

INTA 606: International Politics in Theory and Practice
Fall 2021

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Office Hours: I am always available *by appointment*.

Section 601

Wednesdays, 9:35 am-12:15 pm
Allen 1063

Section 602

Thursdays, 9:35 am-12:15 pm
Allen 1002

“Theories are sparse in formulation and beautifully simple. Reality is complex and often ugly.”

- Kenneth Waltz, “International Politics is Not Foreign Policy,” *Security Studies* 6, no. 1 (autumn 1996), p. 56.

Course Description

The fundamental premise of this course is that, when it comes to international politics, theory and practice are interdependent. That is, one cannot make informed policy decisions without theoretical tools, and, in turn, policy relevance should inform the theoretical enterprise. This is not to deny that a residual gap remains between academics and policymakers, but the existence of this gap should not obscure the mutual dependence between theory and practice.

With this mutual dependence in mind, INTA 606 is designed to introduce students to the most important bodies of International Relations (IR) theory as well as some substantive debates that have been enriched by the contributions of IR scholars. The topics covered include: realism, liberalism, constructivism, the bargaining model, leaders, unipolarity, hierarchy, rising powers, China, and race.

By the end of the course, students should be well equipped to think systematically about the relationship between theory and practice and to apply theoretical tools to pressing policy problems.

Course Requirements and Grading

Grades are based on active class participation (30%), a response paper (30%), and a group project (40%).

- Active class participation:
 - This is a graduate seminar. Each week we will be tackling an important set of readings that addresses the topic at hand. For the seminar to be successful, you must come to class having mastered the reading, so that we can discuss it intelligently. Those who consistently demonstrate a sharp understanding of the reading and who use that understanding to move the discussion forward will earn an excellent participation grade.
- Response paper:
 - To reinforce your reading, I am asking you to write a response paper. For the response paper, you will select a reading, summarize its main arguments, and derive a policy-relevant insight that follows from its logic. In the process, please explain *why* you chose that reading and that policy-relevant insight. The paper should be about 6 pages long.
 - What is a “policy-relevant insight?” Imagine that you were meeting with a policymaker and were asked, “What is the most important insight I should take away from this author’s work?” That insight could be general: “The United States should balance against potential hegemons.” Or it could be specific: “The United States should balance against a rising China.” What is required of you is to *justify* your choice of reading and insight. The larger purpose of the response papers is to get you into the habit of applying theory to practice.
 - At the beginning of the semester, you will be given an opportunity to sign up for a specific week’s topic. When your week comes around, you will be expected to turn in a response paper on a reading from that week as well as to share the thinking captured in the paper with your peers. The number of slots per week will depend on the number of students in the class.
 - While I encourage critical thinking, please remember that the point of the response paper is to master theory and then apply it to practice. If you can do that while weaving in a point of critique or two, all power to you. But keep your eye on the ball.
- Group project:
 - The group project is meant to challenge students to work effectively in teams while relating theory to practice.
 - For the group project, you will split up into groups of three. Each group will select a policy issue to analyze using the theoretical tools covered in class. Each group will 1) prepare a presentation; and 2) write a paper.

- The presentation – which will happen midway through the class - will be an opportunity for you to get a head start on your thinking and solicit critical feedback.
- The paper should be about 20 pages long. *Successful papers will use the theoretical tools covered in class to make a policy-relevant argument.* Final papers will be due at the last class session or shortly thereafter.
- **Note: All written products should be double-spaced, using a standard twelve-point font with one-inch margins. Footnotes are preferred to endnotes. Papers will suffer a penalty of one letter grade for each day late.**

Grading Scale

90%-100%	A	Extraordinary, excellent work and mastery of concept
80%-89%	B	Good work and solid command of concept
70%-79%	C	Adequate work and sufficient understanding of concept
60%-69%	D	Poor work, little understanding of concept
0%-59%	F	Lack of work, no understanding of concept

Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student’s grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor” ([Student Rule 7, Section 7.4.1](#)).

“The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence” ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

Required Books

Michael E. Brown, Sean M. Lynn-Jones, and Steven E. Miller, editors, *Debating the Democratic Peace* (Cambridge, MA: The MIT Press, 1996).

G. John Ikenberry, *After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order after Major Wars* (Princeton, NJ: Princeton University Press, 2001).

David A. Lake, *Hierarchy in International Relations* (Ithaca, NY: Cornell University Press, 2009).

John J. Mearsheimer, *The Tragedy of Great Power Politics*, Updated Edition (New York, NY: Norton, 2014).

Kenneth N. Waltz, *Theory of International Politics* (New York, NY: McGraw-Hill, 1979).

Alexander Wendt, *Social Theory of International Politics* (Cambridge: Cambridge University Press, 1999).

