INTERNATIONAL RELATIONS THEORY 2: COOPERATION, INSTITUTIONS & DEVELOPMENT

Seminars: Wednesdays, 16:35-19:25, Mona Campbell 1108
Instructor: Prof. Brian Bow brian.bow@dal.ca
Office hours: Tuesdays, 10:00-12:00, HHAAB 301A 902-494-6629

POLI 4524/5524 is the second part of the Department’s two-course survey of International Relations theory for graduate students (and—by permission—well-prepared, advanced undergraduates). There is a longstanding division of labour between POLI 4523/5523 and POLI 4524/5524, which is partially based on the more general division within IR between Security Studies and International Political Economy (IPE). POLI 4523/5523 sets things up by reviewing the broadest theoretical debates within the field, with an emphasis on questions of power and order, and looks at theoretical work which focuses on political/military issues like deterrence, balancing, and the meaning of “national security.” POLI 4524/5524 begins with theoretical debates over cooperation and institutions, and is empirically anchored in various aspects of IPE, including trade, finance, and development.

The reading list for POLI 4524/5524 includes some of the “classics” in the field and some of the best of contemporary IR/IPE scholarship. (It’s a big field of study, of course, and we’ll only be seeing the tip of the proverbial iceberg…) Our purpose here is to develop a sound understanding of the basic assumptions and recommendations of the various theoretical perspectives, to assess them logically and empirically, and to think about how we might incorporate them into our own research.

Assignments and assessment

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Share of final grade</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>every week...</td>
<td>15%</td>
</tr>
<tr>
<td>Discussion paper/presentation #1</td>
<td>see below</td>
<td>5%</td>
</tr>
<tr>
<td>Discussion paper/presentation #2</td>
<td>see below</td>
<td>5%</td>
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<tr>
<td>Discussion paper/presentation #3</td>
<td>see below</td>
<td>5%</td>
</tr>
<tr>
<td>Major paper #1</td>
<td>February 23</td>
<td>35%</td>
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<tr>
<td>Major paper #2</td>
<td>April 13</td>
<td>35%</td>
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Class participation

I will do some small-scale lecturing from time to time, but this is a (graduate-level) seminar class, and all students are expected to contribute to the discussion. Your class participation grade will be based on the quantity and quality of your contributions to class discussion.

It goes without saying—and yet for some reason I feel compelled to say it anyway—that attendance is absolutely mandatory. If you miss more than two classes (without a valid reason—e.g., serious illness) you will get a zero for the “class participation” portion of your grade.
Before each class, you should: 1. carefully read all of the required readings assigned for the given week; 2. carefully read the discussion papers for the given week; and 3. make a few preparatory notes for discussion—e.g., a few sentences on the main ideas from each reading, plus a short list of ideas you thought were especially useful, ideas you strongly disagreed with, or ideas you didn’t understand...

Over the course of the semester, there will be three scheduled times when you will have extra responsibility for (co-)leading class discussion. For each of these, you will do two things: First, you will prepare a short discussion paper, to be sent out to me and to the other students before class. Second, you will give a very brief presentation in class to lead off discussion of the reading that you reviewed in your discussion paper.

Discussion papers should be very direct and concise (i.e., average 500 words, absolute maximum 750 words). The papers should give not only a clear and effective summary of the assigned reading, but also offer your own insights and opinions on the relevant issues, especially where that involves making creative connections to other readings and/or debates. You will choose the readings from the syllabus that you are going to write about and present on (and therefore the due dates) in the second class of the semester: January 14.

Discussion papers will be due at least 48 hours before the class which will tackle the relevant readings (i.e., 16:35 on the Monday before your assigned class). You must send your discussion paper to me and to everyone in the class, through the OWL/BbLearn email system. Because these discussion papers are supposed to be an important part of all students’ seminar preparation, late papers (without a valid excuse) will be severely penalized.

Your in-class presentation should also be brief and to-the-point (i.e., average 5 minutes, absolute maximum 8 minutes). Your presentation should NOT just be a reading of your discussion paper. Remember, we’re all supposed to have read it already… Instead, you should just quickly summarize your main points, and highlight some of the key issues for the day’s discussion. You should do a quick rehearsal of the presentation (at least once) before class, to make sure that you can keep it within the time limit.

Major Papers

For both of the two papers, you will choose your own topic/question, but each will be a different kind of essay. Each of the two papers should be about 4000-5000 words. Presentation is important here, in the sense of having clear and correct prose, careful editing, and proper citations, but also in the sense of being methodical, well-organized, and concise.

