

POLS 553 – Seminar in International Relations
Fall 2022
Tuesday 6:00- 8:30pm
Morgan Hall 316

Contact Information

Instructor: Dr. Ghashia Kiyani

Office: Morgan Hall 430

Office Hours: MT 10-12 pm, Wed 10-11am & by appointment

Office Hours In-person and Virtual:

Virtual Office Meeting Link: <https://wiu.zoom.us/j/94563931056>

Email: GO-Kiyani@wiu.edu.

Course Description

This seminar is the survey of contemporary field of International Relations by focusing on current and active research regarding various aspects of world politics. In this course, we will focus on theories of international relations, subfield of international security, human security, international political economy, and global governance. Throughout the semester, we will be reading work that exposes us both to the theory and its application that means our readings will have a diverse set of research methods ranging from formal modeling, qualitative analysis of cases, and quantitative analysis. This course will prepare you to read diverse literature along with broadening your understanding of methods used in International relations research.

Required Readings

There are no required books for this course. However, students may find it useful to purchase [World Politics: Interests, Interactions, and Institutions](#) (4th edition) as a reference textbook. The course will emphasize readings from original research material including range of scholarly pieces published in peer-reviewed journals. I will be providing hyperlinks of the readings in the syllabus. Students will be working on various commonly used International Relations datasets to understand methodological foundations of the discipline. I will either make these datasets available on Western Online or provide a link for you to access it from the main sources.

Course Requirements and Policies

Participation. (20% of total grade) Since this is a graduate level seminar course, every student is expected to participate in class. As a form of participation, and to foster engagement with the readings and with each other, members of the class are required to actively participate and be respectful in class discussion. Every student is expected to bring two to three questions about the readings in each class, a critique of an author's argument, or a more general comment about the material.

Writing Assignments (40% of total grade)

Writing assignments are divided into two components that includes response memo and data assignment.

- **Writing Assignment (20% of writing assignment grade)** Students will write 3 brief (2-3 page) papers in response to the assigned readings throughout the semester. The response papers could be on any theme that interests the most to the student. I will be discussing expectations related to response memo in class and also happy to provide a sample response memo. If you plan on submitting a response paper on a particular week, that should then be submitted at the beginning of that particular class. are due no later than noon on Thursday in a week when the response paper option is available.
- **Data Assignment (20% of writing assignment grade)** This assignment will be handed out in class. You will be asked to download a dataset, answer some questions about the dataset, provide some descriptive statistics, show relationships between variables with scatter plots, among other questions. You will need to have a basic understanding of how to use an excel spreadsheet in order to complete the assignment.

Research paper or Literature Review (40% of total grade)

Research assignments is divided into three components that includes research proposal, presentations, and Research Paper/literature Rev. It's important that you get the topic approved before started working on it.

- **Research proposal (10% of Research grade):** 1-2-page proposal for the research paper/literature review is due on **Friday, Nov. 8 by 5 pm**. More details about this assignment will be provided in class.
- **Research Presentation (10% of Research grade):** Students are required to present their paper in the class. The presentation style needs to be consistent with Professional Conference where a student need to start with a research question, why it's important to study the underlying question, followed by theoretical argument, theoretical mechanism, hypothesis and research design (data versus case study) and expected findings. I am happy to provide a template on it.

- **Research Paper/literature Review (20% of Research grade)** Students will write a 10 to 15 page research paper or a literature Review on a topic they choose in consultation with the instructor. Additional guidelines concerning expectations for the research paper will be provided in class room. The research paper will be due **TUESDAY, DEC. 13 by 5 pm.**

Course Grades and Points Breakdown

Course grade will be based on total points earned out of 100 points. The grades will not be bumped. It means that if you receive 89.5 at the end of semester, then you will earn a B grade.

Final grades will be assigned based on the number of points you accumulate during the semester. Here is the grading scheme:

Points Earned	Grade
90 points and above	A
80 - 89 points	B
70 - 79 points	C
60 - 69 points	D
59 and below	F

Academic Honesty: Plagiarism, cheating and other forms of academic dishonesty will not be tolerated and may result in a failing grade for the course. Please refer to the WIU Student Academic Integrity Policy at <http://www.wiu.edu/policies/acintegrity.php>. It is your responsibility to follow this policy; please ask me if you have questions about what constitutes plagiarism.

