



IRD 101 INTRO TO INTERNATIONAL RELATIONS

CREDIT HOURS: 6 ECTS

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OFFICE HOURS: MWF 10-11,12:30-14:45 & TTH 12-16:45 (or by appointment)

I. Course Description:

This course offers a basic introduction to International Relations, its historical context, main theoretical approaches, levels of analysis and the most important transnational issues. Students will be introduced to the main International Relation theories of Realism, Liberalism, Constructivism and others. They will also learn about the nature and role of the internationalism system and its impact on the modern state and other non-state actors in the international arena such as individuals, intergovernmental organizations, international institutions and NGOs. Special emphasis will be placed on the topics of Central and Eastern Europe and anarchy.

Prerequisite(s): none.

II. Student Learning Outcomes:

Upon completion of this course students will:

Program Learning outcomes	Course (module) learning outcomes	Study methods	Student outcomes assessment methods
1.2 Students will understand main issues and trends in international relations, conflict resolution, and social change.	Students will identify and explain key concepts and theories in International Relations.	Course readings, lecture and discussion, quizzes, assignments.	Exams, assignments, quizzes.
1.1 Students will demonstrate knowledge and a conceptual understanding of main political processes and events, theories of political science and international relations, the development and change of political thought.	Students will understand the role of different actors in the international arena, as well as the international policies of states and non-state actors.	Course readings, lecture and discussion, case studies, assignments.	Exams, assignments, case studies.

2.5 Students will be able to perform multidimensional analysis of political processes and events, conflicts, development contexts, and economic factors.	Students will apply international relations concepts and theories to regional and global issues.	Course readings, lecture and discussion, quizzes, assignments.	Exams, assignments, quizzes.
	Students will discuss major world events and analyze them applying a number of theoretical perspectives.	Course readings, lecture and discussion, case studies, assignments.	Exams, assignments, case studies.
3.3 Students will understand the global dimensions of development issues and will be able to evaluate political events in a global context	Students will assess the moral issues intrinsic to assumptions and outcomes of international relations in the context of a Christian worldview.	Course readings, lecture and discussion, case studies, assignments.	Exams, assignments, case studies.
	Students will understand and reflect upon the breakdown of international order in terms of warfare, just war theory, and conflict resolution.	Course readings, lecture and discussion, case studies, assignments.	Exams, assignments, case studies.

III. Attendance Policy:

Note that the institutional policy (as stated in the catalog) is the following:

Students are allowed 3 hours of absence in a 6-credit course, or 1.5 hours in a 3-credit course. Circumstances that result in more than 3 hours of absences in a 6 ECTS credits course, or 1.5 hours or more in a 3 ECTS credits course, are subject to a penalty as outlined on the course syllabus up to a maximum of 15% of the final grade.

A student may exceed the limit of absences without academic penalty in case of the following:

- a) Attendance at a conference/academic competition approved by the Chair of the student's academic program
- b) Participation in study fairs in Vilnius and Kaunas approved by the Academic Vice President
- c) Participation in a competition on an approved LCC International University athletic team
- d) Extended medical or psychological illness (3 or more consecutive class hours in a particular course) with a provision of an official doctor's notice
- e) Death of an immediate family member
- f) Migration office appointment

In order to receive an excused absence the student needs to complete an Excused Absence Form, available at <https://lcc.lt/academics/forms-requests> or from the Registrar's office. This form needs to be signed by one of the following people before the student brings it to faculty:

- The Chair of the student's academic program, or Director of the PRIME program if the student is in PRIME.
- The Academic Vice President if the student is attending a study fair.
- The Migration Coordinator if the student needs to miss class because of a migration appointment.

The completed form then needs to be taken to the Registrar's office.

IV. Teaching Methods:

Lecture, Written exercises, Discussion, Quizzes, Case Studies, Mid Term and Final Examination, Short Daily Writings.

V. Required Textbooks:

Karen A. Mingst and Ivan A. Arreguin-Toft (2014), *Essentials of International Relations*, 6th Edition, International Student Edition, New York and London: W.W. Norton and Company.

VI. Supplementary Reading List:

Acharya, Amitav, and Barry Buzan. 2019. *The Making of Global International Relations: Origins and Evolution of IR at Its Centenary*. New York: Cambridge University Press.