The first paper (due February 23) will be a comment on a contemporary theoretical innovation or debate, with specific attention to specific, recently-published books or articles. There are a variety of forms that this could take; I will suggest three here, just to get you started:

i. an explainer, in which you discuss what has been said about a particular concept or theory, clear away some common misunderstandings, and clarify for non-specialist readers the meaning of the concept or theory, and what is at stake in understanding it properly (e.g., what’s at stake in the growing popularity of experiments as tests of theory?);
ii. a typology, in which you identify and explain different types of phenomena under study, conceptualizations of a phenomena or concept, and/or theoretical perspectives, and help readers understand what’s out there by a complex subject into a small number of categories or types (e.g., what are the three main kinds of constructivism?); or

iii. a periodization, in which you explain the evolution of a debate over time, highlighting different historical phases within that evolution (e.g., where did “neoclassical realism” come from?).

You could try to combine more than one of these elements in your paper, but don’t let it get too complicated. The important thing here is to find something in contemporary theoretical debates that seems interesting to you, and potentially confusing/controversial to others, figure out what you think about that thing, and present your ideas in a way that could be interesting to a broader audience.

The second paper (due April 13) will be a case study paper, in which you will use a particular historical case (e.g., a historical event or trend, like World War II or decolonization), or possibly a pair of comparable cases, as an empirical “test” for competing IR theories: e.g., “Which theoretical perspective best accounts for Gorbachev’s decision to make unilateral cuts to the USSR’s nuclear arsenal in the late 1980s—Realism, Liberalism, or Constructivism?” My expectation is that you will do extensive empirical research on your selected case or cases, and be prepared to argue with other scholars with some expertise on that case or cases, about what it/they can tell us about a larger theoretical debate. However, I do not expect that you will revolutionize our understanding of the historical episode itself, or that your paper will decisively confirm or defeat any of the theoretical perspectives. Rather, the point is to show that you understand what’s involved in applying and evaluating the theories empirically. (Though of course you would also like to be interesting and innovative where possible...)

You are strongly encouraged (but not strictly required) to discuss your research paper ideas with me as soon as they are reasonably solid. (This should really happen at least two weeks before the paper is due, but I will give feedback on proposals or outlines right up until a few days before the due date...)

**General policies concerning assignments, deadlines, and grades**

The University Calendar makes plain that “[s]tudents are expected to complete class work by the prescribed deadlines. Only in special circumstances (e.g. the death of a close relative) may an instructor extend such deadlines.” Late essays will be assessed a penalty at the instructor’s discretion. Students who miss the deadline for a discussion paper or major paper on account of illness are expected to hand the assignment in within one week of their return to class, with a medical certificate in hand, per academic regulations in the Dalhousie Calendar.

Plagiarism (intentionally or unintentionally representing other people’s ideas as your own) is a serious violation of academic ethics, and will be taken seriously in this class. For info on what plagiarism is, how to avoid it, and the penalties for not doing so, see: http://academicintegrity.dal.ca/index.php

**Resources**

In order to keep the cost of readings down, on-line readings have been used wherever possible. Most of these are available through the university library’s subscriptions to on-line indexes like JSTOR and ProQuest. These
items are marked below with “[W]”; the best way to access them is to search with author and title in the library’s journal database: http://www.library.dal.ca/Find/?find=journals

There were a small number of readings which were not available on-line or through Dalhousie’s libraries; these items will be put on reserve at Killam Library, and have been marked with “[R]” below.

Disclaimer

This course syllabus is intended as a general guideline. The instructor reserves the right to reschedule or revise assigned readings, assignments, lecture topics, etc., as necessary.

Class Schedule

<table>
<thead>
<tr>
<th>WEEK ONE</th>
<th>INTRODUCTION / REVIEW</th>
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<tbody>
<tr>
<td>Class meeting:</td>
<td>January 7</td>
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| Topics/themes: | • What are the main dividing lines in IR?  
• What is IPE, and how does it relate to (theoretical divides in) IR? |
| Required reading: | • None |

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<thead>
<tr>
<th>WEEK TWO</th>
<th>THE PROBLEM OF COOPERATION, PART 1</th>
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<tbody>
<tr>
<td>REMINDER:</td>
<td>Selection of presentations/discussion papers in-class today</td>
</tr>
<tr>
<td>Class meetings:</td>
<td>January 14</td>
</tr>
<tr>
<td>Topics/themes:</td>
<td>• How is sustained international cooperation possible, given the absence of overriding political authority (anarchy)?</td>
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• Stephen Krasner, “Global Communications and National Power: Life on the
<table>
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<tr>
<th>WEEK THREE</th>
<th>THE PROBLEM OF COOPERATION, PART 2</th>
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<tbody>
<tr>
<td>Class meeting:</td>
<td>January 21</td>
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<tr>
<td>Topics/themes:</td>
<td>• International regimes and cooperation</td>
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<tr>
<th>WEEK FOUR</th>
<th>THE PROBLEM OF COOPERATION, PART 3</th>
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<tr>
<td>Class meeting:</td>
<td>January 28</td>
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<tr>
<td>Topics/themes:</td>
<td>• The social construction of cooperation</td>
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**Recommended reading:**


