Introduction to
International Relations

Political Science 120-02
The College of Wooster
Spring Semester 2018

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Office Hours:
MT 3:00-4:00 pm, or by appointment

Course Description

Can the international community cooperate to solve common problems? How will states and organizations respond to challenges such as terrorism, climate change, poverty, human rights violations, and social injustice in the 21st century? Will this new century be characterized by more peace and progress, or conflict, than the last? The field of international relations explores relationships among governments (like China and Venezuela, or Nigeria and Great Britain), international organizations (like the United Nations), multinational corporations (like Exxon Mobil or Apple), nongovernmental organizations (like Amnesty International), cultural groups (such as the Kurds), and even empowered individuals (like Beatrice Finh, Executive Director of the International Campaign to Abolish Nuclear Weapons, and China’s President Xi Jinping).

Two sections of this course analyze opposing trends toward integration and disintegration in international politics. In the first section, students will become acquainted with the history of global politics and major theories of the causes and consequences of international conflict. The second section will examine the origins of cooperation through international organizations, trade, human rights, and economic development.

Educational Objectives

The goal of this course is to provide intellectual tools to analyze developments in international relations critically and creatively. By the end of the course, students should be able to:

• think critically about the international system and its effects on different actors;
• demonstrate knowledge and understanding of various analytical tools, including key concepts and theories in international relations;
• demonstrate knowledge of substantive information about key political actors, institutions, issues, geography, and events in the international system, and how they are interrelated;
• apply the analytical skills learned in class to understand and explain global political phenomena or international relations-related events in a given country or region.
Course Requirements

Students will complete a personal narrative, an issue paper, two examinations, a working paper, and a book review for this course. Assignments are weighted in the following manner:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Course Participation</td>
<td>10%</td>
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<tr>
<td>Working Paper</td>
<td>10%</td>
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<tr>
<td>Wooster and the World Paper</td>
<td>5%</td>
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<tr>
<td>Summit Participation</td>
<td>10%</td>
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<tr>
<td>Issue Paper</td>
<td>10%</td>
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<tr>
<td>Book Review</td>
<td>15%</td>
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<tr>
<td>Great Decisions Participation</td>
<td>5%</td>
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<tr>
<td>Final Examination</td>
<td>20%</td>
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<tr>
<td>Midterm Examination</td>
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Required Texts


2. Readings on Electronic Reserve:
   - Weblink: http://libguides.wooster.edu/er.php?course_id=12035
   - Password: relations

Participation and Professionalism

Learning is not a spectator sport. It is essential that students attend class, prepare assignments in advance, and participate regularly in course discussions and debates. Students who are actively engaged in this class will receive high marks for this portion (10%) of the total grade. In evaluating participation, I look especially for evidence that students have completed the readings and are prepared to summarize what they have learned in class discussions. But this portion of the grade is also based on professionalism. This includes participation, but also refers to other factors such as attendance, promptness, courtesy to the instructor and fellow students, overall improvement, and other intangibles to be evaluated and assigned at the discretion of the instructor. Simply attending the course without active participation, or missing classes, will result in a loss of participation points.

Current Events and Political Geography

This course serves as an introduction to methods of analyzing world politics. You are expected to monitor the news from around the world and get your news from multiple reputable sources that have substantial global coverage. Three noteworthy and reliable sources that you can access online are *The New York Times*, Al Jazeera, and the BBC World Service. Knowledge of global geography also helps to set current political events in a broader context. You will receive geography study guides for tests on important regions and continents during the semester, and test scores will be part of exam and participation grades.
**Wooster and the World: A Personal Narrative**

This introduction to our study of international relations recognizes the many connections we have to the world around us. In an essay, students will respond to a set of questions about global identity and global citizenship that encourage thoughtful assessments of our place in the world. Papers should be 2-3 pages, typed double-spaced. No citations are required. More information on this assignment will be provided in class.

**Great Decisions Program Participation**

This public forum lecture series raises awareness of key concerns in global politics and U.S. foreign policy, and is sponsored by the College and community businesses and foundations. Events on the 2018 program include:

- **February 1** Laura Galante, “Cybersecurity”
- **February 6** Angela Maria Kelley, “Immigration Policy”
- **February 13** E.J. Dionne, “Politics in the Trump Era”
- **February 27** Larissa Rhodes, “Documentary: Chasing Coral”
- **February 28** Luncheon: Larissa Rhodes, “Environmental Policy”

This series relates very well to course themes, and students are required to attend and participate in at least two of these events, worth 5% of class grade. Extra credit may be available for additional participation. More information on the series will be shared in class.

**Issue Paper**

The issue paper assignment allows students to formulate their own positions and arguments on key issues raised by our studies. Specific topics for the paper will be handed out in advance, but might include: Does globalization really level the playing field in international relations? Can international organizations develop effective solutions to problems like migration, terrorism, or climate change? Is the proliferation of weapons of mass destruction a significant threat in the 21st century? Have we seen the end of major wars? To answer these questions, students should build on (and integrate) information presented in readings, lectures, and discussions. Papers should be 3-4 double-spaced, typed pages and use the MLA Style for source references (endnotes and a bibliography). More information on this assignment will be presented in class.
Working Paper

Students will participate in a simulation of international diplomacy during the week of April 23-30. This summit simulation is a unique opportunity for students to put theory into practice through debates about potential solutions to global problems. Students will select a country to represent, and take on that perspective while engaged in international negotiations on the issue of proliferation of weapons of mass destruction. *Student attendance at the simulation meetings is mandatory.* Participation, which includes overall professionalism (factors such as attendance, promptness, courtesy, overall improvement, and other intangibles), is worth 10% of the class grade.

