

Graduate Seminar in International Relations

Course Description and Learning Objectives

This course will introduce you to the major literatures in international relations and help you develop theoretical, methodological, and empirical tools to evaluate and advance arguments about the contemporary international system. In the first part of the class, you will write and participate in seminar discussions about the structure, character, and future of the international system, and about the causes and consequences of recent and ongoing wars. In the second part of the class, you will write and present a professional-length paper analyzing an international issue of interest to you. The presentations and associated readings will help you develop expertise in four issue areas: security studies, international political economy, human rights, and the environment.

Prerequisite

Graduate standing. Seniors with a strong record of upper-division coursework in international relations may be admitted with my permission.

Required Texts

The following texts are required. The first three are available for purchase at the UM Bookstore.

Jennifer Sterling-Folker (JSF), ed., *Making Sense of International Relations Theory*, 2nd edition (Boulder: Lynne Rienner, 2013).

Robert J. Art and Robert Jervis (A&J), *International Politics*, 13th edition (New York: Pearson, 2017).

Anne E. Greene, *Writing Science in Plain English* (Chicago: University of Chicago Press, 2013).

The New York Times (Monday - Friday): <http://www.nyt.com>

As a student, you can subscribe for a reduced rate, or you can read it for free on the Mansfield Library website

Online readings, denoted by a plus sign (+). These readings are available on the course's Moodle website.

Course Requirements and Grading

Students are expected to attend and actively participate in each class session. This means that before class you must both read and begin to analyze and synthesize the assigned readings.

Grades will be calculated as follows:

5%	Intellectual autobiography (3-5 pages, due 8/26)
20%	Weekly seminar participation
30%	Three essays on weekly readings (3-5 pages each)
10%	Paper proposal (8-12 pages, due 10/14)
30%	Research paper (18-20 pages, due 11/18)
5%	Presentation of research paper (10 minutes, 11/18)

The plus/minus grading system will be used. Grades may be curved, but the following distribution is the lowest I will use (*i.e.*, if you earn 93% of all possible points you are assured of an A in the course):

93-100	A	83-86	B	73-76	C	63-66	D
90-92	A-	80-82	B-	70-72	C-	60-62	D-
87-89	B+	77-79	C+	67-69	D+	0-59	F

For UM's policy on incompletes, please see the Course Catalog.

Academic Honesty

All students must practice academic honesty and should be familiar with [UM's Student Conduct Code](#). Students who engage in academic misconduct such as plagiarism (representing another person's work as their own) will receive a 0 for the assignment in question and may be subject to a disciplinary sanction by the university.

Disabilities

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406-243-2243. I will work with you and Disability Services to provide a reasonable modification. "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. Students with disabilities should apprise me of their needs well before the due date of an assignment on which they wish to be accommodated.

Make-Up Policy

In general, I excuse absences and accept late papers only from students directly involved in serious, documented emergencies. This year, I will also consider requests from students whose lives are strongly affected by the coronavirus. If you find yourself in the midst of an emergency or strongly affected by Covid-19, please notify me as soon as possible (in advance of the seminar or due-date if possible) that you will be unable to attend class or submit work on time. To do so, send me an email explaining the circumstances of your emergency or other situation, and provide me with your phone number and relevant documentation. *Please note* that I may deny make up requests, and I may assign makeup work that differs from the regular assignment. Also note that if you fail to submit work for any other reason you will receive a 0 for the class session or assignment. That may put you at risk of failing the course.

Drop Policy, Grading Options, and Incompletes

The 15th instructional day is the last day to drop this class without my signature on an override form. If you wish to drop after that, you must provide documentation of an emergency or other serious situation that has made it impossible for you to complete the course. Please see [UM's policy on incompletes](#).

Preparing for Class

International relations is a venerable and far-reaching field composed of many literatures, each with many arguments and contributors. To provide as intensive and extensive an introduction to the field as is needed for Master's comprehensive examinations and professional papers/theses, this course has a significant reading load: an average of 155 pages per week, with as much as 214 pages in a single week. This means you must set aside at least 6-8 hours per week to prepare for the seminar. To facilitate planning, weekly reading totals are noted on the reading schedule.

Reading the assigned books and articles is necessary, but insufficient, to prepare for seminar meetings. You must also analyze and synthesize the material and reflect on the questions it has raised for you. Before each seminar, record your answers to these questions. Bring both your notes and the readings to class.

A. Analysis of Particular Readings

- What is the central question or problem addressed by the author, and what is their answer or argument?
- What is the logic of this answer or argument? Does it make sense? Is it plausible? Into what school/s of thought does it fall?
- What evidence does the author use to support their argument? Is the evidence primarily quantitative (numerical) or qualitative (discussion of one or several historical cases)? Does the evidence support the argument? Is it convincing? Are you aware of other evidence that would support or weaken the argument?
- What is your overall position on this argument, and why?

B. Synthesis of the Week's Readings

- What are the overarching themes developed in these readings?
- To what extent, and how, do the readings complement or compete with one another?
- Which of these readings do you find most and least interesting and convincing, and why?
- How do these themes and readings speak to those in other sections of the course?
- How do these themes and readings relate to current events?

C. Reflection on Questions and Insights Raised by the Readings

- What questions (theoretical, methodological, empirical, etc.) have these readings raised for you?
- What insights (about theory, methodology, history, current events, etc.) have you had in reading, analyzing, and synthesizing these selections? How did you arrive at these insights? What theoretical and/or policy implications do they have? Is this something you might want to pursue in future research? If not, why not? If so, how?

Essays on Weekly Readings

Three times during the semester, you will write a 3-5 page essay on the weekly readings.

1. Learning objective: The purpose of the paper is to show that you have done and thought about the readings from the week and to codify your analysis, synthesis, and reflection in essay form.
2. Reading coverage: The paper must address the bulk of the week's readings. It's fine to for the primary focus to be on one or two of the week's authors, arguments, or readings, but at some point in the paper you need to compare those one or two authors, arguments, or readings to all or most of the others assigned that week. For example, you can start your introduction with a broad overview and explain what you are focusing on and why it is interesting or important to you.
3. Essay structure: your paper should have:
 - a) an introduction with *a thesis statement that summarizes the argument you are making about the readings (the question you raise and your answer to it)*,
 - b) an overarching argument developed over several paragraphs with reference to specific authors and passages
 - c) a conclusion in which you summarize your argument and analysis and explore its implications for theory, policy, and/or something else you care about
4. Argument about the readings: To develop your argument, you should follow the instructions above in Preparing for Class. Specifically:
 - a) Read and answer the analytic questions for each assigned reading.
 - b) Answer the synthetic questions for all of the assigned readings.
 - c) Answer the reflection questions.
 - d) Decide which reflection question/s to address in your essay.
 - e) Brainstorm some possible answers to the question/s.
 - f) Review your notes to see which authors and what evidence would support and contradict this answer.
 - g) Outline, write, revise, and proofread your essay.
5. Format and Citations: Papers must be typed, double-spaced, in 10-12 point font. The sources of all ideas, quotes, and facts must be cited in footnotes or endnotes formatted according to the [International Security Style Guide](#).
6. Submission and Grading: Papers are due on Moodle by the beginning of class. There will be a separate Moodle form for you to submit each paper. In addition to uploading the essay, the Moodle form will ask you to evaluate your paper according to the following rubric.

