

# INTERNATIONAL RELATIONS THEORY

**IE University**

Professor: **NUNO PEREIRA DE MAGALHÃES**

E-mail: npereira@faculty.ie.edu

Academic year: 23-24

Degree course: FIRST

Semester: 2<sup>o</sup>

Category: BASIC

Number of credits: 6.0

Language: English

## PREREQUISITES

## SUBJECT DESCRIPTION

Theories are essential to conceptualize, explain, predict, and even change international relations. The course provides an introductory training in Theory of International Relations, helping students to understand the fundamental theoretical approaches in the literature and to apply them to practical cases.

## OBJECTIVES AND SKILLS

The objective of this course is to train students on the basics of the fundamental approaches in International Relations, regardless of ontological and epistemological natures. The course uses a theoretical continuum that ranges from classical realism to post-modernism. The acquired skills will permit students to analyze international relations across distinct theoretical lenses, identifying the main assumptions, arguments, and methods of those approaches, and knowing how to apply them, such as rationalist hypothesis-testing or a normative analysis from the standpoint of critical theory. Hopefully, students will not only obtain substantive knowledge about existing theories but also to become skilled in thinking rigorously about international relations, perhaps in the future contributing with their own theoretical innovations or even helping to build a better world.

## METHODOLOGY

The aim of the lectures is to offer a rigorous academic training in a friendly and relaxed environment, where students are encouraged to put themselves in the shoes of political leaders. In the first half of the class I make a presentation which goes through the essentials of the session's topic and the second half is dedicated to team presentations and stimulating class discussions. The PPTs of lectures and team presentations will be uploaded only one day before each session, allowing you to do your readings throughout the week without being influenced by the opinions of your professor and colleagues, thus promoting your intellectual independence and critical thinking.

The textbook is Tim Dunne, Milja Kurki, Steve Smith (eds.) *International Relations Theories: Discipline and Diversity*, 4th Edition, Oxford University Press, 2016 (it is widely available online for purchasing or rental). Classes are based on the chapters of the text books or an alternative source plus two or three extra journal articles (one of which is used in presentations). I will provide the list of readings and files in the beginning of the course.

Besides the academic readings provided in this course, students are advised to read newspapers with a solid coverage of international politics, a rigorous weekly magazine (e.g. The Economist), and a journal focused on foreign policy issues (e.g. Foreign Affairs).

The grade of students will result from four evaluation elements:

1. Class participation
2. Group presentation
3. Intermediate test
4. Final exam

I will always be happy to provide academic support to students and to help them in their professional applications, so if there is something I can do for you feel free to schedule an appointment.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	30 hours
Discussions	13.33 %	20 hours
Exercises	33.33 %	50 hours
Group work	20.0 %	30 hours
Other individual studying	13.33 %	20 hours
TOTAL	100.0 %	150 hours

## PROGRAM

### SESSIONS 1 - 2 (LIVE IN-PERSON)

#### Introduction: The Discipline of International Relations

How did International Relations emerge, what does it study, and what are the main approaches?

Readings:

*Book Chapters: Essentials of International Relations (Chapters 1 and 2) (See Bibliography)*

*Article: Why is there no non-western international relations theory? Ten years on (International Relations of the Asia-Pacific, Vol. 17, No. 3, 2017, 341-370) (CED)*

*Article: International Relations: One World, Many Theories (Foreign Policy, No. 110, 1998) (CED)*

*Book Chapters: International Relations Theories: Discipline and Diversity (Introduction and Chapter 1) (See Bibliography)*

### SESSIONS 3 - 4 (LIVE IN-PERSON)

#### Realism I: From Classical to Neo-Realism

Tenets of realism, the classic realist approach, the emergence of neo-realism.

