

UNIVERSITY OF TEXAS AT EL PASO

SEMINAR IN INTERNATIONAL POLITICS

Political Science 5330

Fall 2020

Professor

Gaspare M. Genna, Ph. D.

Department of Political Science

Virtual Office Hours on Blackboard Collaborate: TW 8-8:45am and by appointment

E-mail: ggenna@utep.edu

Class Time/Location: T 6-8:50pm/Synchronous on Blackboard Collaborate

Catalog Description

Examines the political structures and the interactions that characterize the global nation-state political system.

Course Content

The aim of the course is to introduce the main theories and evidence of International Relations. Scholars approach the study of IR in various ways. However, the scholarship does have a long history in the utilization of a science based epistemology, one that we will deeply tap into during the semester. In addition, the subfield has moved away from the purely theoretical approach that marked the realist and neorealist era and is evolving towards more rigorous testing. In keeping pace with this evolution, we will study and judge the theories by first examining what they are attempting to explain, how well they explain, and if the empirical evidence supports their explanation.

After a relatively brief discussion of methodology, the course will tackle one broad question: Why are some states' relations characterized by conflict while others are cooperative? We will investigate this question in the areas of conflict and cooperation separately, and sometimes simultaneously. At the end of the course, however, we may see that conflict and cooperation are two sides of a continuum.

Technology Requirements

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, a webcam, and a microphone. Many, but not all, computer/laptop systems include a video camera and microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat

Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Course Communication

Because this is a remote learning class, we will not see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

- **Office Hours:** We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held on Blackboard Collaborate. Please see the days and times at the top of this syllabus.
- **Email:** UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

UTEP COVID-19 Policies and Precautions

All students must participate in COVID-19 training at [this site](#) before the start of the semester.

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at [screening.utep.edu](#). If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you are on campus—for any reason—you must complete the questions on the UTEP screening website ([screening.utep.edu](#)) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to campus when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative

instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times when on campus. If you choose not to wear a face covering, you may not enter the classrooms and buildings. If you remove your face covering, you will be asked to put it on or leave the classroom and building. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

In addition, please follow these hygiene procedures when on campus:

- Wear a face covering at all times (We cannot say this enough 😊).
- Maintain 6 feet of separation at all times, including when talking with other students.
- Follow signage indicating specific entry and exit doors and pathways.
- Do not cluster in groups and keep hallways open.
- Wash hands and/or apply hand sanitizer prior to entering classroom and after leaving a classroom. Do not touch face until after hands are washed/sanitized.
- Use an alcohol wipe, provided outside of classrooms, to sanitize the desk, chair, or table.
- Follow faculty protocols for leaving and re-entering the classroom.

Course Resources

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

Course Policies

We will follow policies outlined in the 2020-2021 Graduate Catalogue (<http://catalog.utep.edu/grad/>). In addition, all participants will follow a professional decorum at all times.

- 1) Reasonable accommodations will be made for students with limitations due to disabilities, including learning disabilities. Please see me personally within the first two weeks to discuss any special needs you might have. If you have a documented disability and require specific accommodations, you will need to contact the Center for Accommodations and Support Services (CASS) within the first two weeks of classes. CASS can also be reached in the following ways:

Web: <http://sa.utep.edu/cass/>

E-Mail: cass@utep.edu

Phone: (915) 747-5148 voice or TTY

Course Obligations

There is a mix of obligations you must meet to fulfill the requirements of the course. This includes 1) participation in discussions; 2) two exams (midterm and final); and 3) five essays on the course readings.

- All assignments and exams will be turned in using Blackboard (Bb).
- Please do not send assignments or exam to me via email. Let me know if you are having problems uploading assignments and exams. The UTEP Help Desk is your best resource since my technical qualifications are limited.
- Think ahead regarding when obligations are due. Late assignments or exams will be accepted for a grade if you are experiencing documented emergency circumstances.