Paper grading rubric:

- Step 1*: Assign points based on the following substantive criteria:
- | | |
|--|--------|
| Unclear or perfunctory treatment of the week's readings | 70-79 |
| A good argument about some readings; unclear or perfunctory treatment of others. | 80-89 |
| A clear, informed, and interesting argument about all or most of the week's readings | 90-100 |
- Step 2*: Subtract points for improper essay structure, formatting, citations, grammar, submission, factual errors, etc. to arrive at paper grade.
- Step 3*: Reflect on the process of writing the paper. What did you learn? What worked well? What worked less well? What would you do differently next time? What feedback do you have for the professor?

7. I will read and grade your paper and provide feedback to help you improve your writing and analysis. The schedule for reading reviews is as follows:

Week III	Realism	All students (Group A and B)
B)		
Week V	Liberalism	All students (Groups A and B)
Week VI	Marxism	Group A
Week VII	Constructivism, Postmodernism, & Feminism	Group B

I am in Group _____.

On the day your paper is due, bring a printed or e-copy to class to refer to during our discussion.

In class, I will probably ask you to read your thesis statement. I may also ask you to walk us through your paper in 8-10 minutes. I suggest you practice both before class.

Seminar Format and Participation

At the beginning of each class, we will go around the room to hear each student's argument/thesis statement about the week's readings. During class, take notes on the points raised by other students and on your own further insights and questions. Each day, there will be multiple opportunities for you to participate. The success of our learning community depends on you sharing your thoughts and questions, and listening to and responding to others.

After class, take a few minutes to jot down your overall impressions of the session and the insights and questions it has raised for you. These notes will provide you with leads to follow in defining and writing your research paper and preparing for the M.A. comprehensive exam in international relations.

After each class, you will submit a Moodle form with a self-grade for your participation, based on the following rubric:

Participation grading rubric:

- Step 1:* Assign points based on the following substantive criteria:
- | | |
|---|--------|
| Posed unclear, perfunctory, or unrelated arguments or questions | 70-79 |
| Posed clear, informed, & relevant arguments & questions | 80-89 |
| Posed clear, informed, and relevant arguments & questions | 90-100 |
- Step 2:* Subtract points for little participation, discussing only a few readings, factual errors, uncivil conduct etc. to arrive at participation grade.
- Step 3:* Reflect on the process of preparing for and participating in class. What did you learn? What worked well? What worked less well? What would you do differently next time? What feedback do you have for the professor?

I will read your participation reflections and provide feedback on your self-grade and seminar participation.

Research Paper

Over the semester, you will plan, research, write, and present an 18-20 page paper on an international issue of your choice. This paper is worth 45% of your grade in the class (10% for the proposal, 30% for the paper, and 5% for the presentation). I will provide detailed instructions and meet individually with each student at least twice. For now, it is important to brainstorm, then narrow down the international issues of interest to you and consider which two theories you would like to use to analyze this issue. Papers must have both theoretical and empirical elements and must apply two IR theories to understand a significant contemporary or historical issue or problem. As with the other work in this class, when you have completed the paper you will submit a self-grade and learning statement.

Presentation of Research Paper

Each student will present their paper to the class in the final week of the semester. This 10 minute presentation is worth 5% of your grade in the class. Presentations should be clear, concise, and informative. To make your findings easy to understand, you should prepare either a power point presentation or a handout. To ensure that your presentation is polished and conversational and that it fits within 10 minutes, practice your remarks in advance.

Course Outline and Schedule

Readings marked (+) are online and accessible via your Moodle account. All other readings are in the books by Jennifer Sterling-Folker (JSF), Art and Jervis (A&J), or Greene. If a link is broken, please let me know. To access journal articles with broken links or for which only citations are given, go to the UM library homepage (<http://www.lib.umt.edu/>), click on "Journals," type in the name of the newspaper or journal, select the index that contains the issue in which the article appeared, and search for the article using the title and/or author's name.

I. INTRODUCTION (Weeks 1-2, 8/19 and 8/26; 215 pp.)

****Intellectual Autobiography due 8/26; see assignment below*

This week, and every week, you should bring all of the week's readings and your reading notes to class.

Assigned readings:

Overview of the course

Syllabus for PSCI 530 (15 pp.)

Overview of IR Theories

+Stephen M. Walt, "International relations: one world, many theories," *Foreign Policy*, 110 (Spring 1998), pp. 29+, available at <http://www.jstor.org/stable/1149275?origin=JSTOR-pdf> (17 pp).

Jennifer Sterling-Folker in JSF, "Introduction" (Chapter 1), pp. 1-14 (13 pp).

Jennifer Sterling-Folker in JSF, "Applying Theories" (Chapter 11), pp. 351-356 (5 pp).

Realism and Idealism

Thucydides, "The Melian Dialogue," in A&J (7 pp).

+Woodrow Wilson, "The World Must Be Made Safe for Democracy" (Address to Congress Asking for Declaration of War, April 2, 1917) and Woodrow Wilson, "Fourteen Points" (Address to Congress, January 8, 1918) available at the World War I Document Archive, <http://www.lib.byu.edu/~rdh/wwi/> (select year, then scroll down to dates) (9 pp).

+Hans Morgenthau, "A Realist Theory of International Relations," *Politics among Nations*, Ch. 1, pp. 3-15 (12 pp).

Hans Morgenthau, "The Future of Diplomacy" in A&J (11 pp).

Levels of Analysis

+Kenneth N. Waltz, *Man, the State, and War: A Theoretical Analysis* (New York: Columbia University Press, 1959), Ch. 1 (16 pp).

+J. David Singer, "The Level of Analysis Problem in International Relations," in Phil Williams, *et al.*, eds, *Classic Readings of International Relations*, 2nd ed (Wadsworth, 1999), pp. 105-119 (14 pp).