Readings:

*Book Chapters: International relations theories: discipline and diversity (Chapters 2 and 3) (See Bibliography)*

*Book Chapters: The globalization of world politics : an introduction to international relations (pp. 141-161) (See Bibliography)*

*Article: The Emerging Structure of International Politics (International Security, Vol. 18, No. 2, 1993,*

pp. 44- 79) (CED)

## **SESSIONS 5 - 6 (LIVE IN-PERSON)**

### **Realism II: From Neo-Realism to Neo-Classical Realism**

Types of neo-realism, the emergence and types of neo-classical realism.

Readings:

*Article: Alliance Formation and the Balance of World Power (International Security, Vol. 9, No. 4 (Spring, 1985), pp. 3-43) (CED)*

*Book Chapters: Neoclassical Realist Theory of International Politics (pp. 1-32) (See Bibliography)*

*Article: Unanswered Threats: A Neoclassical Realist Theory of Underbalancing (International Security, Vol. 29, No. 2, 2004, pp. 159–201) (GROUP A) (CED)*

## **SESSIONS 7 - 8 (LIVE IN-PERSON)**

### **Liberalism I: Democratic Peace Theory**

The tenets of liberalism, Classical liberalism, the democratic peace theory

Readings:

*Book Chapters: International relations theories : discipline and diversity (Chapter 4) (See Bibliography)*

*Article: Kant, Liberal Legacies, and Foreign Affairs (Philosophy & Public Affairs, v12 n3: 205-235) (CED)*

*Article: Normative and Structural Causes of Democratic Peace 1946-1986 (The American Political Science Review, v87 n3: 624-638) (GROUP B) (CED)*

## **SESSIONS 9 - 10 (LIVE IN-PERSON)**

### **Liberalism II: Economic Interdependence**

Trade and conflict

Readings:

*Book Chapters: International relations theories: discipline and diversity (Chapter 5) (See Bibliography)*

*Article: The Study of Interdependence and Conflict: Recent Advances, Open Questions, and Directions for Future Research (Journal of Conflict Resolution, Volume 45, Issue 6, 2001) (CED)*

*Article: Economic interdependence: A path to peace or a source of conflict? (Journal of Peace Research, v33 n1: 29-49) (CED)*

*Article: Economic Interdependence and War: A Theory of Trade Expectations (International Security Vol. 20, No. 4, 1996, pp. 5-41) (Group C) (CED)*

## **SESSIONS 11 - 12 (LIVE IN-PERSON)**

### **Liberalism III: Institutionalism**

The impact of international institutions

Readings:

*Article: The Promise of Institutional Theory (International Security, Vol. 20, No. 1, 1995, pp. 39-51) (CED)*

*Article: Elements of a theory of global governance (Philosophy and Social Criticism 42 (9), 2016,*

837-846) (CED)

Article: *The Third Leg of the Kantian Tripod for Peace: International Organizations and Militarized Disputes, 1950-1985* (*International Organization*, Vol. 53, No. 3, 1998, pp. 441-467) (Group D) (CED)

## **SESSIONS 13 - 14 (LIVE IN-PERSON)**

### **Constructivism**

The tenets of constructivism, constructivist approaches.

Readings:

*Book Chapters: International Relations Theories: Discipline and Diversity (Chapter 9) (See Bibliography)*

*Book Chapters: The Globalization of World Politics: An Introduction to International Relations (pp. 148-165: Social constructivism) (See Bibliography)*

Article: *Anarchy is what States Make of it* (*International Organization*, Vol. 42, No. 2, 1992, pp. 391-425) (CED)

Article: *International Norm Dynamics and Political Change* (*International Organization*, Vol. 52, No. 4, 1998, pp. 887-917) (GROUP E) (CED)

## **SESSIONS 15 - 16 (LIVE IN-PERSON)**

Midterm Exam

## **SESSIONS 17 - 18 (LIVE IN-PERSON)**

### **Neo-Marxism**

Readings:

*Book Chapters: International Relations Theories: Discipline and Diversity (Chapter 7) (See Bibliography)*