ADA Statement: In accordance with University values and disability law, students with disabilities may request academic accommodations where there are aspects of a course that result in barriers to inclusion or accurate assessment of achievement. To file an official request for disability-related accommodations, please contact the Disability Resource Center at 309-298-2512, disability@wiu.edu or in 143 Memorial Hall. Please notify the instructor as soon as possible to ensure that this course is accessible to you in a timely manner.

Title IX: University values, Title IX, and other federal and state laws prohibit sex discrimination, including sexual assault/misconduct, dating/domestic violence, and stalking. If you, or someone you know, have been the victim of any of these offenses, we encourage you to report this to the Title IX Coordinator at 309-298-1977 or anonymously online at: http://www.wiu.edu/equal_opportunity_and_access/request_form/index.php. If you disclose an incident to a faculty member, the faculty member must notify the Title IX Coordinator. The complete Title IX policy is available at: <http://www.wiu.edu/vpas/policies/titleIX.php>.

Student rights and responsibilities: <http://www.wiu.edu/provost/students.php>

Disclaimer This syllabus is subject to change. Any changes will be announced in class. You alone are responsible for attending lecture and checking the website to stay up-to-date.

Tentative Course Outline* (may be subject to amendments)

Introduction

Meeting 1: August 23

- Class Introductions
- Discuss Syllabus
- Theories of International Relations

Meeting 2: August 30

Interstate Wars/International Conflict

[Fearon, J. D. \(1995\). Rationalist explanations for war. *International organization*, 49\(3\), 379-414.](#)

[Schultz, K. A. \(1999\). Do democratic institutions constrain or inform? Contrasting two institutional perspectives on democracy and war. *International Organization*, 53\(2\), 233-266.](#)

[Weeks, J. L. \(2012\). Strongmen and straw men: Authoritarian regimes and the initiation of international conflict. *American Political Science Review*, 106\(2\), 326-347.](#)

Meeting 3: September 6

Civil Wars

[Walter, B. F. \(2009\). Bargaining failures and civil war. *Annual Review of Political Science*, 12\(1\), 243-261.](#)

[Fearon, J. D., & Laitin, D. D. \(2003\). Ethnicity, insurgency, and civil war. *American political science review*, 97\(1\), 75-90.](#)

[Collier, P., & Hoeffler, A. \(2004\). Greed and grievance in civil war. *Oxford economic papers*, 56\(4\), 563-595.](#)

Meeting 4: September 13

Civil Wars and International Security

[Gleditsch, K. S., Salehyan, I., & Schultz, K. \(2008\). Fighting at home, fighting abroad: How civil wars lead to international disputes. *Journal of Conflict Resolution*, 52\(4\), 479-506.](#)

[Bayer, R., & Rupert, M. C. \(2004\). Effects of civil wars on international trade, 1950-92. *Journal of Peace Research*, 41\(6\), 699-713.](#)

[Stanton, J. A. \(2013\). Terrorism in the context of civil war. *The Journal of Politics*, 75\(4\), 1009-1022.](#)

Meeting 5: September 20

Diversionsary War

[Ostrom, C. W., & Job, B. L. \(1986\). The president and the political use of force. *American Political Science Review*, 80\(2\), 541-566.](#)

[Fordham, B. O. \(2005\). Strategic conflict avoidance and the diversionsary use of force. *The Journal of Politics*, 67\(1\), 132-153.](#)

[Pickering, J., & Kisangani, E. F. \(2005\). Democracy and diversionsary military intervention: Reassessing regime type and the diversionsary hypothesis. *International Studies Quarterly*, 49\(1\), 23-43.](#)

Meeting 6: September 27

The Democratic Peace

[Oneal, J. R., & Russett, B. \(1999\). The Kantian peace: The pacific benefits of democracy, interdependence, and international organizations, 1885–1992. *World politics*, 52\(1\), 1-37.](#)

[De Mesquita, B. B., Morrow, J. D., Siverson, R. M., & Smith, A. \(1999\). An institutional explanation of the democratic peace. *American Political Science Review*, 93\(4\), 791-807.](#)

[Hensel, P. R., Goertz, G., & Diehl, P. F. \(2000\). The democratic peace and rivalries. *The Journal of Politics*, 62\(4\), 1173-1188.](#)

Meeting 7: October 4

International Trade

[Li, Q., & Reuveny, R. \(2011\). Does trade prevent or promote interstate conflict initiation?. *Journal of Peace Research*, 48\(4\), 437-453.](#)