Additional Readings Required This Week

+*International Security* Style Guide,

<http://www.belfercenter.org/journal-international-security/overview#!style-guide>

Greene, Table of Contents and Chapters 1-9 (68 pp).

Jennifer Sterling-Folker in JSF, "A Brief History of Iraq" (Appendix), pp. 357-388 (28 pp).

Begin daily reading related to international relations in NYT World, US, Business, & Opinion sections

****Assignment for Intellectual Autobiography (submit on Moodle by the beginning of class on 8/26 and bring a printed copy to discuss in class):* After doing this week's readings, make notes for yourself in which you answer the analytic, synthetic, and reflective questions above. Then write an intellectual autobiography in which you explain what you have experienced, studied, and learned about international relations, as well as what you would like to know. In particular, discuss three issues upon which you may be interested in writing your research paper, and describe your goals for graduate study and beyond. In addition, explain which (if any) of the families of IR theory -- realist, liberal, or critical (Marxist/radical, constructivist, feminist, etc) -- as well as which levels of analysis you are familiar with and tend to favor, and why. Your autobiography should be in essay form. It should have an introduction with a thesis statement that summarizes your answers to these questions, an overarching argument developed over 3-5 pages (double-spaced, with 10 or 12 point font), a conclusion, and proper footnote or endnote citations consistent with the *International Security* Style Guide.

II. CLASSICAL AND STRUCTURAL REALISM: THEORY (Week 3, 9/2; 213 pp.)

Review and follow the instructions above about preparing for class. Bring your notes and the readings so we can have a detailed discussion.

Overview

+Research Paper Proposal Assignment

+Research Paper Assignment

Jennifer Sterling-Folker, "Realist Approaches," in JSF, Ch. 2.1, pp. 15-21 (4 pp).

Classical Realism

Review Morgenthau readings from last week.

Structural Realism

Review Waltz reading from last week

+Kenneth N. Waltz, *Theory of International Politics* (New York: McGraw Hill, 1979), Chapters 1, 4, and 5 (77 pp).

+Kenneth N. Waltz, *Theory of International Politics* (New York: McGraw Hill, 1979), Chapters 6-9 (108 pp).

Additional Readings Required This Week

Greene, Chapters 10-11 and Appendix 1 (24 pp).

Remember to keep up with the NYT

III. STRUCTURAL AND (NEO)CLASSICAL REALISM: APPLICATIONS & TESTS (Week 4, 9/9; 167 pp.)

*****Reading Reviews due today from all students (Groups A and B).** See reading review instructions above (page 3). Note: this reading review must cover readings in both Week II and Week III

Classical and Structural Realism

Review the readings, your reading notes, and your class notes from last week.

Applications of Realism

+Kenneth N. Waltz, "The Emerging Structure of International Politics," *International Security* 18:2 (Fall 1993), pp. 44-79 (35 pp).

+William C. Wohlforth, "The Stability of a Unipolar World," *International Security* 24:1 (Summer 1999), pp. 5-41 (36 pp).

Karen Ruth Adams, "Structural Realism: The Imperialism of Great Power," in JSF, Ch. 2.2, pp. 21-46 (25 pp).

Jeffrey W. Taliaferro, "Neoclassical Realism: Domestic Opportunities for Great Power Intervention," in JSF, Ch. 2.3, pp. 47-66 (19 pp).

+Henry Kissinger, "Foreign Policy in the Age of Terrorism," in Marc A. Genest, ed., *Conflict and Cooperation: Evolving Theories of International Relations*, 2nd ed. (Belmont, CA: Thomson/Wadsworth, 2004), pp. 116-121 (5 pp).

+Kenneth N. Waltz, "The Continuity of International Politics," in Ken Booth and Tim Dunne, eds., *Worlds in Collision: Terror and the Future of Global Order* (Palgrave Macmillan, 2002), pp. 348-353 (5 pp).

Quantitative & Qualitative Approaches to Theory Testing

+Michael Nicholson, "The continued significance of positivism?," in Steve Smith, Ken Booth, and Marysia Zalewski, eds., *International Theory: Positivism & Beyond* (Cambridge: Cambridge University Press, 1996), pp. 128-145 (17 pp).

+Zeev Maoz, "Case Study Methodology in International Studies: From Storytelling to Hypothesis Testing," in Frank P. Harvey and Michael Brecher, eds., *Evaluating Methodology in International Studies* (Ann Arbor: University of Michigan, 2002), pp. 161-186 (25 pp).

IV. CLASSICAL LIBERALISM (Week 5, 9/16; 149 pp.)

Overview of Liberal Theories

Jennifer Sterling-Folker, "Liberalism," in JSF, Ch. 3.1, pp. 67-74 (7 pp).

Economic Liberalism (27 pp)

- +Norman Angell, "Synopsis," *The Great Illusion* (New York: G.P. Putnam's Sons, 1933), pp. 59-62, reprinted in Richard K. Betts, ed., *Conflict After the Cold War*, Updated 2nd edition (New York: Longman, 2004), pp. 226-227 (2 pp).
- +John Burton, "International Relations or World Society?," from John Burton, et al., *The Study of World Society: A London Perspective*, Occasional Paper no. 1, International Studies Association (1974), reprinted in John A. Vasquez, ed., *Classics of International Relations* (Prentice Hall, 1996), pp. 108-117 (9 pp).
- +Jessica T. Mathews, "Power Shift," *Foreign Affairs* 76:1 (January/February 1997), pp. 50-66 (16 pp).

Political Liberalism (20 pp)

- +Immanuel Kant (1795), "Perpetual Peace: A Philosophical Sketch," in John A. Vasquez, ed., *Classics of International Relations* (Prentice Hall, 1996), pp. 368-376 (8 pp).
- Michael W. Doyle, "Kant, Liberal Legacies, and Foreign Affairs," in A&J (12 pp).

Cultural & Ideological Arguments about Liberalism (37 pp)

- +Francis Fukuyama, "The End of History," *The National Interest*, Summer 1989, pp. 3-18 reprinted in Richard K. Betts, ed., *Conflict After the Cold War*, Updated 2nd edition (New York: Longman, 2004), 5- 16 (11 pp).
- +Samuel P. Huntington, "The West: Unique, Not Universal," *Foreign Affairs* 75:6 (Nov/Dec 1996), 28-46 (18 pp).
- +Benjamin Barber, "Jihad vs. McWorld," *Atlantic Monthly* 269:3 (March 1992), pp. 53-61 (8 pp).

