

# Introduction to International Relations

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*Summer 2024*  
*M-Th 1:10-3:15 pm*  
*Location TBD*

## Learning Objectives

In this course, students will learn different approaches to studying International Relations (IR). The course breaks down into three asymmetrical parts. In the first and largest section, students will engage “positive” IR research that seeks to understand and clarify international action. In the second section, students will work through “critical” IR research that reveals how positive research overlooks problems posed by race and gender. In the third and final section, students will engage “normative” IR research that explores theories of global justice.

Three main assignments anchor the course. After we conclude the Positive IR section, students will be provided a movie to watch and will submit an essay (more details below) identifying and analyzing the movie through the frameworks of anarchy, hierarchy, competition and cooperation. This assignment forces students to apply the concepts we have covered to unfamiliar terrain, strengthening their ability to utilize these frameworks when thinking about international relations.

Just before the end of the course, students will take a brief in-class exam that covers the material taught throughout the semester. Many IR scholars have concepts more or less associated with their names, so students will be required to identify the author of various excerpted passages. This assignment pushes students to capture the field as a whole, to understand the key concepts and thinkers.

On the final two days, students will give a 5- to 7-minute presentation about a topic of their choosing. In this final assignment, students will effectively provide a policy brief: they will explain the positive and normative dimensions of a current international problem and recommend some action based on this. Minor assignments will be included in class throughout the semester to ensure students remain on track for this, and more details can be found below.

After taking this course, students will be able to...

- explain the important thinkers and concepts necessary to think critically about IR today
- articulate and defend different perspectives on global justice
- apply these principles to real cases in world politics

## Course Schedule & Reading

### *Positive International Relations*

#### Day 1: Philosophy, Science & Reading Well

#### Day 2: Anarchy

- Tate, Merze. 1942. "Summary and Interpretations." In *The Disarmament Illusion: The Movement For A Limitation Of Armaments To 1907*, 346–61. MacMillian Company.
- Waltz, Kenneth N. 2001. *Man, the State, and War: A Theoretical Analysis*. New York: Columbia University Press, selections.
- Nexon, Daniel H. 2009. "The Balance of Power in the Balance." *World Politics* 61 (2): 330–59. <https://doi.org/10.1017/S0043887109000124>.

#### Day 3: Anarchy

- Oye, Kenneth A. 1986. *Cooperation under Anarchy*. Princeton, N.J: Princeton University Press, selections.
- Owen, John M. 1994. "How Liberalism Produces Democratic Peace." *International Security* 19 (2): 87–125. <https://doi.org/10.1162/isec.19.2.87>.

#### Day 4: Anarchy

- Wendt, Alexander. 1992. "Anarchy Is What States Make of It: The Social Construction of Power Politics." *International Organization* 46 (2): 391–425.
- Finnemore, Martha. 1996. "Norms and War: The International Red Cross and the Geneva Conventions." In *National Interests in International Society*. Cornell University Press.
- Sikkink, Kathryn. 2014. "Latin American Countries as Norm Protagonists of the Idea of International Human Rights Special Section: Principles from the Periphery: The Neglected Southern Sources of Global Norms." *Global Governance* 20 (3): 389–404.
- Helleiner, Eric. 2014. "Southern Pioneers of International Development Special Section: Principles from the Periphery: The Neglected Southern Sources of Global Norms." *Global Governance* 20 (3): 375–88.

#### Day 5: Hierarchy

- Hobson, John M. 2014. "The Twin Self-Delusions of IR: Why 'Hierarchy' and Not 'Anarchy' Is the Core Concept of IR." *Millennium* 42 (3): 557–75. <https://doi.org/10.1177/0305829814537364>.
- Mattern, Janice Bially, and Ayşe Zarakol. 2016. "Hierarchies in World Politics." *International Organization* 70 (3): 623–54. <https://doi.org/10.1017/S0020818316000126>.

- Lake, David A. 1993. “Leadership, Hegemony, and the International Economy: Naked Emperor or Tattered Monarch with Potential?” *International Studies Quarterly* 37 (4): 459–89. <https://doi.org/10.2307/2600841>.
- Ikenberry, G. John. 1999. “Institutions, Strategic Restraint, and the Persistence of American Postwar Order.” *International Security* 23 (3): 43–78. <https://doi.org/10.1162/isec.23.3.43>.

#### **Day 6: Hierarchy**

- Organski, A. F. K. 1958. *World Politics*. New York, NY: Alfred A. Knopf, Inc, selections.
- Gilpin, Robert. 1988. “The Theory of Hegemonic War.” *The Journal of Interdisciplinary History* 18 (4): 591–613. <https://doi.org/10.2307/204816>.
- Winecoff, William Kindred. 2020. “‘The Persistent Myth of Lost Hegemony,’ Revisited: Structural Power as a Complex Network Phenomenon.” *European Journal of International Relations* 26: 209–52. <https://doi.org/10.1177/1354066120952876>.