All assignments that are completed outside the seminar are to be typed using the following format:

- 1) double spaced (no extra lines in-between paragraphs),
- 2) new times roman font (12 point),
- 3) 1 inch margins,
- 4) title page (title, course, name, and date),
- 5) page numbers (page one is the first page of text),
- 6) stapled with no plastic cover of any type, and
- 7) citations (footnotes or endnotes) and a bibliography when necessary.

Participation

This class requires that you participate in scheduled synchronous Blackboard Collaborate sessions. The sessions will be recorded and provided so that they can be reviewed by classmates at a later time. Students should not record the sessions and post them to any sites outside of Blackboard. If you are unable to attend a Collaborate session, please let me know as soon as possible so that accommodations can be made when appropriate.

What distinguishes a seminar format from the lecture variety is the degree of student participation. During the seminar, the professor will present the ideas of the weeks' readings (the course Blackboard page has a folder with all the course readings) and pose several questions that will begin our discussion. While he has certain broad goals each evening, there will be a degree of flexibility to where the discussion will take us. The aim is to leave each evening with a deeper understanding of the readings so that students can synthesize and offer a constructive critique of the research and research agenda of the scholarship.

Exams

There will be two take home exams for the course: one midterm and one final. The examination answers will be in an essay format. The lengths are approximately five pages for the midterm and approximately seven pages for the final, excluding references. The midterm will cover the material presented up to October 13 and the final will be cumulative. The professor will post the exam questions 24 hours before they are due. The exams are due by 6pm October 13 and December 8, respectively. Students will upload their exams using the Blackboard course site. Collaboration on the exams is strictly prohibited.

Essays

You will need to write five essays that synthesize and critique a particular week's readings in five to seven pages. Please upload them onto Blackboard. Each essay is due one week after the particular week you choose. Which week you choose is up to your discretion with one exception: please do not write an essay based on the first night's readings.

A synthesis and critique needs to answer the following questions, but organized in a thematic manner. First, what are the major points of the readings? What are they trying to explain and what are the explanations? While it is tempting to create a ledger of all that was said, recall that you only have five to seven pages. Instead present the answers to the questions in the critique. The critique should answer the following in a thematic manner: What are the major problems of the readings? What can be done to improve the explanations and/or testing of the theories? We will discuss the essays' content on the first night and follow-up as the semester progresses.

Grades

Each obligation will be given a score out of a total 100 points and have the weights found below in determining students' final grades for the course. Letter grades will be based on the absolute scale.

Requirement	Due	Weight
Midterm Exam	October 13	15 percent
Final Exam	December 8	25 percent
Five Essays	Students' Discretion	40 percent (8 percent each)
Participation	All Meetings	20 percent

All letter grades have the following distribution of points:

Points	Letter
90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

Readings

August 25 – The Scientific Study of International Relations

- 1) Geddes, Barbara. 1990. "How the cases you choose affect the answers you get: Selection bias in comparative politics." *Political Analysis* 2(1): 131-150.
- 2) Shepsle, Kenneth A. and Mark S. Bocheck. 1997. *Analyzing Politics: Rationality, Behavior, and Institutions*. Chapters 1 & 2
- 3) Elman, Colin and Miriam Fendius Elman. 2003. "Lessons from Lakatos" in Elman and Elman (eds.), *Progress in International Relations Theory: Appraising the Field*.
- 4) Hoover, Kenneth and Todd Donovan. 2004. *The Elements of Social Scientific Thinking (8th edition)*. Chapters 1 & 2

September 1 – Realism and Neorealism and Their Assessments

- 1) Waltz, Kenneth N. 1986. "Anarchic Orders and Balances of Power," in Robert Keohane (ed), *Neorealism and Its Critics*.
- 2) Milner, Helen. 1991. "The assumption of anarchy in international relations theory: a critique." *Review of International Studies* 17(1): 67-85.
- 3) Ashley, Richard K. 1986. "The Poverty of Neorealism," in Robert Keohane (ed), *Neorealism and Its Critics*.
- 4) Jervis, Robert. 2003. "Realism, Neoliberalism, and Cooperation: Understanding the Debate," in Elman and Elman (eds), *Progress in International Relations Theory: Appraising the Field*.