Applications of Classical Liberalism (58 pp.)

- +Richard Rosecrance, "A New Concert of Powers," *Foreign Affairs* 71 (Spring 1992), pp. 64-82 (18 pp).
- +Mikkel Vedby Rasmussen, "'War is Never Civilised': Civil Society, the Construction of the Post-Cold War Order and Western Intervention in Kosovo, 1999," paper presented at the 2000 Annual Meeting of the International Studies Association, Los Angeles, CA, March 14-18, 2000, (13 pp).
- +Thomas P.M. Barnett, "The Pentagon's New Map," *Esquire*, March 2003, pp. 174-179, reprinted in Thomas J. Badey, ed., *Annual Editions: Violence and Terrorism 04/05* (Guilford, CT: McGraw-Hill/Dushkin, 2004), pp. 24-31 (7 pp).
- +Karen Armstrong, "Ghosts of Our Past," *AARP Modern Maturity*, Jan/Feb 2002, pp. 44-47, in Thomas J. Badey, ed., *Annual Editions: Violence and Terrorism 04/05* (Guilford, CT: McGraw-Hill/Dushkin, 2004), 18-21 (3 pp).
- +Bruce Stokes, "Bloodied and Baffled," *National Journal* 33:39 (9/29/2001), p. 2974+ (8 pp).
- +Francis Fukuyama, "The west has won: Radical Islam can't beat democracy and capitalism, We're still at the end of history," *Guardian* (London), October 11, 2001 (2 pp).
- +Benjamin Barber, "Beyond Jihad vs. McWorld," *The Nation* 274:2 (1/21/2002), pp. 11-18 (7 pp).

V. NEOLIBERALISM AND THE ENGLISH SCHOOL (Week 6, 9/23; 156 pp required plus 78 pp optional)

*****Reading Reviews due today from all students (Groups A and B).** See reading review instructions above (page 3). Note: this reading review must cover readings in both Week IV and Week V. At a minimum, it should compare and evaluate the overall schools of Classical Liberalism and Neoliberalism, with reference to several articles you find especially interesting. You may also wish to discuss the English School, but that is not necessary.

Neoliberal Interdependence Theory (35 pp.)

- +Robert O. Keohane and Joseph S. Nye, "International Interdependence and Integration" and "Realism and Complex Interdependence," in Paul R. Viotti and Mark V. Kauppi, *International Relations Theory*, 2nd ed (New York: Macmillan, 1993), pp. 384-421 (17 pp).
- +James Rosenau, "Turbulent Change," in Paul R. Viotti and Mark V. Kauppi, *International Relations Theory*, 2nd ed (New York: Macmillan, 1993), pp. 438-448 (10 pp).
- +Stephen J. Kobrin, "Electronic Cash and the End of National Markets," in Phil Williams, et al., eds, *Classic Readings of International Relations*, 2nd ed (Wadsworth, 1999), pp. 677-685 (8 pp).

Neoliberal Institutionalist Theory (49 pp)

- +Ernst B. Haas, "Multilateralism, Knowledge, and Power," in Paul R. Viotti and Mark V. Kauppi, *International Relations Theory*, 2nd ed (New York: Macmillan, 1993), pp. 422-437 (15 pp).
- +Stephen D. Krasner, *International Regimes* (Ithaca, NY: Cornell University Press, 1983), Chs. 1 and 5, pp. 1-22 and 355-368 (34 pp).

Applications of Neoliberalism (72 pp)

- +Robert O. Keohane, "Governance in a Partially Globalized World," *American Political Science Review* 95:1 (March 2001), pp. 1-13 (12 pp).
- +G. John Ikenberry, "Getting Hegemony Right," *The National Interest*, Spring 2001, pp. 17-24 (7 pp).
- Sean Kay, "Neoliberalism: Managing Collective Problems," in JSF, Ch. 3.2, pp. 75-90 (15 pp).
- Michael J. Butler and Mark A. Boyer, "Public Goods Liberalism: The Perils of Coalition Building," in JSF, Ch. 3.3, pp. 91-108 (17 pp).
- +Robert O. Keohane, "The Globalization of Informal Violence, Theories of World Politics, and the 'Liberalism of Fear,'" in Marc A. Genest, ed., *Conflict and Cooperation: Evolving Theories of International Relations*, 2nd ed. (Belmont, CA: Thomson/Wadsworth, 2004), pp. 176-190 (14 pp).
- +Richard Falk, "Ends and Means: Defining a Just War," *The Nation* 273:13 (10/29/2001), pp. 11+ (5 pp).
- +Richard Falk and Andrew Strauss, "Toward a Global Parliament," *The Nation* 277:8 (9/22/2003), pp. 28+ (2 pp).

The English School (78 pp.)

- Jennifer Sterling-Folker, "The English School," in JSF, Ch. 9.1, pp. 299-306 (7 pp).
- +Hugo Grotius, "On the Law of War and Peace," in Genest, ed., *Conflict and Cooperation*, pp. 133-138, (5 pp).
- +Hedley Bull, "The Anarchical Society," in Genest, ed., *Conflict and Cooperation*, pp. 141-154 (13 pp).
- +Barry Buzan, "From International System to International Society: Structural Realism and Regime Theory Meet the English School," *International Organization* 47:3 (Summer, 1993), pp. 327-352 (25 pp).
- Tonny Brems Knudsen, "The English School: International Society's Constraints on Power Politics," in JSF, Ch. 9.2, 307-326 (19 pp).
- +Barry Buzan, "Who May We Bomb?," in Ken Booth and Tim Dunne, eds., *Worlds in Collision: Terror and the Future of Global Order* (Palgrave Macmillan, 2002), pp. 85-94 (9 pp).

VI. RESEARCH AND WRITING METHODS; IR SUBFIELDS; MARXISM, LENINISM, DEPENDENCY THEORY, AND OTHER MATERIALIST THEORIES (Week 7, 9/30; new reading about 225 pp.)