Buzan, Barry, and Laust Schouenborg. 2018. *Global International Society: A New Framework for Analysis*. New York: Cambridge University Press.

Mearsheimer, John J. 2001. *The Tragedy of Great Power Politics*. Paperback. New York: Norton.

Pabst, Adrian. 2019. *Liberal World Order and Its Critics: Civilisational States and Cultural Commonwealths*. Kindle. New York: Routledge.

Walt, Stephen M. 1987. *The Origins of Alliances*. New Haven: Cornell University Press.

Waltz, Kenneth N. 1979. *Theory of International Politics*. Long Grove: Waveland Press.

VII. Paper

Students are asked to apply ONE of the theories (Realism, Liberalism, Constructivism, Radical etc.) that they learned in class to current events.

US-Russia, US-Ukraine, US-EU, US-Lithuanian, EU-Russian/Chinese, Central Asian-China/Russian relations, Terrorism, Civil Wars, Iran, etc.

The paper should be 3.5 to 4 pages long, double spaced, and 12 point font.

Please the APA style for Notes and Bibliography

You can use Zotero as a citation manager <https://www.zotero.org/>

Evaluation Criteria:

1. Have you followed the directions for the essay?

2. Do you have a clear thesis statement?
3. Do you go beyond describing the events to analyzing them through a theoretical construct?
4. Do you correctly apply your theory?
5. Do you provide adequate evidence for your thesis?
6. Does your essay move in clear steps from the evidence to the thesis? Is it clear your evidence proves your thesis?
7. Do you make unexamined assumptions? Do you claim things without proving them?
8. Have you provided clear documentation with quotation marks and proper (MLA) bibliographical references?
9. Is your writing clear?

DUE DATE APRIL 9

VIII. Course Grading/Evaluation:

1. Midterm: 100 points.
2. Final Exam: 100 points.
3. Short Daily Assignments: 100 points.
4. Class Discussion: 100 points.
5. Paper: 100 points.

IX. Course Schedule:

The instructor has the right to make adjustments to the syllabus

Week 1: Introduction; Basic Concepts; Approaches; Historical Context

Assignment: Chapter 1, 2.

Week 2: Realist Theories-

Assignment: Chapter 3, 4.

Suggested Reading:

Desch, Michael C. 2007. "America's Liberal Illiberalism: The Ideological Origins of Overreaction in U.S. Foreign Policy." *International Security* 32(3): 7-43. <https://www.jstor.org/stable/30130517>.

Layne, Christopher. 1994. "Kant or Cant: The Myth of the Democratic Peace." *International Security* 19(2): 5-49. <https://muse.jhu.edu/article/447351/summary>.

Mearsheimer, John J. 2019. "Bound to Fail: The Rise and Fall of the Liberal International Order." *International Security* 43(4): 7-50. <https://muse.jhu.edu/article/723956>.

Mearsheimer, John J. 2019. "Why the Ukraine Crisis Is the West's Fault." <https://www.foreignaffairs.com/articles/russia-fsu/2014-08-18/why-ukraine-crisis-west-s-fault>.

Mearsheimer, John J. 2009. "The Case for a Ukrainian Nuclear Deterrent." <https://www.foreignaffairs.com/articles/ukraine/1993-06-01/case-ukrainian-nuclear-deterrent>.

Mearsheimer, John J., and Stephen M Walt. "An Unnecessary War." *Foreign Policy*. <https://foreignpolicy.com/2009/11/03/an-unnecessary-war-2/>.

Week 3: Liberal Theory

Assignment: Chapter 3, 4.

Supplementary Reading:

Gat, Azar. (2012). "Is War Declining – and Why?" *Journal of Peace Research* 50(2): 149–57. <https://doi.org/10.1177/0022343312461023>.

Mousseau, Michael. (2019). "The End of War: How a Robust Marketplace and Liberal Hegemony Are Leading to Perpetual World Peace." *International Security* 44(1): 160–96. https://doi.org/10.1162/isec_a_00352.

Oneal, John R., Frances H. Oneal, Zeev Maoz, and Bruce Russett. (1996). "The Liberal Peace: Interdependence, Democracy, and International Conflict, 1950-85." *Journal of Peace Research* 33(1): 11–28. <https://www.jstor.org/stable/425131>.

Owen, John M. (1994). "How Liberalism Produces Democratic Peace." *International Security* 19(2): 87–125. <https://muse.jhu.edu/article/447353/summary>.