**WEEK FIVE**

**INTERNATIONAL RELATIONS AND DOMESTIC POLITICS**

**Class meeting:** February 4

**Topics/themes:**

- Do the pressures of the international system force states to respond to similar situations in similar ways, or do we need to be more attentive to domestic political interests, institutions, and cultures?
- Can we develop reasonably parsimonious theories that take domestic politics into account, or does attention to domestic politics force us to be messy and ad hoc?

**Required reading:**

### Recommended reading

- Jack Snyder, *Myths of Empire: Domestic Politics and International Ambition* (Cornell, 1992), chs. 1, 4.

### WEEK SIX

**TRANSGOVERNMENTAL RELATIONS**

Class meeting: February 11

Topics/themes:

- When/why are non-state actors able to influence state policies?
- What are transnational actors, and why might they be important?
- Does the intensification of transnational politics seriously undercut the value of traditional (state-centric) theories?

Required reading:


Recommended reading:


February 18 – no seminar (study break)
### WEEK SEVEN  
**(RE)INTRODUCTION TO INTERNATIONAL POLITICAL ECONOMY**

<table>
<thead>
<tr>
<th>Class meeting:</th>
<th>February 25</th>
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<tbody>
<tr>
<td>Reminder:</td>
<td>FIRST TERM PAPER DUE 4PM ON MONDAY, FEBRUARY 23; SEND BY EMAIL</td>
</tr>
</tbody>
</table>
| Topics/themes:| - What is the scope and purpose of International Political Economy (IPE) as a field of study?  
- What are the leading explanatory theories, and what are the main lines of disagreement between them? |

### WEEK EIGHT  
**POLITICAL ECONOMY OF NATIONAL SECURITY**

<table>
<thead>
<tr>
<th>Class meeting:</th>
<th>March 4</th>
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<tbody>
<tr>
<td>Topics/themes:</td>
<td>How does political economy intersect with security studies?</td>
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<tr>
<td>WEEK NINE</td>
<td>TRADE</td>
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<tr>
<td>Class meeting:</td>
<td>March 11</td>
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</table>
| Topics/themes: | • What are the major issues in international trade?  
• What conditions further or obstruct the liberalization of trade?  
• How does the highly-developed international regime for international trade |
• Charlene Barshevsky, “With or Without Doha,” *Foreign Affairs* 84 (2005). |

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<tr>
<th>WEEK TEN</th>
<th>MONEY</th>
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<tbody>
<tr>
<td>Class meeting:</td>
<td>March 18</td>
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</table>
| Topics/themes: | • When and how do state effectively coordinate their investment and exchange rate policies?  
• Has the international financial regime been restored, or at least repaired? If so, how?  
• What are the effects of globalized finance on state autonomy? |
|---|---|
| Required reading: | 1. Eric Helleiner, *States and the Re-Emergence of Global Finance: From Bretton Woods to the 1990s* (Cornell, 1997), ch. 1, 7-9. [R]  

**WEEK ELEVEN**

**DEVELOPMENT**

**Class meeting:** March 25

**Topics/themes:** • Can less-developed countries catch up to more-developed ones? If so, how? If not, why not?  
• Is there a universal strategy for accelerated development? Either way, what are the economic and political implications?
### Required reading:


### Recommended reading:


### WEEK TWELVE  GLOBALIZATION AND THE STATE

#### Class meeting:

April 1

#### Topics/themes:

- Has globalization substantially weakened individual states’ capacities to steer their own path in the international economy?
- What are the political implications of globalization pressures on state autonomy?

#### Required reading:

**Recommended reading:**


<table>
<thead>
<tr>
<th>WEEK THIRTEEN</th>
<th>THE FUTURE?</th>
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<tbody>
<tr>
<td>Class meeting:</td>
<td>April 8</td>
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<tr>
<td>REMINDER:</td>
<td>SECOND TERM PAPER DUE 4PM ON MONDAY, APRIL 13; SEND BY EMAIL</td>
</tr>
</tbody>
</table>
| Topics/themes: | • What’s going to happen next?  
• What’s worth studying next, and how should we study it? |
| Required reading: | TBA |