INTERNATIONAL RELATIONS
(POLS 530, Fall 2015, F, 1:00-3:50)

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Office Hours: MW 10:00-11:00, M 1-2 and by appointment

I. Content of Seminar: This seminar offers an overview of the discipline of international relations. This overview will allow you to take more specialized seminars with an understanding of how their topics fit within the range of IR. Having said that this is not an encyclopedic seminar nor a mere prerequisite but, rather, it engages key issues in IR at a very high level of sophistication.

II. Goals of Seminar:

1. Provide a historical and sociological account of IR. Means of assessment: Precis, facilitation of seminar discussions, class participation and essay.

2. Examine the various theories of IR. Means of assessment: Precis, facilitation of seminar discussions, class participation and essay.

3. Apply theories to major issues in IR. Means of assessment: Precis, facilitation of seminar discussions, class participation and essay.

III. Contact Hours and External Work: The seminar will meet from 1:00pm to 3:50pm every Friday. Students are expected to invest 4 hours of external work every week for every credit hour.

IV. Evaluation. Your evaluation will be based on two review/synthetic essays (25% of your grade each); six précis (of which the five best will be counted), (5% of your grade each); and class facilitation and participation (25%). You should prepare three précis during each part of the course. These should be as spaced as possible (i.e., avoid three sequential précis during the first part and two during the second). That will help in spreading preparation even more evenly. Assuming that there will be two or three facilitators each week you should plan on four facilitations (non-sequential and two for each part).

If you do not submit an essay or any two of the six précis you will automatically receive a failing grade in the course. If you miss one of the six required précis or one of the four required facilitation sessions I will subtract 10% from your final grade.

V. Class Etiquette and Disruptive Behavior: I fully appreciate the utility of smartphones and other electronic devices (other than those you use to take notes or read class material) but they can be disruptive. I am therefore requesting that they not be used in any fashion nor be visible in class.

VI. Academic Integrity. This course adheres to the Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code. Colorado State University has long upheld values of academic and scholastic integrity. The General Catalog's "Policies and Guiding Principles" asserts that CSU "expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution" - citing "principles of academic honesty" as the first example. (1.6 Page 1).

VII. Weekly Discussions. At the end of each seminar meeting I will provide some guidelines for the subsequent week’s material. These will be brief as this is not a lecture class. We will start each meeting by asking the facilitators to initiate and direct the discussion by identifying what they find to be the key issues, interesting questions, or
connections among current and other readings. Please avoid summaries since everyone will have read the same material. All seminar participants will then have the chance to comment and add (including the reasons why they agree with what has already been said). Please be prepared to participate regardless of whether you are a facilitator or have written a précis. While quality of contributions is more important than quantity you should contribute every week and frequently. The value of a seminar is not only to engage issues that we feel strongly or confident about but, equally importantly, to engage issues and views on which we feel less certain. I would ask that those of you who are more comfortable talking in public to be attentive to the class dynamics.

VIII. Themes for Class Discussions, Facilitation Outlines, and Precis. In preparation for the class discussions and in order to facilitate the preparation of the review essays I am asking each one of you to prepare six weekly précis of about 500 words. Please start your facilitation outlines with the most general questions/issues.

Suggestions for Preparing Precis.

1. What is the central theme, issue or debate of the readings? The goal here is to organize and compare the readings around one or more key ideas. The fewer these are, the better.
2. Are the arguments and evidence of the various authors clear and persuasive? Here we will go into some detail into each author’s views.
3. How are the themes, issues, or concepts raised by a particular week’s readings relate to previous readings or other material you are familiar with?
4. What is your view about the readings in terms of any other criterion that you find important?

IX. Facilitation Outlines. Each week 2-3 of you will serve as facilitators. Your goal will be to identify the key questions and issues (using the guidelines above) and direct the discussion. It is important that you meet in advance to prepare an outline that you post on Dropbox by noon before class. Please also bring copies to distribute in class. Please include your names, the date and the syllabus heading for the week. See samples in Samples Learning Module.