#### **Day 7: Hierarchy**

- McNamara, Kathleen R. 2018. “Authority Under Construction: The European Union in Comparative Political Perspective.” *JCMS: Journal of Common Market Studies* 56 (7): 1510–25. <https://doi.org/10.1111/jcms.12784>.
- Schramm, Madison, and Alexandra Stark. 2020. “Peacemakers or Iron Ladies? A Cross-National Study of Gender and International Conflict.” *Security Studies* 29 (3): 515–48. <https://doi.org/10.1080/09636412.2020.1763450>.
- Carpenter, R. Charli. 2003. “‘Women and Children First’: Gender, Norms, and Humanitarian Evacuation in the Balkans 1991-95.” *International Organization* 57 (4): 661–94.

#### **Day 8: Complicating the Binary**

- Donnelly, Jack. 2006. “Sovereign Inequalities and Hierarchy in Anarchy: American Power and International Society.” *European Journal of International Relations* 12 (2): 139–70. <https://doi.org/10.1177/1354066106064505>.
- Farrell, Henry, and Abraham L. Newman. 2019. “Weaponized Interdependence: How Global Economic Networks Shape State Coercion.” *International Security* 44 (1): 42–79. [https://doi.org/10.1162/isec\\_a\\_00351](https://doi.org/10.1162/isec_a_00351).
- Qin, Yaqing. 2016. “A Relational Theory of World Politics.” *International Studies Review* 18 (1): 33–47. <https://doi.org/10.1093/isr/viv031>.

#### **Day 9: Midterm Showing**

#### **Day 10: No Lecture: Work on Midterm Essay**

## *Critical International Relations*

### Day 11: Eurocentrism

- Linklater, Andrew. 1992. "The Question of the Next Stage in International Relations Theory: A Critical-Theoretical Point of View." *Millennium* 21 (1): 77–98. <https://doi.org/10.1177/03058298920210010601>.
- Acharya, Amitav, and Barry Buzan. 2017. "Why Is There No Non-Western International Relations Theory? Ten Years On." *International Relations of the Asia-Pacific* 17 (3): 341–70. <https://doi.org/10.1093/irap/lcx006>.
- Blaney, David L., and Arlene B. Tickner. 2017. "Worlding, Ontological Politics and the Possibility of a Decolonial IR." *Millennium* 45 (3): 293–311. <https://doi.org/10.1177/0305829817702446>.

### Day 12: Race

- Henderson, Errol A. 2014. "Hidden in Plain Sight: Racism in International Relations Theory." In *Race and Racism in International Relations: Confronting the Global Colour Line*, edited by Alexander Anievas, Nivi Manchanda, and Robbie Shilliam, 1st edition, 19–43. New York: Routledge.
- Vucetic, Srdjan. 2011. *The Anglosphere: A Genealogy of a Racialized Identity in International Relations*. Stanford, Calif: Stanford University Press, selections.
- Krishna, Sankaran. 2014. "A Postcolonial Racial/Spatial Order: Gandhi, Ambedkar, and the Construction of the International." In *Race and Racism in International Relations: Confronting the Global Colour Line*, edited by Alexander Anievas, Nivi Manchanda, and Robbie Shilliam, 1st edition, 139–56. New York, NY: Routledge.

### Day 13: Gender

- Prügl, Elisabeth, and J. Ann Tickner. 2018. "Feminist International Relations: Some Research Agendas for a World in Transition." *European Journal of Politics and Gender* 1 (1–2): 75–91. <https://doi.org/10.1332/251510818X15272520831193>.
- Tickner, J. Ann. 1988. "Hans Morgenthau's Principles of Political Realism: A Feminist Reformulation." *Millennium* 17 (3): 429–40. <https://doi.org/10.1177/03058298880170030801>.
- Sjoberg, Laura. 2009. "Gendering Power Transition Theory." In *Gender and International Security: Feminist Perspectives*. Routledge.

## *Normative International Relations*

### **Day 14: War**

- Walzer, Michael. 1977. *Just and Unjust Wars: A Moral Argument with Historical Illustrations*. New York: Basic Books, selections.
- Miller, Paul D. 2021. *Just War and Ordered Liberty*. New York, NY: Cambridge University Press, selections.

### **Day 15: Self-Determination & Intervention**

- Philpott, Daniel. 1995. “In Defense of Self-Determination.” *Ethics* 105 (2): 352–85. <https://doi.org/10.1086/293704>.
- Getachew, Adom. 2020. *Worldmaking after Empire: The Rise and Fall of Self-Determination*. Princeton Oxford: Princeton University Press, selections.
- Rafanelli, Lucia M. 2021. “Beyond the State, Beyond War: Re-Conceptualizing Reform Intervention.” In *Promoting Justice Across Borders: The Ethics of Reform Intervention*, 11–58. New York, NY: Oxford University Press.
- Abizadeh, Arash. 2008. “Democratic Theory and Border Coercion: No Right to Unilaterally Control Your Own Borders.” *Political Theory* 36 (1): 37–65. <https://doi.org/10.1177/0090591707310090>.