****Paper Question due today from all students (1-3 sentences with a causal question and a question mark); email to me before class and bring a printed copy to class*

****Reading Reviews due today from students in Group A*

Research and Writing Methods (8 pages plus review and NYT):

Review:

- +Research Paper Proposal Assignment
- +Research Paper Assignment
- Jennifer Sterling-Folker, "Applying IR Theory" (Ch. 11)
- +*International Security* Style Sheet
- Greene, *Writing in Plain English*
- +Stephen M. Walt, "On Writing Well," *Foreign Policy* blog, 15 February 2013, available at <http://foreignpolicy.com/2013/02/15/on-writing-well/> (4 pp).
- +Search the NYT Topics site for key words related to your question, and read recent articles. <http://www.nytimes.com/pages/topics/>
- +Jim Miller, "How to Survive the Dissertation," (Summary of Dorothy Duff Brown's dissertation writing workshops), The Graduate Post, Michigan State University, Fall 2000, <http://grad.msu.edu/graduatepost/docs/survive.pdf> (4 pp).
- (Optional) +Videos of similar workshops by Alexis Shotwell, <https://www.youtube.com/watch?v=cRFsuNczIjk&index=6&list=UL0t8tugYCjLA>

IR Subfields (about 20 pages)

See the folder at the top of the Moodle website called "IR Review Articles." Read the one that is most relevant to your research interests. These are from the recently published *International Studies Compendium Project*. Some of the links will take you to full articles. Others will take you to section introductions, which list the article titles within the sections. If you wish to order an article I have not posted, place an ILL order through the library. You should receive an e-copy in several days.

Skim the reading list below for the remainder of the semester, and read any items that seem likely to help you develop your paper question.

In class:

Bring your written paper question to class. It should be between 1 and 3 sentences, with a causal ("why") question and a question mark. Be ready to read it aloud to the class and to ask several questions about literature and data sources you may need to answer it.

If possible, an advanced MA student will discuss their experience researching and writing papers in IR, including the seminar paper for this class. Take notes about the resources and suggestions they offer, and about changes you may wish to make to your question.

Marxism and other Materialist Theories (122 pages)

Jennifer Sterling-Folker, "Historical Materialism and World System Theory Approaches," in JSF, Ch. 7.1, pp. 217-226 (9 pp).

- +Karl Marx and Friedrich Engels, "Manifesto of the Communist Party," in Marc A. Genest, ed., *Conflict and Cooperation: Evolving Theories of International Relations*, 2nd ed. (Belmont, CA: Thomson/Wadsworth, 2004), pp. 201-210 (9 pp).
- +Vladimir Lenin, "Imperialism: The Highest Stage of Capitalism," in Genest, ed., *Conflict and Cooperation*, pp. 210-213 (3 pp).
- +Johan Galtung, "A Structural Theory of Imperialism," in John A. Vasquez, ed., *Classics of International Relations* (Prentice Hall, 1996), pp. 265-273 (8 pp.).
- +Immanuel Wallerstein, "The Rise and Future Demise of the World Capitalist System," *Comparative Studies in Society and History*, 16:4 (Sep., 1974), pp. 387-415 (28 pp).
- +Immanuel Wallerstein, "The inter-state structure of the modern world-system," in Steve Smith, Ken Booth, and Marysia Zalewski, eds., *International Theory: Positivism & Beyond* (Cambridge: Cambridge University Press, 1996), pp. 87-107 (20 pp.).
- +Andre Gunder Frank, "The Development of Underdevelopment," in Karen A. Mingst and Jack L. Snyder, *Essential Readings in World Politics*, 2nd ed. (New York: Norton, 2004), pp. 86-93 (7 pp).

+Robert Cox, "Social forces, states, and world orders: beyond international relations theory," in Robert W. Cox and Timothy J. Sinclair, eds., *Approaches to World Order* (Cambridge: Cambridge University Press, 1996), pp. 85-123 (38 pp).

Applications (75 pp.)

+Immanuel Wallerstein, "The World-System after the Cold War," *Journal of Peace Research* 30:1 (Feb., 1993), pp. 1-6 (5 pp).

+Robert Cox, "Production and security," in Robert W. Cox and Timothy J. Sinclair, eds., *Approaches to World Order* (Cambridge: Cambridge University Press, 1996), pp. 276-295 (19 pp).

Alan W. Cafruny and Timothy C. Lehmann, "Historical Materialism: Imperialist Rivalry, Hegemony, and the Global Capitalist Order," in JSF, Ch. 7.2, pp. 227-245 (18 pp).

Annette Freyberg-Inan, "World System Theory: Status Decline and Collision Course," in JSF, Ch. 7.3, pp. 246-262 (16 pp).

+John Bellamy Foster, "The New Age of Imperialism," *Monthly Review* 55:3 (July-August 2003), available at <http://www.monthlyreview.org/0703jbf.htm> (17 pp).

VII. CONSTRUCTIVISM, POSTMODERNISM, AND FEMINISM (Week 8, 10/7; 201 or 213 pp, plus skimming)

Reading instructions for all students: at a minimum, you must read either (1) constructivism and postmodernism, or (2) constructivism and feminism. Unless you wish to write about them, I suggest you skim Ashley and Sylvester.

*****Reading Reviews due today from students in Group B.** Your review must consider either (1) constructivism and postmodernism, or (2) constructivism and feminism.

*****Individual Meetings today.** From 5:00 on, I will meet with each student for 10-15 minutes. We will discuss your research question, theories, hypotheses, tests, and data. We will schedule times in advance. Bring the following items to the meeting:

- The paper proposal and research paper assignments
- Two printed copies of a 2-3 page single-spaced document with your updated paper question at the top, followed by a draft of your answers to questions 4 and 5 in the paper proposal assignment. Question 4 asks you to name the two theories whose answers to your question you will test. Question 5 asks you to articulate at least one hypothesis and test for each theory.
- A list of questions you have about the paper proposal and research paper
- A laptop and/or paper and pen to take notes. It is your responsibility to remember the material we cover in this session and to modify your paper proposal and research paper accordingly.

Constructivism (110 pp)

Jennifer Sterling-Folker, "Constructivist Approaches," in JSF, Ch. 5.1, pp. 127-135 (8 pp).

Alexander Wendt, "Anarchy is what states make of it: the social construction of power politics," *International Organization* 46:2 (Spring 1992), pp. 391-425, excerpted in A&J (7 pp).

+Alexander Wendt, "Why a World State is Inevitable: Teleology and the Logic of Anarchy," *European Journal of International Relations* 9:4 (December 2003), pp. 491-542 (51 pp).

Ian Hurd, "Legitimacy in International Politics," in A&J (10? pp).

Matthew J. Hoffman, "Norm Construction," in JSF, Ch. 5.2, pp. 136-151 (15 pp).

Patrick Thaddeus Jackson, "Relational Constructivism: A War of Words," in JSF, Ch. 5.3, pp. 152-168 (16 pp).