Article: *How Did the West Usurp the Rest? Origins of the Great Divergence over the Longue Durée* (*Comparative Studies in Society and History*, Vol. 59, No. 1, 2017) (CED)

*Book Chapters: Explaining the EU's Common Security and Defence Policy: Theory in Action (A Historical Materialist Approach to CSDP) (Presentation F) (See Bibliography)*

## **SESSIONS 19 - 20 (LIVE IN-PERSON)**

### **Critical Theory**

Readings:

*Book Chapters: International relations theories : discipline and diversity (Chapter 8) (See Bibliography)*

Article: *Security after emancipation? Critical Theory, violence and resistance* (*Review of International Studies*, 37(3), 2011: 1113-1135) (CED)

Article: *Peacekeeping and critical theory* (*International Peacekeeping*, 11:1, 2004, 39-58) (Group G) (Will be Provided by Professor)

## **SESSIONS 21 - 22 (LIVE IN-PERSON)**

## **Postcolonialism**

Readings:

*Book Chapters: International relations theories: discipline and diversity (Chapter 12) (See Bibliography)*

*Book Chapters: The international relations of Sub-Saharan Africa (pp. 35-50 and 98-112 «The Times they Are(n't) A-changing: American Policies in Africa» and «The Empire(s) Strike Back? The European Union and Africa») (See Bibliography)*

*Article: Nuclear apartheid as political position: race as a postcolonial resource? (Alternatives: Global, Local, Political. 26.4, 2001) (Presentation H) (CED)*

## **SESSIONS 23 - 24 (LIVE IN-PERSON)**

### **Feminism**

Readings:

*Book Chapters: International relations theories: discipline and diversity (Chapter 10) (See Bibliography)*

*Article: The Beijing Platform for Action charted a future we still need to bring up: building feminist economic policy (Gender and Development, Vol. 28, 2020, pp. 281-298) (CED)*

*Article: Gendered Conflict (Journal of Peace Research, vol. 37, no. 1, 2000, pp. 53–68) (GROUP I) (CED)*

## **SESSIONS 25 - 26 (LIVE IN-PERSON)**

### **Green Theory**

Readings:

*Book Chapters: International relations theories: discipline and diversity (Chapter 14) (See Bibliography)*

*Article: The effectiveness of international environmental regimes: Comparing and contrasting findings from quantitative research (International Studies Review, Vol.13(4), 2011) (CED)*

*Article: Democracy and state environmental commitment to international environmental treaties (International Environmental Agreements, 15(2), 2015) (Group J) (CED)*

## **SESSIONS 27 - 28 (LIVE IN-PERSON)**

### **The Eclecticist Revolution**

From paradigms to a unified scientific approach

Readings:

*Article: Analytic Eclecticism in the Study of World Politics: Reconfiguring Problems and Mechanisms across Research Traditions (Perspectives on Politics, Volume 8, Issue 02, June 2010, pp 411-431) (CED)*

*Article: Why “isms” Are Evil: Theory, Epistemology, and Academic Sects as Impediments to Understanding and Progress (International Studies Quarterly, Vol. 55, No. 2 (June 2011), pp. 465-480) (CED)*

*Article: Japan, Asian-Pacific Security, and the Case for Analytical Eclecticism (International Security, volume 26, issue 3, 2001/2002, pp. 153-185) (GROUP K) (CED)*

## **SESSIONS 29 - 30 (LIVE IN-PERSON)**

Conclusions:

- Review of the sessions
- Review of final papers
- Final reflections: From theory to practice

Readings:

*Book Chapters: International relations theories: discipline and diversity (Chapter 17) (See Bibliography)*

### **BIBLIOGRAPHY**

#### **Compulsory**

- Tim Dunne, Milja Kurki, Steve Smith (eds.). (2016). *International Relations Theories: Discipline and Diversity*. 4th. Oxford University Press. ISBN 0199298335 (Printed)