Note: The remainder of the readings will be available via the reserves site for the course that the library maintains.

Schedule with Topics and Readings

Week 1: Realism I

Kenneth N. Waltz, *Theory of International Politics* (New York, NY: McGraw-Hill, 1979).

Week 2: Realism II

John J. Mearsheimer, *The Tragedy of Great Power Politics*, Updated Edition (New York, NY: Norton, 2014), chapters 1-7, 10.

Week 3: Liberalism I – Democracy

Michael E. Brown, Sean M. Lynn-Jones, and Steven E. Miller, editors, *Debating the Democratic Peace* (Cambridge, MA: The MIT Press, 1996), Part I (pp. 3-154).

David Lake, "[Powerful Pacifists: Democratic States and War](#)," *The American Political Science Review*, Vol. 86, No. 1 (March 1992), pp. 24-37.

Dan Reiter and Allan C. Stam, "Search for Victory: Why Democracies Win Their Wars," in Michael E. Brown, Owen R. Cote Jr., Sean M. Lynn-Jones, and Steven E. Miller, editors, *Do Democracies Win Their Wars?* (Cambridge, MA: The MIT Press, 2011), pp. 3-37.

Week 4: Liberalism II – Economic Interdependence and Institutions

Dale C. Copeland, "[Economic Interdependence and War: A Theory of Trade Expectations](#)," *International Security*, Vol. 20, No. 4 (Spring 1996), pp. 5-41.

Stephen G. Brooks, "[The Globalization of Production and the Changing Benefits of Conquest](#)," *The Journal of Conflict Resolution*, Vol. 43, No. 5 (October 1999), pp. 646-670.

G. John Ikenberry, *After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order after Major Wars* (Princeton, NJ: Princeton University Press, 2001), chapters 1-3, 6-8 (pp. 3-79, 163-273).

Week 5: Constructivism

Alexander Wendt, *Social Theory of International Politics* (Cambridge: Cambridge University Press, 1999).

Week 6: Bargaining and War

James D. Fearon, "[Rationalist Explanations for War](#)," *International Organization*, Vol. 49, No. 3 (Summer 1995), pp. 379-414.

David A. Lake, "[Two Cheers for Bargaining Theory: Assessing Rationalist Explanations of the Iraq War](#)," *International Security*, Vol. 35, No. 3 (Winter 2010/11), pp. 7-52.

Alexandre Debs and Nuno P. Monteiro, "[Known Unknowns: Power Shifts, Uncertainty, and War](#)," *International Organization*, Vol. 68, No. 1 (January 2014), pp. 1-31.

James D. Fearon, "[Domestic Political Audiences and the Escalation of International Disputes](#)," *The American Political Science Review*, Vol. 88, No. 3 (September 1994), pp. 577-592.

Marc Trachtenberg, "[Audience Costs: An Historical Analysis](#)," *Security Studies*, Vol. 21, No. 1 (2012), pp. 3-42.

Joshua A. Schwartz and Christopher W. Blair, "[Do Women Make More Credible Threats? Gender Stereotypes, Audience Costs, and Crisis Bargaining](#)," *International Organization*, Published online 22 June 2020.

Week 7: Leaders

Daniel L. Byman and Kenneth M. Pollack, "[Let Us Now Praise Great Men: Bringing the Statesman Back In](#)," *International Security*, Vol. 25, No. 4 (Spring 2001), pp. 107-146.

Elizabeth N. Saunders, "[Transformative Choices: Leaders and the Origins of Intervention Strategy](#)," *International Security*, Vol. 34, No. 2 (Fall 2009), pp. 119-161.

Jessica L. Weeks, "[Strongmen and Straw Men: Authoritarian Regimes and the Initiation of International Conflict](#)," *American Political Science Review*, Vol. 106, No. 2 (May 2012), pp. 326-347.

Brendan Rittenhouse Green, "[Two Concepts of Liberty: U.S. Cold War Grand Strategies and the Liberal Tradition](#)," *International Security*, Vol. 37, No. 2 (Fall 2012), pp. 9-43.

Keren Yarhi-Milo, "[In the Eye of the Beholder: How Leaders and Intelligence Communities Assess the Intentions of Adversaries](#)," *International Security*, Vol. 38, No. 1 (Summer 2013), pp. 7-51.

Michael C. Horowitz and Allan C. Stam, "[How Prior Military Experience Influences the Future Militarized Behavior of Leaders](#)," *International Organization*, Vol. 68 (Summer 2014), pp. 527-559.

Week 8: Group Presentations

Week 9: Group Presentations

Week 10: Unipolarity

Christopher Layne, "[The Unipolar Illusion: Why New Great Powers Will Rise](#)," *International Security*, Vol. 17, No. 4 (Spring 1993), pp. 5-51.