Week 4: English School

Assignment:

Little, Richard. (2003). "The English School vs. American Realism: A Meeting of Minds or Divided by a Common Language?" *Review of International Studies* 29(3): 443–60. <https://www.jstor.org/stable/20097865>.

Buzan, Barry. (2010). "Culture and International Society." *International Affairs (Royal Institute of International Affairs 1944-)* 86(1): 1–25. <https://www.jstor.org/stable/40389085>.

Supplementary Reading:

Buzan, Barry, David Held, and Anthony McGrew. (1998). "Realism Vs Cosmopolitanism." *Review of International Studies* 24(3): 387–98. <https://www.jstor.org/stable/20097533>.

Week 4: Marxism

Assignment: Chapter 3, 4

Supplementary Reading:

Cox, Robert W. (1983). "Gramsci, Hegemony and International Relations: An Essay in Method." *Millennium* 12 (2): 162–75. <https://doi.org/10.1177/03058298830120020701>.

Gill, Stephen R, and David Law. (1989). "Global Hegemony and the Structural Power of Capital." *International Studies Quarterly* 33 (4): 475–99. <https://doi.org/10.2307/2600523>

Week 5: Constructivism

Assignment:

Wendt, Alexander. (1992). "Anarchy Is What States Make of It: The Social Construction of Power Politics." *International Organization* 46 (2): 391–425. <https://www.jstor.org/stable/2706858>

Barkin, J. Samuel. (2003). "Realist Constructivism." *International Studies Review* 5 (3): 325–42. <https://www.jstor.org/stable/3186573>

Week 6: Christian Readings

Assignment:

Thomas, Scott. M. (2001). Faith, History and Martin Wight: The Role of Religion in the Historical Sociology of the English School of International Relations. *International Affairs (Royal Institute of International Affairs 1944-)*, 77(4), 905–929.

Jones, C. A. (2003). Christian Realism and the Foundations of the English School. *International Relations*, 17(3), 371–387.

Week 7: States and Individuals.

Assignment: Chapter 5, 6.

Suggested Readings:

Bruce Bueno de Mesquita. 2002. "Domestic Politics and International Relations." *International Studies Quarterly* 46 (1): 1-9.

Week 8: States and Individuals and **EXAM**

Assignment: Chapter 5, 8.

EXAM

Week 9: Spring Break

Assignments: Two due dates per week (every Wednesday and Saturday at 11:59 PM or 23:59)

I will assign you videos to watch, readings critiques, and discussion forum questions for Mon-Wed & Wed-Saturday.

Reading/Video Critique: Write a one-page critique of the article in question. You may use single-spacing, one-inch margins, and no smaller than 11-point font (Maximum 12-point)

Week 10: Offensive & Defensive Realism

Assignment:

Read [Power and Realist Theory Section: Neorealism and The 2008 Russian Georgian war via the lens of Offensive Realism](#), [The False Promise of International Institutions](#)

Forum posts: Please make a post answering the question and respond to at least 2 other posts

Reading Critiques: What questions do you have the article? What did you like/agree or dislike/disagree? What did not make sense? What stood out to you?

[Bound to Fail: The rise and fall of Liberal hegemony](#), [A Flawed Framework: Why the Liberal International Order Concept Is Misguided](#), [Hans Morgenthau and the Iraq war: realism versus neo-conservatism](#), [The Extremist's Advantage in Civil Wars](#),

Week 11: Liberal Institutionalism

Assignment:

Read: [Integration, Regionalism, & Alliance Cohesion](#); [The Promise of Institutional Theory](#)

Forum posts:

Reading Critiques: [The Liberal Divide over Trade, Peace and War](#), [The End of War: How a Robust Marketplace and Liberal Hegemony Are Leading to Perpetual World Peace](#), [Democracy and Vulnerability: An Exploitation Theory of Democracies by Terrorists](#),

Suggested Readings

Tsebelis, George and Geoffrey Garrett. (2001). "The Institutional Foundations of Intergovernmentalism and Supranationalism in the European Union." *International Organization*, 55(2): 357-390.

Paganelli, Maria Pia, and Reinhard Schumacher. 2019. "Do Not Take Peace for Granted: Adam Smith's Warning on the Relation between Commerce and War." *Cambridge Journal of Economics* 43(3): 785–97. <http://academic.oup.com/cje/article/43/3/785/5127359>.

