***Instructor’s Manual***

to accompany

*Introduction to Global Politics*, Seventh Edition

Steven L. Lamy, John S. Masker, John Baylis, Steve Smith, and Patricia Owens

**Chapter 3: Realism, Liberalism, and Critical Theories**

**What Students Should Learn from This Chapter**

Define the term theory and give examples.

Discuss the relationship among concepts like theory, image, worldview, and narratives.

Describe the historical origins of the realist, liberal, Marxist, constructivist, and feminist schools of thought.

Name key theorists of the five schools of thought.

Explain the relation among the levels of analysis and the different variants of the five schools of thought.

Explain the benefits and short-comings of the different variants of the five schools of thought for the study of international relations.

**Outline**

1. Introduction
2. What Is Realism?
	1. The Essential Realism
	2. Statism
	3. Survival
	4. Self-Help
	5. One Realism or Many?
	6. Classical Realism
	7. Structural Realism, or Neorealism
	8. Contemporary Realist Challenges to Structural Realism
	9. What Theory Tells Us About Policy
3. What Is Liberalism?
	1. Defining Liberalism
	2. The Essential Liberalism
	3. Neoliberalism
	4. Liberalism in Practice
4. Critical Theories
	1. The Essential Marxism
	2. Third World Socialists
	3. Feminist Theory
	4. Constructivism
5. Conclusion

**How the Chapter Relates to the Central Themes of the Text**

This text seeks to demystify international relations theory for students. Building on the introduction of key terms in Chapter 1, in this chapter students learn what many scholars agree are the essential elements of the academic perspectives that shape the study of international relations in the United States. Students also discover the essential tenets for each school of thought. It is important to remember that although the Marxist, constructivist, and feminist lenses are often dismissed as outside the mainstream of academic thinking, all three perspectives have many academic adherents worldwide. Students will learn that these alternative theories offer important insights on international relations.

**Suggested Lecture Topics and Class Activities**

Begin the discussion of theories by introducing students to the concept of theory building in the social sciences, including the explication of assumptions and hypothesis generation and testing. Use examples from the hard sciences for comparison.

Discuss the methodological and ethical challenges that are faced by the social sciences that are not necessarily the same for the hard sciences.

Divide the class into two or three aggressors, two or three defenders, and the rest of the class as undecided. Act out the Security Dilemma in which students decide to join attacking teams, defending teams, or to abstain. Let the students realize that many who would claim to be cooperative liberals behave like realists in practice.

Have students read excerpts from Thucydides’ *Melian Dialogue* and Machiavelli’s *The Prince* to introduce classical realism.

Have students read excerpts from Immanuel Kant’s *Perpetual Peace* and Wilson’s *Fourteen Points* to understand the concepts of cooperation and collective security.

Have students brainstorm a list of current foreign relations topics. Then have students choose sides and debate the topic while responding only as a realist or a liberal. The goal is to get them to have a conversation while remaining in character of each perspective and not violating the rules of the perspective.

Analyze a current topic of international relations from the perspectives of Marxism, third world socialism, constructivism, and feminism.

Put students into groups. Give each group a recent speech from a politician regarding an international event—for example foreign aid, the Copenhagen global warming summit, or unrest in fragile states. Ask the students to analyze the speech from each of the theoretical perspectives that we have studied in the course. Does any single perspective come out in the speech at the expense of the others?

Analyze the events surrounding the start of the Cold War from the perspectives the five schools of thought.

Put students into groups. Assign each a theoretical perspective to defend against the others.

Discuss the end of the Cold War from the perspectives of the five schools of thought. Do any perform better than the others?

Analyze the war against ISIS/ISIL from the perspectives of the five schools of thought.

Apply the perspectives of Marxism, constructivism, and feminism to the foreign policy of the Obama administration, especially the decision to reduce the US involvement the war in Afghanistan.

**Discussion Questions**

How does the use of game theory—for example, the Stag Hunt—help us to understand international relations?

In your opinion, which level of analysis provides the best framework for international relations? Use examples to support your answer.

How does the Melian dialogue represent key concepts such as self-interest, the balance of power, alliances, capabilities, empires, and justice?

Do realists confuse a description of war and conflict for an explanation of why it occurs?

Is realism anything more than the ideology of powerful, satisfied states?

What is at stake in the debate between defensive and offensive realism?

Can realism help us to understand the globalization of world politics?

Should liberal states promote their values abroad? Is force a legitimate instrument in securing this goal?

Are democratic peace theorists right, but for the wrong reasons?

Are liberal values and institutions in the contemporary international system as deeply embedded as neoliberals claim?

Why have alternative theoretical approaches to realism become more popular in recent years?

How would you explain the continuing vitality of Marxist thought in a post–Cold War world?

How has Marxism transformed since Marx’s original thesis?

Is there a place for third world socialism in the post-Cold War world?

What is the core concept of constructivism?

What do you think are the core issues for the study of global change, and how does constructivism help you address those issues? Alternatively, how does a constructivist framework help you identify new issues that you had not previously considered?

Feminists define gender as a social construction. What does this mean? What kinds of questions does international relations feminism try to answer using gender as a category of analysis?

Is there an objective reality or is the world inherently subjective? Is everything about human society a social construction? Support your answer.

Women’s participation at the highest levels of international and national policymaking has been extremely limited. Do you think this is important for understanding global politics?

Do you think women’s roles—as diplomats’ and soldiers’ wives, domestic servants, sex workers, homemakers, and home-based workers—are relevant to the business of international politics? If so, how?

Which variant of feminist theory, or any combination of them, seems to capture most accurately what Enloe calls “gender makes the world go around”?

Why has international relations ignored issues concerning race for so long?

What is it about Marxism, constructivism, and feminism that makes them a threat to realism and liberalism?

What is the realist and liberal counter to the challenges posed by critical theory and is it valid?

**Video Suggestions**

[*China from the Inside, Women of the Country*](http://www.pbs.org/kqed/chinainside/women/index.html) (Episode 2) (PBS Video)

*Global Capitalism and the Moral Imperative* (Princeton Films for the Humanities, 1998)

[*October: Ten Days That Shook the World*](https://www.youtube.com/watch?v=YVuf3T3k-W0)(Sergei Eisenstein and Grigori Aleksandrov, 1928)

*Power Over People: Classic and Modern Political Theory: Machiavelli: Political Realism in The Prince* (Springfield, VA: Teaching Company, 1992)

*Power Over People: Classic and Modern Political Theory: Marx and the Vision of Political Economy* (Dalton-Dennis G.; Springfield, VA: Teaching Company, 1992)

*Two Meetings and a Funeral* (Naeem Mohaiemen, 2017)

*Turkey’s Tigers: Integrating Islam and Corporate Culture* (2006)

**Internet Resources**

These four sources of primary texts of philosophy will be useful to students for outside reading assignments:

[Internet Classics Archive](http://classics.mit.edu/index.html)

[Online Library of Liberty](http://oll.libertyfund.org/)

[Perseus Digital Library](http://www.perseus.tufts.edu/hopper/)

[Project Gutenberg](https://www.gutenberg.org/)

[Marxists Internet Encyclopedia](https://www.marxists.org) The source for anything to do with the past, present, and future of Marx and his followers. Includes biographical sketches, texts, and letters. The latter includes letters from Jenny Marx to Engels and others.

[United Nations Women Watch: Women, Peace and Security](http://www.un.org/womenwatch/feature/wps/) The UN site for information of on all aspects of women in international politics.

[Stanford Encyclopedia of Philosophy](http://plato.stanford.edu/) An excellent peer-reviewed free encyclopedia that features articles on all schools of thought.