[Hafner-Burton, E. M. \(2005\). Trading human rights: How preferential trade agreements influence government repression. *International Organization*, 59\(3\), 593-629.](#)

[López-Córdova, J. E., & Meissner, C. M. \(2008\). The impact of international trade on democracy: A long-run perspective. *World Politics*, 60\(4\), 539-575.](#)

Meeting 8: October 11

Terrorism

[Krueger, A. B., & Malečková, J. \(2003\). Education, poverty and terrorism: Is there a causal connection?. *Journal of Economic perspectives*, 17\(4\), 119-144.](#)

[Piazza, J. A. \(2008\). Incubators of terror: Do failed and failing states promote transnational terrorism?. *International Studies Quarterly*, 52\(3\), 469-488.](#)

[Piazza, J. A. \(2011\). Poverty, minority economic discrimination, and domestic terrorism. *Journal of Peace Research*, 48\(3\), 339-353.](#)

Meeting 9: October 18

- *Virtual class via Zoom- as I will be attending Women in Legislative Studies Annual Meeting*

Meeting 10: October 25

Sanctions

[Peksen, D., & Drury, A. C. \(2010\). Coercive or corrosive: The negative impact of economic sanctions on democracy. *International Interactions*, 36\(3\), 240-264.](#)

[Peksen, D., & Drury, A. C. \(2009\). Economic sanctions and political repression: Assessing the impact of coercive diplomacy on political freedoms. *Human Rights Review*, 10\(3\), 393-411.](#)

[Drury, A. C., & Peksen, D. \(2014\). Women and economic statecraft: The negative impact international economic sanctions visit on women. *European Journal of International Relations*, 20\(2\), 463-490.](#)

Meeting 11: November 1

Human Rights

[Bell, S. R., Clay, K. C., & Martinez Machain, C. \(2017\). The effect of US troop deployments on human rights. *Journal of Conflict Resolution*, 61\(10\), 2020-2042.](#)

[Bell, S. R., Clay, K. C., Kiyani, G., & Murdie, A. \(2022\). Civil–Military Relations and Human Rights. *Armed Forces & Society*, 48\(3\), 701-722.](#)

[Kiyani, G. \(2021\). US aid and substitution of human rights violations. *Conflict Management and Peace Science*, 07388942211045045.](#)

[Murdie, A. M., & Davis, D. R. \(2012\). Shaming and blaming: Using events data to assess the impact of human rights INGOs. *International Studies Quarterly*, 56\(1\), 1-16.](#)

Meeting 12: November 8

Troop Deployments/Military Training

[Allen, M. A., Flynn, M. E., Machain, C. M., & Stravers, A. \(2020\). Outside the wire: US military deployments and public opinion in host states. *American Political Science Review*, 114\(2\), 326-341.](#)

[Martinez Machain, C. \(2021\). Exporting influence: US military training as soft power. *Journal of Conflict Resolution*, 65\(2-3\), 313-341.](#)

[Bell, S. R., Flynn, M. E., & Martinez Machain, C. \(2018\). UN peacekeeping forces and the demand for sex trafficking. *International Studies Quarterly*, 62\(3\), 643-655.](#)

- ***Research Proposals Due***

Meeting 13: November 15

Virtual Meeting- as I will be attending International Studies Association-Midwest Annual Meeting

Meeting 14: November 22

No Class: Thanksgiving Break

Meeting 15: November 29

International Non-governmental Organizations

[Allen, S. H., Bell, S. R., & Martinez Machain, C. \(2021\). Air power, NGOs, and collateral killings. *Foreign Policy Analysis*, 17\(2\), oraa025.](#)

[Murdie, A., & Peksen, D. \(2015\). Women's rights INGO shaming and the government respect for women's rights. *The Review of International Organizations*, 10\(1\), 1-22.](#)

[Pacheco-Vega, R., & Murdie, A. \(2021\). When do environmental NGOs work? A test of the conditional effectiveness of environmental advocacy. *Environmental Politics*, 30\(1-2\), 180-201.](#)

[Kiyani, G., & Murdie, A. \(2020\). Unintended Restrictions: Women's Rights INGOs and Women's Civil Society Restrictions. *Human Rights Review*, 21\(4\), 349-372.](#)

Meeting 16: December 6

Class Presentations

Final Exam Week: (Dec 12-16)

- Research Paper will be due in the final exam week.