+Daniel McCarthy, "Images of Terror: What We Can and Can't Know about Terrorism, by Philip Jenkins," *Independent Review* 9:2 (Fall 2004), pp. 289-292 (3 pp).

Postmodernism (91 pp. required plus 45 pp to skim)

Jennifer Sterling-Folker, "Postmodernism and Critical Theory Approaches," in JSF, Ch. 6.1, pp. 169-180 (11 pp). (Skim) +Richard K. Ashley, "The Poverty of Neorealism," in Robert O. Keohane, ed., *Neorealism and Its Critics*

(New York: Columbia University Press, 1986), pp. 255-300 (45 pp).

+David Campbell, *Writing Security: United States Foreign Policy and the Politics of Identity*, revised ed. (Minneapolis: University of Minnesota Press, 1998), pp. 1-33 and 169-172 (35 pp).

Rosemary E. Shinko, "Postmodernism: Seducing Humanity," in JSF, Ch. 6.2, pp. 181-199 (18 pp).

Rodger A. Payne, "Critical Theory: Deliberating the Legitimacy of War," in JSF, Ch. 6.3, pp. 200-216 (16 pp).

+James Der Derian, "War as Game," *Brown Journal of World Affairs* 10:1 (Summer/Fall 2003), pp. 37-48 (11 pp).

Feminism (103 pp. required plus 24 pp. to skim)

Jennifer Sterling-Folker, "Feminist Approaches," in JSF, Ch. 8.1, pp. 263-271 (8 pp).

J. Ann Tickner, "A Critique of Morgenthau's Principles of Political Realism," in A&J (12 pp).

+Sandra Whitworth, "Feminist Theories: From Women to Gender and World Politics," in Peter R. Beckman and Francine D'Amico, eds., *Women, Gender, and World Politics: Perspectives, Policies, and Prospects* (Westport, CN: Bergin & Garvy, 1994), pp. 75-88 (13 pp).

+Marysia Zalewski, "Old Wine in New Bottles?" (review of Charlotte Hooper, *Manly States: Masculinities, International Relations, and Gender Politics*), *International Studies Review* 4:1 (Spring 2002), pp. 161-165 (4 pp.).

+J. Ann Tickner, "What Is Your Research Program? Some Feminist Answers to International Relations Methodological Questions," *International Studies Quarterly* 49:1 (March 2005), pp. 1-21 (20 pp.)

+Cynthia Enloe, "Margins, silences and bottom rungs: how to overcome the underestimation of power in the study of international relations," in Steve Smith, Ken Booth, and Marysia Zalewski, eds., *International Theory: Positivism & Beyond* (Cambridge: Cambridge University Press, 1996), pp. 186-202 (16 pp).

(Skim) +Christine Sylvester, "The contributions of feminist theory to international relations," in Steve Smith, Ken Booth, and Marysia Zalewski, eds., *International Theory: Positivism & Beyond* (Cambridge: Cambridge University Press, 1996), pp. 254-278 (24 pp).

Julie Mertus, "Liberal Feminism: Valuing Local Narratives," in JSF, Ch. 8.2, pp. 272-282 (10 pp).

Francine D'Amico, "Critical Feminism: Gender at Work in Waging War," in JSF, Ch. 8.3, pp. 283-298 (15 pp).

+Hilary Charlesworth and Christine Chinkin, "Sex, Gender, and September 11," *The American Journal of International Law* 96:3 (Jul., 2002), pp. 600-605 (5 pp).

VIII. INTERNATIONAL SECURITY (Week 9, 10/14, 167 pp.)

*****Paper Proposals due today.** Be ready to make a 5-minute presentation of the research question and plan discussed in your paper proposal. Also bring a list of questions you grappled with during your research and writing process to discuss with the group. We will discuss the process of turning your paper proposal into the outline and first draft of your research paper, which I suggest you do immediately after class today.

This week, focus your current events reading on international security issues. Come to class ready to analyze and synthesis the readings and discuss their relevance to current events. Pay particular attention to events in Iraq and the Middle East as further tests of arguments from the JSF book. If you are writing your research paper on a security issue, be ready to explain how your paper fits into the questions and concerns of this subfield, and how the assigned reading for this week helped (or did not help) you answer your research question.

The Functions of Force (66 pp.)

Robert J. Art, "The Four Functions of Force," in A&J (7 pp).

Thomas C. Schelling, "The Diplomacy of Violence," in A&J, (13 pp).

Robert J. Art, "The Fungibility of Force," in A&J (15 pp).

+Samuel P. Huntington, "Patterns of Violence in World Politics," (1962) in Richard K. Betts, *Conflict after the Cold War*, 3rd edition (New York: Longman, 2007), pp. 486-510 (24 pp).

Bruce Hoffman, "What is Terrorism?," in A&J (7 pp).

Nuclear Weapons and the Security Dilemma (about 82 pp.)

Robert Jervis, "Offense, Defense, and the Security Dilemma," in A&J (20 pp).

+Karen Ruth Adams, "Attack and Conquer? International Anarchy and the Offense-Defense-Deterrence Balance," *International Security* 28:3 (Winter 2003/04), pp. 45-83 (38 pp).

+Kenneth N. Waltz, "Why Iran Should Get the Bomb: Nuclear Balancing Would Mean Stability," *Foreign Affairs*, July/August 2012 and correspondence between Colin Kahl and Ken Waltz, Sept/Oct 2012 (20 pp).

Robert Jervis, "Losing Control in Crises," in A&J.

Henry D. Sokolski, "Our Not So Peaceful Nuclear Future," in A&J.

Insurgency, Terrorism, and Intervention (19 pp.)

Audrey Cronin, "Ending Terrorism," in A&J (7 pp).

Erica Chenoweth and Maria Stephan, "Why Civil Resistance Works," in A&J (6 pp)

The World Bank, "The Shape of Violence Today," in A&J (6 pp).

+Recent NYT articles on Iraq, Syria, and terrorism,

<http://topics.nytimes.com/top/news/international/countriesandterritories/iraq/index.html>

<http://topics.nytimes.com/top/news/international/countriesandterritories/syria/index.html>
<http://topics.nytimes.com/top/reference/timestopics/subjects/t/terrorism/index.html>

IX. INTERNATIONAL POLITICAL ECONOMY (Week 10, 10/21, 174 pp.)

This week, focus your current events reading on IPE issues. Come to class ready to analyze and synthesis the readings and discuss their relevance to current events. If you are writing your research paper on an IPE issue, be ready to explain how your paper fits into the questions and concerns of this subfield, and how the assigned reading for this week helped (or did not help) you answer your research question.