#### **Recommended**

- Karen A Mingst, Heather Elko McKibben and Ivan M Arreguin-Toft. (2019). *Essentials of international relations*. Norton & Company. ISBN 9780393675191 (Digital)

- John Baylis, Steve Smith. (2014). *The globalization of world politics: an introduction to international relations*. Oxford University Press. ISBN 9780199656172 (Digital)

- Norrin M. Ripsman et al. (2016). *Neoclassical Realist Theory of International Politics*. Oxford University Press. ISBN 0199899258 (Digital)

- Xymena KUROWSKA and Fabian BREUER. (2011). *Explaining the EU's common security and defence policy : theory in action*. CSDP. ISBN 9780230277830 (Digital)

- Ian Taylor. (2010). *The International Relations of Sub-Saharan Africa*. Continuum. ISBN 9781441181893 (Digital)

### **EVALUATION CRITERIA**

Your final grade in the course will be based on the following weighed criteria:

- A) Class participation (10 percent)
- B) Group presentation (20 percent)
- C) Intermediate test (30 percent)
- D) Final exam (40 percent)

#### **GUIDELINES**

##### **A) Class participation**

Students are encouraged to freely, respectfully, and, I hope, enthusiastically express their opinions in class. Do not worry if you are a bit shy, which is only natural and tends to disappear when people feel comfortable in a friendly environment, like certainly our class will be. All participation is valued but a top grade is only attributed to students that express their opinion in a logically consistent manner, supported by evidence, and showing that the mandatory readings were done. Your interpersonal skills and ability to debate in public will definitely benefit from your participation in class.

**B) Group presentation**

This task is about critically assessing the argument of a scholarly article. In 20 minutes students are expected to make a summary of the article and give their opinion about it on the basis of logic and empirical evidence present in secondary sources such as statistical databases or official documentation. If students disagree with the argument they should identify the inconsistencies at logical, empirical, or both levels. On the contrary, if they agree, they should highlight its logical consistency against alternative arguments and try to provide more empirical evidence than the author did. It is mostly a test of analysis and public speaking but it is also designed to improve your skills as a team player.

**C) Intermediate Test**

In the intermediate test (a midterm exam) students will be evaluated on their knowledge about the topics covered from sessions 1 to 14. The mandatory readings offer sufficient material to correctly answer the questions but going through the complementary readings increase your chances of getting top marks. The exam consists of six questions, from which you select five. These are not straightforward questions about concepts or dates but rather questions that challenge you intellectually and make you think critically about an issue. Answers should be clear and robust, within the limits of time, offering a logical argument supported by a couple of empirical examples. The exam will take 1 hour and 15 minutes, since students are expected to dedicate 15 minutes to plan, write, and review each question. This will test and hopefully improve your ability to think and write under pressure.

**D) Final exam**

The final exam will be a research essay where you apply IR theories to one specific topic (from a list uploaded after the midterm exam). The essay should compare distinct theoretical arguments in the literature and support the argument that the students considers to be the valid one (more logical, better supported by empirical evidence, or both). This essay is bound to improve students' ability to critically examine arguments and to empirically support one.

- Size: Range between 2,500 words and 3,000 words, not including tables and bibliography.
- Reference system: Harvard ( <http://www.citethisforme.com/harvard-referencing>).
- Format: Times New Roman size 12; 1.5 paragraph space; include student name, number, and course name on the right hand corner of the first page.
- Plagiarism: Plagiarism is obviously prohibited and subject to IEU disciplinary rules. Essays are submitted through Turnitin and plagiarism is assessed according to its criteria (see <https://www.turnitin.com/solutions/plagiarism-prevention>).
- Submission deadline: To be determined.

Criteria	Percentage	Comments
Class Participation	10 %	
Group Presentation	20 %	
Intermediate Tests	30 %	
Final Exam	40 %	

**GENERAL OBSERVATIONS**

Each student has four attempts over two consecutive academic years to pass this course.



