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 Relations 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, 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 as basis for staging debates on key historical and contemporary events, such as the Peace of Westphalia, the emergence of capitalism and colonialism, the war in Vietnam, the decision to go to war in Iraq in 2003, the 2015 Iran nuclear deal, the transformation of the role of NATO after the end of the Cold War, the role of women in the military, etc. and discusses key aspects of contemporary international 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 manner 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](http://www.slu.edu/x6352.xml)

<table>
<thead>
<tr>
<th>Grade Points</th>
<th>Grade Components</th>
<th>Course Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  4.0</td>
<td>93%-100%</td>
<td>25% Mid-term Exam</td>
</tr>
<tr>
<td>A- 3.7</td>
<td>90%-92%</td>
<td>15% Class Participation and Debates</td>
</tr>
<tr>
<td>B+ 3.3</td>
<td>87%-89%</td>
<td>10% Paper Proposal</td>
</tr>
<tr>
<td>B  3.0</td>
<td>83%-86%</td>
<td>10% Presentation (of the final paper)</td>
</tr>
<tr>
<td>B- 2.7</td>
<td>80%-82%</td>
<td>40% Final Paper</td>
</tr>
</tbody>
</table>
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 (10%), an individual presentation of your paper (10%), and a final research paper (40%).
- Students are expected to research, prepare and actively take part in the class debates and 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 **Wednesday 16 October**:
   - 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 **Wednesday 6 November**: 1,500 words long, to include a research question, its relevance, a hypothesis, literature review, a tentative research design, accompanied by a bibliography. The literature review entails an in-depth evaluation and analysis of the relevant scholarly works on your chosen topic.
   - A document outlining the requirements and expectations for the paper proposal is uploaded on Blackboard. It contains information on how it will be marked and assessed, so please read.

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%)**: 3,000 words long, plus a bibliography, due on **Tuesday 17 December 2019, 17:30-18:30**. A final paper to include: an introduction, an extensive literature review (an improved and longer version than the one in the proposal), a note on the relevance or significance of the topic, a clearly stated research question and a hypothesis, an analysis in support of your hypothesis, and a conclusion. Please remember to make an argument and clearly maintain a position throughout the essay. Bring evidence in support of your argument.
   Only paper submissions will be accepted, handed in during the specified time slot, unless otherwise arranged with the professor in advance.
   Late submissions will incur a penalty: they will be marked down 5% for every day that they are late.

**Special Activities and Trips**: Students enrolled in a class must participate and make payment for all mandatory trips/activities for that class. The prices posted on the web are approximate; and the final price will be based on the number of students enrolled on the last day of the Add/Drop period. All students, including those who withdraw from the class after this date, are required to pay these fees, which are non-refundable, unless the trip is cancelled due to low enrollment. Please review SLU-Madrid's trip policies online.
E-mail: Campus and course announcements will often be handled by e-mail. Students should check their “@slu.edu” e-mail regularly.

Academic Honesty/Integrity: Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The full University-level Academic Integrity Policy can be found on the Provost's Office website. Additionally, SLU-Madrid has posted its academic integrity policy online. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

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, the Campus regularly assesses its teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose, anonymized representative examples of student work from all courses and programs are kept on file, such as assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. Thus, copies of student work for this course, including written assignments, in-class exercises, and exams may be kept on file for institutional research, assessment and accreditation purposes. If students prefer that Saint Louis University - Madrid Campus does not keep their work on file, they need to communicate their decision in writing to the professor.

University 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, Patrice Burns, whose office is located on the third floor of San Ignacio Hall, Calle Amapolas, 3 (patrice.burns@slu.edu; 915-54-5858, ext. 241) and share the basic facts 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 counselors at the SLU-Madrid's Counseling 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 counseling services for SLU-Madrid (www.sinews.es; 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please our policy posted online. Additional information is available at the University’s website “SLU is here for you.”
Disability Accommodations and Learning Resources: 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 reviewing the Academic Resources website online.

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at disabilityservices-madrid@slu.edu or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see the Disability Services webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

Basic Needs Security Statement: Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact Marta Maruri, SLU-Madrid’s Director of Student Life (marta.maruri@slu.edu or 915 54 58 58, ext. 213) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

Important dates:

Last Day to Drop a Class without a Grade of “W” and/or to Add a Class: Sunday 15 September 2019

Last Day to Choose Audit (AU) or Pass/No Pass (P/NP) Options: Sunday 15 September 2019

Last Day to Drop a Class and Receive a Grade of “W”: Sunday 10 November 2019
POLS 4610 International Relations: Theory and Practice

Fall 2019 – Wednesday 17:30-20:15

Course textbook:

Other course materials may be uploaded on Blackboard or sent to your SLU email account.

COURSE SCHEDULE

1-2. Wednesday 4 September
*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 11 September
*The Origins of Idealism: Liberal Internationalism*

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

5-6. Wednesday 18 September

*The Realist Critique of the Harmony of Interests*

*Six Principles of Political Realism*


7-8. Wednesday 25 September

*Speaking Truth to Power*: *Morgenthau and the Vietnam War*

*Further reading:*
- Max Weber (1918), “Politics as a Vocation”.

*Ethical Responsibility in a Disenchanted World*

9-10. Wednesday 2 October

*Documentary session and discussion*
- Viewing followed by a discussion on the *Fog of War: 11 Lessons in War*.
11-12. Wednesday 9 October
First Formal Debate: Should universal moral principles be implemented in international politics?