Perspectives on Political Economy (about 41 pp.)

Robert Gilpin, "The Nature of Political Economy," in A&J (16 pp).

Robert O. Keohane, "International Institutions: Can Interdependence Work?," in A&J (8 pp).

Dale C. Copeland, "Economic Interdependence and War," in A&J

Dani Rodrik, "Why Doesn't Everyone Get the Case for Free Trade?," in A&J (8 pp).

Globalization and Its Critics (about 60 pp.)

Jeffrey Frankel, "Globalization of the Economy," in A&J (15 pp).

Moses Naim, "What Globalization Is and Is Not," in A&J (6 pp).

Erik Brynjolfsson et al., "Labor, Capital, and Ideas in the Power Law Economy," in A&J

Dani Rodrik, "A Sane Globalization," in A&J (8 pp).

Kenneth N. Waltz, "Globalization and Governance," in A&J (11 pp).

New Actors and New Forces (21 pp.)

Margaret E. Keck and Kathryn Sikkink, "Transnational Activist Networks," in A&J (6 pp).

Herbert Lin, "Cyber Conflict and National Security," in A&J (13 pp).

The International Financial Crisis (about 59 pp.)

+Harold James, "The Making of a Mess: Who Broke Global Finance, and Who Should Pay for It?" (book review), *Foreign Affairs* 88:1 (Jan/Feb 2009), pp. 162-168 (7 pp).

+Roger Altman, "The Great Crash, 2008: A Geopolitical Setback for the West," *Foreign Affairs* 88:1 (Jan/Feb 2009), pp. 2-14 (13 pp).

+Ian Bremmer, "State Capitalism Comes of Age," *Foreign Affairs* 88:3 (May/June 2009), pp. 40-55 (16 pp).

+Immanuel Wallerstein, "The Politics of Economic Disaster," *Commentary* No. 251 (Feb. 15, 2009).

+Immanuel Wallerstein, "Civil War in the United States?," *Commentary* No. 253 (Mar. 15, 2009).

+Immanuel Wallerstein, "What Was the Point of the G-20 Meeting?" *Commentary* No. 255 (Apr. 15, 2009)

+Timothy Garton Ash, "The Crisis of Europe," *Foreign Affairs* 91:5 (Sep/Oct 2012) (14 pp).

+Fred C. Bergsten, "Why the Euro Will Survive," *Foreign Affairs* 91:5 (Sep/Oct 2012) (7 pp.).

+Martin Wolf, "A bitter fallout from a hasty union," *Financial Times*, 20 June 2012 (1 p).

+Nicholas Sambanis, "Has 'Europe' Failed?," *New York Times*, 26 August 2012 (1 p).

+Immanuel Wallerstein, recent commentaries at <http://www.iwallerstein.com/commentaries/>

+Recent NYT articles on "International Trade and World Market,"

http://topics.nytimes.com/top/reference/timestopics/subjects/i/international_trade_and_world_market/index.html

Eric Helleiner, "The Status Quo Crisis," in A&J

Joseph E. Stiglitz, "A New Global Reserve System," in A&J

X. INDIVIDUAL MEETINGS ON RESEARCH PAPER (Week 11, 10/28)

Today I will meet with each student for 15-20 minutes to provide feedback on your paper proposal and research paper. We will discuss your research question, understanding and use of theories, hypotheses, tests, data, paper outline, draft introduction, and/or proposed bibliography of outside sources. We will schedule times in class. Bring the following items to the meeting:

- The paper proposal and research paper assignments
- Your printout and notes from our previous individual meeting
- A printout of the paper proposal you submitted and my comments
- Two printed copies of a 5-8 page single-spaced document with a detailed outline and the draft introduction of your paper. Your outline and introduction should reflect my comments from our previous meeting and my comments on your paper proposal.
- A list of questions you have about the paper
- A laptop and/or paper and pen to take notes. It is your responsibility to remember the material we cover in this session and to modify your paper accordingly.

XI. HUMAN RIGHTS, THE ENVIRONMENT, AND OTHER GLOBAL ISSUES (Week 12, 11/4, 167 pp.)

Remember: Research Paper due in two weeks on 11/18. In class today, I will ask you to make a 5-minute presentation on one of your hypotheses and tests to date. Also bring a list of the questions you have about finishing your paper and presenting it in class on 11/18.

This week, focus your current events reading on human rights, environmental, and other global issues. Come to class ready to analyze and synthesis the readings and discuss their relevance to current events. If you are writing your research paper on a human rights, environment, or other global issue, be ready to explain how your paper fits into the questions and concerns of this subfield, and how the assigned reading for this week helped (or did not help) you answer your research question.

Human Rights, Justice, and International Law (86 pp)

- +Hans Peter Schmitz and Kathryn Sikkink, "International Human Rights," in Walter Carlsnaes, et al., *Handbook of International Relations* (London: Sage, 2002), pp. 517-533 (16 pp).
- +Martha Finnemore, "Constructing Norms of Humanitarian Intervention," in Richard K. Betts, ed., *Conflict After the Cold War*, 2nd ed. (New York: Longman, 2002), pp. 191-206 (15 pp).
- Stanley Hoffman, "The Uses and Limits of International Law," in A&J (6 pp).
- Rhoda E. Howard and Jack Donnelly, "Human Rights in World Politics," in A&J (12 pp).
- Kofi Annan, "Reflections on Intervention," in A&J (7 pp)
- Jon Western and Joshua S. Goldstein, "Humanitarian Intervention Comes of Age," in A&J (7 pp).
- Alexander B. Downes, "To the Shores of Tripoli, in A&J (7 pp).
- Caroline A. Hartzell and Matthew Hoddie, "Crafting Peace through Power Sharing," in A&J (9 pp).
- Steven R. Ratner, "International Law: The Trial of Global Norms," in A&J (7 pp).
- +Recent NYT articles on "Refugees and Displaced People,"
<http://topics.nytimes.com/top/reference/timestopics/subjects/r/refugees/index.html>

Environment (about 81 pp)