For every BIR Program mandatory class aside from the IR Unplugged and BIR Electives, students are required to obtain the minimum grade of 5 required to pass the course. Students whose grade in the Final Exam (or the largest assignment) is below 5 will fail the course. The rule applies to whichever assignment carries the greatest weight to the final grade. Dates and location of the final exam will be posted in advance and will not be changed.

Students must attend at least 70% of the sessions. Students who do not comply with the 70% attendance rule will receive a 0.0 on their first and second attempts and go directly to the third one (they will need to enroll in this course again the following academic year).

Students who are in the third or fourth attempt must contact the professor during the first two weeks of the course.

The Bachelor's in International Relations pursues to develop the knowledge, skills and attitudes for bringing transformative and sustainable change in today's world. Therefore, all the courses follow the principles of sustainability and diversity. Firstly, this course considers the agenda 2030 and builds upon the Sustainable Development Goal 4 Quality Education, 5 Gender Equality and 16 Peace, Justice and Strong Institutions. Secondly, this course is committed to an inclusive learning environment and looks to be enriched and enhanced by diversity along numerous dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class and religion.

### **ATTENDANCE**

In-person attendance is mandatory at IE University, as it is an essential factor of IE's learning methodology. While we do closely monitor attendance in each course, we also consider our students responsible for their own agenda and commitments, as adult university students. With that in mind, each student may miss up to 30% of the sessions within a given course and still maintain the possibility of passing that given course. This 30% "buffer" is to be used for any absences, such as: illnesses, personal emergencies, commitments, official/governmental matters, business and/or medical appointments, family situations, etc. Students should manage their various needs, and situations that may arise, within that 30% buffer. If a student is absent to more than the allowed 30% of the sessions (regardless of the reason), s/he will obtain a 0.0 grade for that course in both the ordinary and extraordinary calls of the current academic year, and s/he will have to retake the course during the following academic year.

Please pay close attention to your attendance. The program strongly encourages attending 100% of the sessions as it will improve your learning outcomes, it will increase the class performance and it will benefit your participation grade. Noncompliance with deadlines for Non-Classroom Learning activities or assignments will result in an absence for the session.

Extreme cases involving emergencies such as; extended hospitalizations, accidents, serious illnesses and other cases of force majeure; are to be consulted with the Program Management ([bir.biemadrid@ie.edu](mailto:bir.biemadrid@ie.edu)) for assessment of the situation and corresponding documentation, in order to support and guide each student optimally.

For more information about the university attendance policy, please check; <https://www.ie.edu/student-guide/bir/policies-and-guidelines/attendance/>

### **THIRD CALL RETAKE POLICY**

Any student in their third call of a course, also known as a "Retaker", is obliged to observe the following rules:

- Third call students must contact their professors before or during the first session to ask which work and or \*sessions will be required to obtain a passing grade. The professor will determine which work will be required in their course.  
\*(e.g. when presenting group work, sitting for examinations or other work done in class)
- Retakers are exempt from failing the call due to absences; however, they are not exempt from work the professor designates as necessary to obtain a passing grade. This means some sessions may be mandatory to attend in order to complete the work within.
- Students in their third call are responsible for managing the conflicts in their schedule, should



students need advice on how to manage their conflicts they should visit the program office.

#### **EXTRAORDINARY EXAMINATION POLICY:**

Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility).

Grading for retakes will be subject to the following rules:

- The retakes will consist of a comprehensive exam or equivalent assignment. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account.
- Dates and location of the retakes will be posted in advance and will not be changed.
- The exam/assignment will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.

#### **PLAGIARISM / ACADEMIC HONESTY**

Plagiarism is the dishonest act of presenting another person's ideas, texts or words as your own. This includes in order of seriousness of the offense:

- providing faulty sources;
- copy-pasting material from your own past assignments (self-plagiarism) without the instructor's permission;
- copy-pasting material from external sources even while citing them;
- using verbatim translations from sources in other languages without citing them;
- copy-pasting material from external sources without citing them;
- buying or commissioning essays from other parties;
- and receiving excessive and/or unreported help from personal tutors.