X. Precis. You are expected to write six (6) précis of about 500 words each. I will count only the five (5) best ones. You should write a précis for each seminar session that you facilitate and at least three précis for each part of the course. Please spread your précis and avoid producing three consequential ones. Post your précis on Dropbox by noon on the day of the seminar and provide all of us with a paper copy in class. Precis should provide frequent and appropriate references to the readings. Please see samples in Samples Learning Module.

XI. Review/Synthetic Essays. You will be asked to write two (2) essays of about 2,500 words each. The essays will aim to synthesize, interpret and contrast the readings we will be dealing with. They are not intended to be summaries of those readings. The essay topics along with suggestions and directions will be distributed well in advance. Please post on Dropbox and provide me with a copy. I will ask each one of you to read and comment on someone else’s essay.

XII. Readings. Chapters from books, articles from journals we do not subscribe to or other material that is not available electronically will be posted on Dropbox. Articles in journals we subscribe to electronically can be accessed directly. If there is indication that the reading is on Dropbox or is an E-book then it can be accessed electronically.


XIII. Recommended Textbooks [very useful].


Denemark Robert (ed) (2010- ) The International Studies Encyclopedia– an invaluable source available online through our library at: 


XIV. Other Sources

Oxford Bibliographies at: http://www.oxfordbibliographies.com/browse?module_0=obo-9780199743292

e-International Relations at: http://www.e-ir.info/

CSU, Department of Political Science (2014) Reading List for PhD Comprehensive Exams in International Relations [dropbox]

Emanuel Adler and Seva Gunitsky (2013-2014) Bibliography for POL2200YIY Core Course: International Politics [152 pages; dropbox]

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SCHEDULE

August 28  About the Seminar
Goals of the Seminar  
Operation of Seminar

Two Questions: Origins and Disciplinarity


PART I: CONTEXTS AND CONCEPTS

September 4 IR – A US Discipline?

http://www.blackwellreference.com.ezproxy2.library.colostate.edu:2048/subscriber/uid=5515/tocnode?id=g9781444336597_yr2013_chunk_g978144433659710_ss1-9


September 11 A More Inclusive IR? The Political Geography of IR


Two of chapters 2 to 15 from Arlene Tickner and Ole Waever (eds) *International Relations Scholarship Around the World*. London: Routledge. To be determined in class.


September 18 Meeting Moved to September 25

September 25 A More Inclusive IR? The Politics of IR [need alternative date]


**September 28 (M)  Ontology and Axiology**


Ruggie, John (1998) What Makes the World Hang Together? Neo utilitarianism and the Social Constructivist Challenge. *International Organization* 52(4): 855-885 [electronic] [NOTE: This is a thematic issue whose references are all in one file. I have placed this file in dropbox if you need to identify a reference but no need to print it. It is too long].


**October 2  Moved to October 5**

**October 5 (M)  Epistemology and Methodology**


**October 9**

**The Debate Over Scientific and Critical Realism**


**October 12 (M)**

**First Synthetic Essay due**

**PART II:**

**PERSPECTIVES**

**October 16**

**Historical Materialisms/Structuralisms**


October 23  

**Historical Materialisms/Structuralisms**


TBA [ Teschke 2008]


October 30  

**Statist/realist views**


November 6  

**Statist/realist views**


November 9 (M) Liberal Views


November 13 Moved to November 9

November 20 Liberal Views


November 27  
  
  Thanksgiving Break – no seminar.

December 4  
  
  Constructivist views


Ruggie, John (1998) What Makes the World Hang Together? Neo utilitarianism and the Social Constructivist Challenge. *International Organization* 52(4): 855-885 [electronic] [NOTE: This is a thematic issue whose references are all in one file. I have placed this file in dropbox if you need to identify a reference but no need to print it. It is too long].


December 11  
  
  Constructivist views


December 16 (W)  
  
  Second Synthetic Essay due