- Jennifer Sterling-Folker, "Environmentalism," in JSF, Ch. 10.1, pp. 327-334 (7 pp).
- +Jessica Mathews, "Redefining Security," *Foreign Affairs*, Spring 1989, pp. 162+ (8 pp).
- Garrett Hardin, "The Tragedy of the Commons," in A&J (7 pp)
- +Ronald B. Mitchell, "International Environment," in Walter Carlsnaes, et al., eds., *Handbook of International Relations* (London: Sage, 2002), pp. 500-516 (16 pp).
- Simon Nicholson, "Environmentalism: Cars, Farming, and Resource Insecurity," in JSF, Ch. 10.2, pp. 335-350 (15 pp).
- Ian Dupont, "The Strategic Implications of Climate Change," in A&J (9 pp).
- +Carter F. Bales and Richard D. Duke, "Containing Climate Change: An Opportunity for U.S. Leadership," *Foreign Affairs*, September/October 2008 (12 pp).
- Pope Francis, "The Papal Encyclical on the Environment," in A&J
- +Recent NYT articles on "Global Warming and Climate Change,"
<http://topics.nytimes.com/top/news/science/topics/globalwarming/index.html?8qa>

XII. FORECASTING THE FUTURE INTERNATIONAL SYSTEM & REFLECTIONS ON THE FIELD

(Week 13, 11/11 – no class/veteran’s day holiday; 183 pp. review; about 127 pp. new)

By today, you should have a complete draft of the research paper, with notes to yourself about what remains to be done to meet the terms of the assignment and respond to my comments on your proposal.

If your schedule permits, I encourage you to exchange drafts with a fellow seminar student and, by the end of the week, give each other feedback on ways to clarify and strengthen your organization, writing, analysis, synthesis, and conclusions.

Recommended readings (these would normally be required but there’s no class this week due to the holiday):

Review the following readings from earlier in the semester:

- +Kenneth N. Waltz, “The Emerging Structure of International Politics,” *International Security* 18:2 (Fall 1993), pp. 44-79 (35 pp).
- +William C. Wohlforth, “The Stability of a Unipolar World,” *International Security* 24:1 (Summer 1999), pp. 5-41 (36 pp).
- +Richard Rosecrance, “A New Concert of Powers,” *Foreign Affairs* 71 (Spring 1992), pp. 64-82 (18 pp).
- +Robert O. Keohane, “Governance in a Partially Globalized World,” *American Political Science Review* 95:1 (March 2001), pp. 1-13 (12 pp).
- +G. John Ikenberry, “Getting Hegemony Right,” *The National Interest*, Spring 2001, pp. 17-24 (7 pp).
- +Immanuel Wallerstein, “The World-System after the Cold War,” *Journal of Peace Research* 30:1 (Feb., 1993), pp. 1-6 (5 pp).
- +Robert Cox, “Production and security,” in Robert W. Cox and Timothy J. Sinclair, eds., *Approaches to World Order* (Cambridge: Cambridge University Press, 1996), pp. 276-295 (19 pp).
- +Alexander Wendt, “Why a World State is Inevitable: Teleology and the Logic of Anarchy,” *European Journal of International Relations* 9:4 (December 2003), pp. 491-542 (51 pp).
- +Kenneth N. Waltz, “Structural Realism after the Cold War,” *International Security* 25.1 (Summer 2000), pp.5-41 (37 pp).
- +Robert O. Keohane and Kenneth N. Waltz, “Correspondence,” *International Security* 25.3 (Winter 2000), p. 204 (1 p).
- Robert Jervis, “The Era of Leading Power Peace,” in A&J (16 pp).
- Robert J. Art, “The US and the Rise of China,” in A&J (7 pp).
- David C. Kang, “Hierarchy and Hegemony in International Politics,” in A&J (10 pp).
- Stewart Patrick, “Good Enough Global Governance,” in A&J
- G. John Ikenberry, “The Future of the Liberal World Order,” in A&J (7 pp).
- Adam Roberts and Domink Zaum, “The U.N. Security Council,” in A&J (10 pp).
- Barry Posen, “Emerging Multipolarity: Why Should We Care?,” in A&J, (5 pp)
- Jonathan Kirshner, “Dollar Diminution and US Power,” in A&J (9 pp).
- Michael Cox, “Power Shifts, Economic Change, and the Decline of the West?,” in A&J (9 pp)
- Stephen M. Walt, “The Future of the European Union,” in A&J
- Thomas C. Schelling, “A World without Nuclear Weapons?,” in A&J (3 pp).
- +Recent NYT articles on China

<http://topics.nytimes.com/top/news/international/countriesandterritories/china/index.html>

XIII. REFLECTIONS ON THE FIELD (Week 14, 11/18; 80 pp)

****Research Papers due today.** See paper assignment handout.

*****Paper Presentations today.** Be ready to give a formal, 10-minute presentation of your findings (see assignment on p. 4), and to discuss the questions and challenges that arose for you in your research and writing. Participate actively and constructively in the discussion of other students' papers.

We will conclude with thoughts about how the following readings should be updated in light of course readings, current events, and students' research paper results:

Review the following from earlier in the semester:

Your intellectual autobiography

+Stephen M. Walt, "International relations: one world, many theories," *Foreign Policy*, 110 (Spring 1998), pp. 29+ (17 pp).

The reading from last week.

+Stanley Hoffmann, "An American Social Science: International Relations," in Robert M. A. Crawford and Darryl S.L. Jarvis, eds., *International Relations: Still an American Social Science?* (New York: SUNY Press, 2001), pp. 27-51 (24 pp).

+Kalevi J. Holsti, "Along the Road of International Theory in the Next Millennium: Four Travelogues," in Robert M. A. Crawford and Darryl S.L. Jarvis, eds., *International Relations: Still an American Social Science?* (New York: SUNY Press, 2001), pp. 73-99 (26 pp).

+Marysia Zalewski, "'All these theories yet the bodies keep piling up': theory, theorists, theorizing," in Steve Smith, Ken Booth, and Marysia Zalewski, eds., *International Theory: Positivism & Beyond* (Cambridge: Cambridge University Press, 1996), pp. 340-353 (13 pp).

NOTES FOR STUDENTS IN THE PSCI MASTERS' PROGRAM:

1) I would be happy to serve on the faculty committee for your *Comprehensive Exam*. Please see the M.A. advisors and handbook for information about the exam process. The readings in Sections XII and XIII give you an idea of the kind of questions I often include in the comprehensive exam.

2) If you would like to turn your seminar paper into an *MA Professional Paper*, please indicate that on the top of your final seminar paper. I will then give you detailed feedback about what is needed. I suggest you work on the paper during winter break and spring semester. It's best to get these papers done asap while the material is still fresh in your mind. Generally, professional papers go through several drafts. In your first draft, be sure to address all of the comments I send on your seminar paper. Professional papers are 20-25 pages in length. See the MA handbook for information on format, including the required abstract. When you submit the first draft of your professional paper, it should be in that format, with a 100-word abstract summarizing your argument and findings.