September 8 – Power Transition Theory

- 1) Vasquez, John A. 1996. "When Are Power Transitions Dangerous? An Appraisal and Reformulation of Power Transition Theory," in Jacek Kugler and Douglas Lemke (eds), *Parity and War: Evaluations and Extensions of The War Ledger*.
- 2) Lemke, Douglas. 2002. *Regions of War and Peace*. Chapter 2.
- 3) DiCicco, Jonathan M. and Jack S. Levy. 2003. "Power Transition Research Program: Lakatosian Analysis," in Elman and Elman (eds), *Progress in International Relations Theory: Appraising the Field*.
- 4) Larson, Deborah Welch, and Alexei Shevchenko. 2010. "Status seekers: Chinese and Russian responses to US primacy." *International Security* 34(4): 63-95.

September 15 – Hegemonic Stability Theory

- 1) Krasner, Stephen D. 1976. "State Power and the Structure of International Trade." *World Politics*, 28 (3).
- 2) Snidal, Duncan. 1985. "The Limits of Hegemonic Stability Theory." *International Organization*, 39 (4).
- 3) Gowa, Joanne. 1989. "Rational Hegemons, Excludable Goods, and Small Groups: An Epitaph for Hegemonic Stability Theory?" *World Politics*, 41 (3).
- 4) Bussmann, Margit and John R. Oneal. 2007. "Do Hegemons Distribute Private Goods? A Test of Power-Transition Theory." *The Journal of Conflict Resolution*, 51 (1).

September 22- The Role of Institutions in International Relations

- 1) Snidal, Duncan. 1986. "The Game Theory of International Politics," in Kenneth A. Oye (ed), *Cooperation Under Anarchy*.
- 2) Koremenos, Barbara, Charles Lipson, and Duncan Snidal. 2001. "Rational Design of International Institutions." *International Organization* 55 (4).
- 3) Keohane, Robert O. and Lisa L. Martin. 2003. "Institutional Theory as a Research Program," in Elman and Elman (eds), *Progress in International Relations Theory: Appraising the Field*.
- 4) Dai, Xinyuan. 2005. "Why comply? The domestic constituency mechanism." *International Organization* 59(2): 363-398.
- 5) Donno, Daniela. 2010. "Who is punished? Regional intergovernmental organizations and the enforcement of democratic norms." *International Organization* 64(4): 593-625.

September 29 – The Democratic Peace

- 1) Maoz, Zeev and Bruce Russett. 1993. "Normative and Structural Causes of Democratic Peace, 1946-1986." *The American Political Science Review*, (87) 3.
- 2) Ray, James L. 2003. "A Lakatosian View of the Democratic Peace Research Program," in Elman and Elman (eds). *Progress in International Relations Theory: Appraising the Field*.
- 3) Farnham, Barbara. 2003. "The Theory of Democratic Peace and Threat Perception." *International Studies Quarterly* 47(3): 395-415.
- 4) Tomz, Michael and Jessica Weeks. 2013. "Public Opinion and the Democratic Peace," *American Political Science Review* 107(3): 849-865.

October 6 – Decision Makers and Decision Making

- 1) Janis, Irving L. 1972. *Victims of Groupthink: A Psychological Study of Foreign-Policy Decisions and Fiascoes*. Chapters 1 & 8.
- 2) Zagare, Frank. 1990. "Rational Choice Models and International Relations Research" *International Interactions*. 15 (4).
- 3) Levy, Jack S. 2013. "Psychology and Foreign Policy Decision-Making." In Leonie Huddy, David O. Sears, and Jack S. Levy (eds), *The Oxford Handbook of Political Psychology*.
- 4) Hermann, Margaret G., and Charles F. Hermann. 1989. "Who makes foreign policy decisions and how: An empirical inquiry." *International Studies Quarterly* 33(4): 361-387.