Xenias, Anastasia. (2005). Can a Global Peace Last Even If Achieved? Huntington and the Democratic Peace. *International Studies Review*, 7(3), 357–386. JSTOR. <https://www.jstor.org/stable/3699755>

Week 12: Sovereignty & Domestic Politics

Assignment:

Read: Sovereignty by Stephen Kranser & [Strongmen and Straw Men: Authoritarian Regimes and the Initiation of International Conflict](#)

Forum posts:

Week 13: Nationalism

Assignment:

Read: [The Nation in International Relations](#)

Forum posts:

Reading Critiques: [Crafting the State-Civilization Vladimir Putin's Turn to Distinct Values, National Identity and the Idea of European Unity, Nationalism and the Nation-State in Structural Realism: John Mearsheimer's Offensive Realism, Cosmopolitan Nationalism](#)

Week 14: Globalization

Assignment:

Read: [Globaization and Globalizaing Issues](#)

Forum posts:

Reading Critiques: [A Realist Reply, China's Approach to Dealing with Crisis and Change in Global Governance, Is the good news about compliance good news about cooperation?](#)

Week 15: Biosecurity

Assignment:

Read: [The securitisation of pandemic influenza: Framing, security and public policy](#)

Forum posts:

Reading Critiques: [Pandemics Depress the Economy, Public Health Interventions Do Not: Evidence from the 1918 Flu, HIV/AIDS and the Changing Landscape of War in Africa, Globalization and Disease: The Case of SARS](#)

Week 16: Final Exams and Paper

ACADEMIC INTEGRITY GUIDELINES (taken from the catalog)

Plagiarism

Where a paper is deemed by the instructor to be **minimally plagiarized** (e.g., a citation of a full sentence without quotation marks), the instructor will require the paper to be rewritten in correct form, with a grade reduction as penalty. The grade reduction is to be determined by the instructor.

Where the assignment is deemed by the instructor to be **substantially plagiarized** (e.g., a paper drawn entirely off the internet) the paper will be given a 0% with possibility for rewriting. The instructor will submit an Academic Misconduct Incident Report available online at <https://lcc.lt/academics/forms-requests> to the Registrar along with the plagiarized paper.

Cheating

If a student cheats during a quiz, test or final examination, the student's examination may be removed. The student receives a 0% for the examination. The instructor will submit an Academic Misconduct Incident Report available online at <https://lcc.lt/academics/forms-requests> to the Registrar along with the quiz, test or final examination.

Discipline

Two instances of substantial plagiarism, or an instance of substantial plagiarism combined with any other form of academic misconduct within a single class, will result in failure of the course, a warning letter to the student and a disciplinary meeting with the Academic Vice President.

Two instances of substantial plagiarism, or an instance of substantial plagiarism combined with any other form of academic misconduct within two different classes, will result in a warning letter to the student and a disciplinary meeting with the Academic Vice President.

A third instance of substantial plagiarism, cheating or other academic misconduct results in dismissal.

STUDENTS WITH DISABILITIES AND SPECIAL NEEDS (taken from the catalog)

The procedure for requesting special support includes:

1. Written application to the Academic Vice President of the University submitted through an online form <https://lcc.lt/academics/special-needs-form> by the second week of the semester. Only emergency cases will be reviewed after the second week of a semester.
2. Official verification of a status of a disability (comprehensive disability documentation).
3. Confirmation from CAS (Committee on Academic Standing) for a special needs program.
4. Meeting the representatives from CAS to discuss appropriate accommodations.
5. A memo to faculty who are involved in the student's study program will be sent by the Academic Vice President/Registrar.

The student is responsible for initiating further discussions with the faculty to finalize mutually agreeable plans. Documentation is kept in the Registrar's office in the student's file and information is added to the Registry of Students with Special Needs.

A qualified student with disabilities must follow the required procedures for requesting special support in order to ensure equitable participation in an education program or activity. Academic support is provided for those students who require additional assistance. Academic accommodations may include items such as:

- Individual time schedule
- Tutoring support
- Accommodations related to testing and assessment
- Length of studying

For further information about special academic possibilities for students with disabilities please notify the Vice President for Academics.

Accommodating student's special needs will not be granted retroactively.