Further reading:


+ Exam revision.

13-14. Wednesday 16 October
Mid-term exam on sessions 1-12.

PART II: CONTEMPORARY THEORIES IN INTERNATIONAL RELATIONS

15-16. Wednesday 23 October
Neorealism, Neoliberal Institutionalism and Cooperation under Anarchy

*Further reading:*

A display featuring missiles and a portrait of Iranian Supreme Leader Ayatollah Ali Khamenei at Baharestan Square in Tehran on September 27, 2017; Retrieved from: https://www.rferl.org/a/as-u-s-withdraws-from-iran-nuclear-deal-experts-consider-fallout/29215939.html

**17-18. Wednesday 30 October**

*Constructivism*

*Further reading:*

***Paper Proposal due 6 November (paper copy, in class)***

**19-20. Wednesday 6 November**

*Marxism*

21-22. Wednesday 13 November

**Postcolonialism**


Poster for 1914 Barnum & Bailey circus (John & Mable Ringling Museum of Art Tibbals Collection); Retrieved from: [https://www.dissentmagazine.org/article/american-orientalism](https://www.dissentmagazine.org/article/american-orientalism)

23-24. Wednesday 20 November

**Second Formal Debate: Should postcolonialism (or neocolonialism) be regarded as basic facts of international politics today?**


25-26. Wednesday 27 November

**Feminism**
• Julia Welland (2010), “‘Feminine Trouble’ and the (re)constitution of the militarised masculine subject”, Political Perspectives, vol. 4.1.
• “The truth about Jessica”,
  https://www.theguardian.com/world/2003/may/15/iraq.usa2

PART III: THEORY MEETS PRACTICE

27-28. Wednesday 4 December
Workshop session (individual presentations of the final paper)

29-30. Wednesday 11 December
Workshop session (individual presentations of the final paper)

***Tuesday 17 December 2019, between 17:30-18:30;
Submission of final paper in print @office 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:


Politics

*The Twenty Years’ Crisis: 1919-1939*

*International Relations*

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

Holsti, K.J. (1995)  
*International Politics: A Framework for Analysis*

*World Politics: Trends and Transformation*

*International Organization: A Reader*

*Perspectives on World Politics*

*International Relations: A Concise Introduction*

*An Introduction to International Relations*

*World Politics: The Menu for Choice*

*Perspectives on World Politics*

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

*Issues in World Politics*

*Explaining International Relations since 1945*

**Additional Theory Texts:**

*International Relations Theory Today*

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


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


**Final Exam Schedule**

<table>
<thead>
<tr>
<th>Class Meeting Time</th>
<th>Exam Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mondays 8:30, 9 and 9:30 a.m.</td>
<td>Wednesday, Dec. 18, 8:30 to 11:30 a.m.</td>
</tr>
<tr>
<td>Mondays 10 a.m.</td>
<td>Thursday, Dec. 19, 8:30 to 11:30 a.m.</td>
</tr>
<tr>
<td>Mondays 11 and 11:30 a.m.</td>
<td>Friday, Dec. 20, 8:30 to 11:30 a.m.</td>
</tr>
<tr>
<td>Mondays noon and 12:30 p.m.</td>
<td>Monday, Dec. 16, Noon to 3 p.m.</td>
</tr>
<tr>
<td>Mondays 1 p.m.</td>
<td>Thursday, Dec. 19, Noon to 3 p.m.</td>
</tr>
<tr>
<td>Mondays 2:30 p.m.</td>
<td>Wednesday, Dec. 18, 3:30 to 6:30 p.m.</td>
</tr>
<tr>
<td>Mondays 4 p.m.</td>
<td>Friday, Dec. 20, 3:30 to 6:30 p.m.</td>
</tr>
<tr>
<td>Mondays 5:30 p.m.</td>
<td>Tuesday, Dec. 17, 3:30 to 6:30 p.m.</td>
</tr>
<tr>
<td>Mondays 6:30 and 7 p.m.</td>
<td>Wednesday, Dec. 18, 7 to 10 p.m.</td>
</tr>
<tr>
<td>Tuesdays 8 a.m.</td>
<td>Tuesday, Dec. 17, 8:30 to 11:30 a.m.</td>
</tr>
<tr>
<td>Tuesdays 9:30 and 10 a.m.</td>
<td>Monday, Dec. 16, 8:30 to 11:30 a.m.</td>
</tr>
<tr>
<td>Tuesdays 11 a.m.</td>
<td>Wednesday, Dec. 18, Noon to 3 p.m.</td>
</tr>
<tr>
<td>Tuesdays 12:30 p.m.</td>
<td>Tuesday, Dec. 17, Noon to 3 p.m.</td>
</tr>
<tr>
<td>Tuesdays 2:30 p.m.</td>
<td>Friday, Dec. 20, Noon to 3 p.m.</td>
</tr>
<tr>
<td>Tuesdays 3:30 and 4 p.m.</td>
<td>Monday, Dec. 16, 3:30 to 6:30 p.m.</td>
</tr>
<tr>
<td>Tuesdays 5 and 5:30 p.m.</td>
<td>Thursday, Dec. 19, 3:30 to 6:30 p.m.</td>
</tr>
<tr>
<td>Tuesdays 7 p.m.</td>
<td>Thursday, Dec. 19, 7 to 10 p.m.</td>
</tr>
</tbody>
</table>