Midterm Examination due October 13 by 6pm

October 20 – The Theory of Deterrence

- 1) Jervis, Robert. 1979. "Deterrence Theory Revisited." *World Politics* 31(2).
- 2) Zagare, Frank C. 1996. "Classical Deterrence Theory: A Critical Assessment." *International Interactions* 21(4).
- 3) Signorino, Curtis S. and Ahmer Tarar. 2006. "A Unified Theory and Test of Extended Immediate Deterrence." *American Journal of Political Science* 50 (3).
- 4) Narang, Neil, and Rupal N. Mehta. 2019. "The unforeseen consequences of extended deterrence: Moral hazard in a nuclear client state." *Journal of Conflict Resolution* 63(1): 218-250.

October 27 – National Cycles and International Relations

- 1) Modelski, George. 1978. "The Long Cycle of Global Politics and the Nation-State." *Comparative Studies in Society and History*, 20 (2).
- 2) Goldstein, Joshua S. 1985. "Kondratieff Waves as War Cycles." *International Studies Quarterly*, 29 (4).
- 3) Doran, Charles. 2003. "Confronting the Principles of the Power Cycle" in Manus Midlarsky (ed), *Handbook of War Studies II*.
- 4) Tessman, Brock F. and Steve Chan. 2004. "Power Cycles, Risk Propensity, and Great-Power Deterrence." *Journal of Conflict Resolution*, 48 (2).

November 3 – Constructivism

- 1) Wendt, Alexander. 1992. "Anarchy is What States Make of It: The Social Construction of Power Politics." *International Organization* 46(2).
- 2) Finnemore, Martha and Kathryn Sikkink. 1998. "International Norm Dynamics and Political Change." *International Organization* 52(4).
- 3) Barkin, J. Samuel. 2003. "Realist Constructivism." *International Studies Review* 5(3).
- 4) Sala, Brian R., John T. Scott, and James F. Spriggs II. 2007. "The Cold War on Ice: Constructivism and the Politics of Olympic Figure Skating Judging." *Perspectives on Politics* 5(1).

November 10 – Domestic Politics and International Relations

- 1) Putnam, Robert D. 1988. "Diplomacy and Domestic Politics: The Logic of Two-Level Games." *International Organization* 42(3).
- 2) Fearon, James D. 1994. "Domestic Political Audiences and the Escalation of International Disputes." *American Political Science Review* 88(3).
- 3) Subotić, Jelena. 2016. "Narrative, Ontological Security, and Foreign Policy Change." *Foreign Policy Analysis* 12(4): 610–627.
- 4) Weeks, Jessica L. 2008. "Autocratic audience costs: Regime type and signaling resolve." *International Organization* 62(1): 35-64.

November 17 – International Trade: Cooperation and Conflict

- 1) Pollins, Brian M. 1989. "Conflict, Cooperation, and Commerce: The Effect of International Political Interactions on Bilateral Trade Flows." *American Journal of Political Science* 33(3).
- 2) Sayrs, Lois W. 1990. "Expected Utility and Peace Science: An Assessment of Trade and Conflict." *Conflict Management and Peace Science* 11(1).
- 3) Gowa, Joanne and Edward D. Mansfield. 1993. "Power Politics and International Trade." *The American Political Science Review* 87(2).
- 4) Mansfield, Edward D. and Rachel Bronson. 1997. "Alliances, Preferential Trading Arrangements, and International Trade." *The American Political Science Review* 91(1).

November 24 – Regional Integration

- 1) Haas, Ernst B. 1961. "International Integration: The European and the Universal Process." *International Organization* 15(3).
- 2) Mansfield, Edward D., Helen V. Milner, and B. Peter Rosendorff. 2000. "Free to Trade: Democracies, Autocracies, and International Trade" *The American Political Science Review* 94(2).
- 3) Genna, Gaspare M. and Taeko Hiroi. 2004. "Power Preponderance and Domestic Politics: Explaining Regional Economic Integration in Latin America and the Caribbean, 1960-1997." *International Interactions* 30(2).
- 4) Schneider, Christina J. 2017. "The Political Economy of Regional Integration." *Annual Review of Political Science* 20.

Final Exam due December 8 by 6pm