

In this course, the following are unacceptable and will result in a failing grade on an assignment, for the entire course, or in a recommendation to the Dean for more severe penalties, including probation or suspension. I regret that all have happened in this class in some recent semesters.

Please see me personally if you do not understand these examples.

1. Buying papers or paying another person to write a paper
2. Borrowing assignment papers
3. Lending papers
4. Use of one paper in two classes without informing the instructors
5. Plagiarism, either by quoting directly without citation or paraphrasing without citation. Changing the wording of a source is **still plagiarism**. This is true even if an author is cited elsewhere.
6. Use of any material during exams not authorized by the Professor.
7. Use of any WWW material that is not explicitly cited;
8. Buying or selling of lecture notes, exams, papers, or any other assigned material for this for this class. Lecture material in this class is copyrighted (© Eichenberg 2015). However, I do heartily encourage you to share your notes and ideas with your colleagues in this class.

*Note: papers submitted for this class will be uploaded to the University’s database that is used to scan for academic dishonesty (plagiarism).*
CLASS WEBPAGE/TRUNK INFORMATION:

Disclaimer:

The Webpage serves as a convenient supplement to the standard class materials, but the key word is supplement: it is not meant as a substitute. Power Point slides from lecture may be available, but keep in mind that I add new material to lectures every year, and I cannot guarantee that time will permit revising slides on the quick. (on Trunk, see Resources/Lecture material). In the past, posted lectures have been much more detailed, but I am revising them all every semester. Thus, it is crucial that you take accurate notes in lecture. In short: your own note-taking is the definitive source.

In addition, announcements, new definitions, and the like often come up on the spur of the moment, but I cannot guarantee that time will allow posting them immediately. Keep in mind also that some posted material from previous semesters may mention readings or terms that are no longer required, so you can comfortably ignore them.

Important for all: You are responsible for making sure that your Tufts e-mail account is working. If it is not, you will not get any messages that I send to the class. You are responsible for telling Trunk if you want mail forwarded to Gmail, Yahoomail, or any other mail.