### **Day 16: Nationalism & Cosmopolitanism**

- Miller, David. 1995. *On Nationality*. Oxford Political Theory. New York: Oxford University Press.
- Stilz, Anna. 2019. *Territorial Sovereignty: A Philosophical Exploration*. Oxford ; New York, NY: Oxford University Press.
- Nussbaum, Martha C. 2019. *The Cosmopolitan Tradition: A Noble but Flawed Ideal*. Cambridge, Massachusetts: Belknap Press: An Imprint of Harvard University Press, selections.

## *Foreign Policy Presentations*

### **Day 17: Policy Presentations, Day One**

### **Day 18: Policy Presentations, Day Two**

## Course Requirements

### Grade Composition

Participation	15%
Reading Memos (5)	10%
Mid Term Essay	20%
Text ID Exam	15%
Foreign Policy Presentation	40%

### Assignments Description

#### Participation:

Students are expected to attend and participate (i.e., ask thoughtful questions, engage with in-class activities, discuss material with fellow students) in each lecture.

#### Reading Memos:

Students are expected to submit a reading memo for each of the five subsections (Anarchy & Competition; Anarchy & Cooperation; Hierarchy & Competition; Hierarchy & Cooperation; Normative IR). One reading memo will be due for each section, each worth 5% of the total grade. The memo should allow someone unfamiliar with the readings to get a general sense of the material covered.

Each memo should include a brief (2-4 sentences) overview of key themes discussed in the section, summing up the major findings. Beneath the summary, the memo should contain bullet points summarizing the most important components from a few of the authors covered. The bullet points should be no longer than two sentences, and the full memo should be no longer than 1 pg. Brevity is encouraged, and students are encouraged to work on these as they read; they can, for example, write a bullet point on Anarchy & Competition immediately after reading Merze Tate. Templates and a rubric will be provided in class.

#### Mid Term:

Students will be provided a movie to watch in class and will be required to submit a 750-word essay in response that analyzes the film from the perspective of the topics we covered in the first Positive IR half of the course. Students will need to make an argument with a clear thesis sentence about the movie as a depiction of some element from the course. A rubric and further writing instructions will be provided in class leading up to the midterm.

#### Text ID Exam:

For better or for worse, IR has developed something of a “canon,” and it is important for students of IR to identify prominent scholars and their key contributions to IR. For this reason, students will be given a brief, in-class, closed-notes exam on the final day of lecture (Day 16). The exam

will include excerpted quotations from readings we have covered throughout the semester, and students will be expected to identify the author. The major authors who will appear on this exam will be identified as such throughout the course.

### **Foreign Policy Presentation:**

The end of the course gives students the opportunity to apply the insights from the course to a topic of their choosing. For the Foreign Policy Presentation, students will need present to the class on this topic, explaining the issue and providing a policy recommendation in response to it. Students' presentations should include both the positive and normative elements of the issue and of their recommendation.

Students are encouraged to begin thinking about a topic in international relations that interests them from the beginning of class, and a small completion grade assignment will be submitted early in the semester to ensure that students have begun developing this project. Students may present on any international topic, ranging from international wealth inequality to hot war conflicts or anything else.

On the last day of class, students will provide a 5- to 7-minute presentation as if they were presenting this issue and their recommendation to policymakers. Students are expected to ask thoughtful questions in response to these presentations, and participation as a member of the audience will make up a part of the final Foreign Policy Presentation grade. Templates and a rubric will be provided in class.

### **Grading Scale**

100 to 95	A
94.99 to 90	A-
89.99 to 85	B+
84.99 to 80	B
79.99 to 75	B-
74.99 to 70	C
69.99 to 65	C-

Note: these guidelines are intentionally specific; I will not round up or down except in cases of extraordinary circumstance.

## Additional Resources

### Sexual Misconduct

Georgetown University and its faculty and staff are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor or staff member in or outside of the classroom (with the exception of disclosures in papers), that faculty or staff member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. Please note that the student is not required to meet with the Title IX coordinator and no action will be taken without the student's awareness. More information about reporting options and resources can be found on the Sexual Misconduct Website: <https://sexualassault.georgetown.edu/resourcecenter>.

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

- Health Education Services: Sexual Assault Response and Prevention: [sarp@georgetown.edu](mailto:sarp@georgetown.edu)
- Counseling and Psychiatric Services (CAPS): 202.687.6985

Additional resources are included below:

- Georgetown Self-Care Resource Guide: <https://studenthealth.georgetown.edu/health-promotion/self-care/>
- Georgetown Wellness Wheel: <https://studenthealth.georgetown.edu/hoya-wellness-wheel/>
- Georgetown Guide to Recognizing Students in Distress: <https://studentaffairs.georgetown.edu/studentoutreach/facultystaffresources/>

### Pregnancy Modifications and Adjustments

Georgetown University is committed to creating an accessible and inclusive environment for pregnant students. At any point throughout their pregnancy students may request adjustments/modifications based on general pregnancy needs or accommodations based on a pregnancy-related complication or medical need. Students may also request accommodations following labor and delivery based on a complication or medical need.

To request pregnancy modifications, please complete the [SCS Pregnancy Modification Request Form](https://forms.gle/ZBfASxui7u13A8TU6): <https://forms.gle/ZBfASxui7u13A8TU6>

More information about pregnancy modifications can be found on the Title IX Georgetown University Website: <https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/>