IEU students must contact the professor if they don't know whether the use of a document constitutes plagiarism. For help with your academic writing, contact the Writing Center ([writingcenter@faculty.ie.edu](mailto:writingcenter@faculty.ie.edu)). The professor will also advise the student on how to present said material. All written assignments must be submitted through Turn-it-in, which produces a similarity report and detects cases of plagiarism. Professors are required to check each student's academic work in order to guarantee its originality. If the originality of the academic work is not clear, the professor will contact the student in order to clarify any doubts. Students using external tutorial support should report it to the professor and the BIR Program from the moment they began receiving this support. In the event that the meeting with the student fails to clarify the originality of the academic work, the professor will inform the Director of the Bachelor Program about the case, who will then decide whether to bring the case forward to the BIR Academic Review Panel. Very high similarity scores will be automatically flagged and forwarded to the Academic Review Panel. Plagiarism constitutes a very serious offense and may carry penalties ranging from getting a zero for the assignment to expulsion from the university depending on the severity of the case and the number of times the student has committed plagiarism in the past.

#### **PROFESSOR BIO**

Professor: **NUNO PEREIRA DE MAGALHÃES**

E-mail: [npereira@faculty.ie.edu](mailto:npereira@faculty.ie.edu)

I am a professor of International Relations at UAL, Lisbon; a researcher for the Portuguese Institute of International Relations, Nova University of Lisbon; a visiting professor of International Relations at IE University, Madrid; co-founder and Principal Observer at OPEN - National Foreign Policy Observatory; and an associate of the Institute of National Defence of Portugal's Ministry of Defence. I specialize in International Relations theory and in international security (international organizations of defence, nuclear proliferation, conflict management, and security in Europe and in Northeast Asia).

Previously, I was a professor of International Relations at Hufs and an ARI Fellow at Korea University; a Japan Foundation Fellow at the University of Tokyo; a Taiwan Fellow at National Taiwan University; a consultant for the Portuguese Mission to the United Nations during the presidency of the UNSC Committee 1718 on North Korean nuclear sanctions; a research associate at Harvard University's Weatherhead Center for International Affairs; a teaching instructor for the MSt in International Relations at the University of Cambridge; a visiting researcher at the Department of Political Science of Seoul National University; a visiting scholar at Columbia University's School of International and Public Affairs and Department of Political Science; a visiting fellow at Harvard's Graduate School of Arts and Sciences and Kennedy School of Government; an FCT scholar at the University of Cambridge; a KGSP scholar at Sogang University; and an affiliate at the General Direction of EU Affairs of the Ministry of Foreign Affairs in Portugal.

I hold an MPhil in International Relations and a PhD in Politics and International Studies, both from the University of Cambridge.

## **OTHER INFORMATION**

Office hours available by appointment. Please send me an email to [npereira@faculty.ie.edu](mailto:npereira@faculty.ie.edu).

### **CODE OF CONDUCT IN CLASS**

1. Be on time: Students arriving more than 5 minutes late will be marked as "Absent". Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor).
2. If applicable, bring your name card and strictly follow the seating chart. It helps faculty members and fellow students learn your names.
3. If connecting remotely, leave video feed on at all times.
4. Do not leave the room during the lecture: Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as "Absent". Only students that notify that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).
5. Do not engage in side conversation. As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. If you do not want to ask it during the lecture, feel free to approach your teacher after class. If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as "Absent".
6. Use your laptop for course-related purposes only. The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as "Absent".

7. No cellular phones: IE University implements a “Phone-free Classroom” policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.
8. Escalation Policy: the first time you are asked to leave the classroom it will be counted as an absence. If it happens a second time, it will be counted as 3 absences, and an Academic Review Panel will be consulted to discuss other possible sanctions, up to an including possible failing of course and in extreme cases expulsion from program.