William C. Wohlforth, "[The Stability of a Unipolar World](#)," *International Security*, Vol. 24, No. 1 (Summer 1999), pp. 5-41.

Martha Finnemore, "[Legitimacy, Hypocrisy, and the Social Structure of Unipolarity: Why Being a Unipole Isn't All It's Cracked Up to Be](#)," *World Politics*, Vol. 61, No. 1 (January 2009), pp. 58-85.

Robert Jervis, "[Unipolarity: A Structural Perspective](#)," *World Politics*, Vol. 61, No. 1 (January 2009), pp. 188-213.

Nuno P. Monteiro, "[Unrest Assured: Why Unipolarity is Not Peaceful](#)," *International Security*, Vol. 36, No. 3 (Winter 2011/12), pp. 9-40.

Yuan-kang Wang, "[The Durability of a Unipolar System: Lessons from East Asian History](#)," *Security Studies*, Vol. 29, No. 5 (October-December 2020), pp. 832-863.

Week 11: Hierarchy

David A. Lake, *Hierarchy in International Relations* (Ithaca, NY: Cornell University Press, 2009).

Week 12: Rising and Declining Powers

Read introductory chapters to the following -

David M. Edelstein, *Over the Horizon: Time, Uncertainty, and the Rise of Great Powers* (Ithaca, NY: Cornell University Press, 2017).

Staci E. Goddard, *When Right Makes Might: Rising Powers and World Order* (Ithaca, NY: Cornell University Press, 2018).

Paul K. MacDonald and Joseph M. Parent, *Twilight of the Titans: Great Power Decline and Retrenchment* (Ithaca, NY: Cornell University Press, 2018).

Joshua R. Itzkowitz Shiffrin, *Rising Titans, Falling Giants: How Great Powers Exploit Power Shifts* (Ithaca, NY: Cornell University Press, 2018).

Manjari Chatterjee Miller, *Why Nations Rise: Narratives and the Path to Great Power* (Oxford: Oxford University Press, 2021).

Week 13: China

Aaron L. Friedberg, "[The Future of U.S.-China Relations: Is Conflict Inevitable?](#)" *International Security*, Vol. 30, No. 2 (Fall 2005), pp. 7-45.

Ja Ian Chong and Todd H. Hall, "[The Lessons of 1914 for East Asia Today: Missing the Trees for the Forest.](#)" *International Security*, Vol. 39, No. 1 (Summer 2014), pp. 7-43.

Charles L. Glaser, "[A U.S.-China Grand Bargain? The Hard Choice between Military Competition and Accommodation.](#)" *International Security*, Vol. 39, No. 4 (Spring 2015), pp. 49-90.

Bentley B. Allan, Srdjan Vucetic and Ted Hopf, "[The Distribution of Identity and the Future of International Order: China's Hegemonic Prospects.](#)" *International Organization*, Vol. 72, No. 4 (Fall 2018), pp. 839-869.

Alastair Iain Johnston, "[China in a World of Orders: Rethinking Compliance and Challenge in Beijing's International Relations.](#)" *International Security*, Vol. 44, No. 2 (Fall 2019), pp. 9-60.

Jessica Chen Weiss and Jeremy L. Wallace, "[Domestic Politics, China's Rise, and the Future of the Liberal International Order.](#)" *International Organization*, Vol. 72, No. 2 (2021), pp. 635-664.

Week 14: Race

Kelebogile Zvobgo and Meredith Loken, “[Why Race Matters in International Relations](#),” *Foreign Policy*, June 19, 2020.

Robbie Shiliam, “[When Did Racism Become Solely a Domestic Issue?](#)” *Foreign Policy*, June 23, 2020.

Steven Ward, “[Race, Status, and Japanese Revisionism in the Early 1930s](#),” *Security Studies*, Vol. 22, No. 4 (2013), pp. 607-639.

Robert Vitalis, *White World Order, Black Power Politics: The Birth of American International Relations* (Ithaca, NY: Cornell University Press, 2017), Introduction.

Richard W. Maass, *The Picky Eagle: How Democracy and Xenophobia Limited U.S. Territorial Expansion* (Ithaca, NY: Cornell University Press, 2020), Chapter 1.

Jason Lyall, *Divided Armies: Inequality and Battlefield Performance in Modern War* (Princeton, NJ: Princeton University Press, 2020), Introduction.

Zoltan I. Buzas, “[Racism and Antiracism in the Liberal International Order](#),” *International Organization*, Vol. 75, No. 2 (2021), pp. 440-463.

Academic Integrity Statement and Policy

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” ([Section 20.1.2.3, Student Rule 20](#)).

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Resources in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu. Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are

encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, you will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services](#) (CAPS).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's [Title IX webpage](#).

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in proper self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS). Students who need someone to talk to can call the TAMU

Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org.