Students should prepare for the conference by reading the rules packet and conducting in-depth research on their country and the issues under debate. Working papers are short (2-3 page) documents that outline a country’s position on a given problem, and suggest appropriate policy proposals. They are due in advance of the simulation. Copies of student papers will be distributed to the entire class to serve as useful foundations for speeches and negotiations. Papers should follow the MLA Style and include endnote citations. More information on this assignment will be provided in class.

Book Review Assignment

This class will introduce a wide range of topics, and this assignment gives you a chance to explore them in greater depth. The first step of this assignment is to pick a topic in contemporary global politics that interests you and select a book in that area. It should relate in some way to themes we review in this class, should be non-fiction, and should address dimensions of global politics in the 21st century. *Please note: the book cannot be one that is assigned for another course, such as First-Year Seminar.* After reading the book, the paper should begin by discussing the author’s thesis or main argument and describing interesting cases that support their thesis. The second half of the review should critically analyze the book by describing the relationship between its findings and theories, concepts, or issues examined in this course. How does it relate to this class? How can you better understand arguments in the book by using theories or conceptual lenses from the class? Finally, the paper should conclude by discussing whether the author convinces you of their argument. Why or why not? What are the book’s shortcomings?

A brief, typed statement on the book selected is due in advance in class on Friday, March 9. This task is worth 5% of the assignment grade and should include the following information: the title of the book, author, publisher, year of publication, number of pages, and a one-paragraph description of the book. The final paper should be 6-8 double-spaced, typed pages of text and should include a title page and source citations (MLA Style—endnotes and bibliography). Much more information on this assignment will be provided in class, and students are encouraged to discuss ideas for the book review assignment with the instructor.
The following is a sample list of the types of books that would be acceptable for this assignment:

- Graham Allison, *Destined for War: Can America and China Escape Thucydides's Trap?*, 2017
- Anne Applebaum, *Red Famine: Stalin's War on Ukraine*, 2018
- Carmen Bullosa, *A Narco History: How the United States and Mexico Created the 'Drug War'* , 2015
- Juan Cole, *Engaging the Muslim World*, 2009
- Howard French, *China’s Second Continent: Building a New Empire in Africa*, 2014
- Richard Haass, *A World in Disarray: American Foreign Policy and the Crisis of the Old Order*, 2017
- Shadi Hamid, *Temptations of Power: Islamists and Illiberal Democracy in a New Middle East*, 2014
- Matthew Kroenig, *Exporting the Bomb: Technology Transfer...Spread of Nuclear Weapons*, 2010
- Marc Lynch, *The Arab Uprising: The Unfinished Revolutions of the New Middle East*, 2013
- Dambisa Moyo, *Dead Aid: Why Aid is Not Working and How There is a Better Way for Africa*, 2009
- Robert Paarlberg, *Food Politics: What Everyone Needs to Know*, 2010
- Jeffrey Sachs, *The End of Poverty: Economic Possibilities for Our Time*, 2005
- Fredrik Stanton, *Great Negotiations: Agreements that Changed the Modern World*, 2010
- Nikolaos van Dam, *Destroying a Nation: The Civil War in Syria*, 2017
- Jessica Weeks, *Dictators at War and Peace*, 2014

**Resources**

*The Writing Center*

The Writing Center is available for students who wish to have experienced writers and teachers of writing assist them with all facets of the writing process. Students can schedule appointments at the Center or seek assistance on a walk-in basis. The Center is staffed with professional consultants and trained peer tutors.
The Learning Center

The Learning Center, which is located in APEX (Gault Library), offers a variety of academic support services, programs and 1:1 meetings available to all students. Popular areas of support include time management techniques, class preparation tips and test taking strategies. Students are encouraged to schedule an appointment at the APEX front desk or call x2595.

The Learning Center also coordinates accommodations for students with diagnosed disabilities. At the beginning of the semester, students should contact Amber Larson, Director of the Learning Center (ext. 2595; alarson@wooster.edu), to make arrangements for securing appropriate accommodations. Although the Learning Center will notify professors of students with documented disabilities and the approved accommodations, it is the responsibility of the students to speak with professors during the first week of each semester. If a student does not request accommodations or does not provide documentation, instructors are under no obligation to provide accommodations.

Academic Integrity

This class will operate on a set of expectations consistent with the College’s Code of Academic Integrity, The Wooster Ethic, and the Code of Social Responsibility, outlined in The Scot’s Key and the Handbook of Selected College Policies (www.wooster.edu). The Codes and guidelines form an essential part of the intellectual contract between the student and the College.

Cheating in any of your academic work is a serious breach of the Code of Academic Integrity and is grounds for an “F” for the entire course. Such violations include turning in another person’s work as your own, copying or paraphrasing from any source without proper citation, fabricating excuses and lying in connection with your academic work. You will be held responsible for your own actions. If you are unsure as to what is permissible, always consult with your course instructor.

Grading Scale

As stated in The College of Wooster Catalogue, letter grades are defined as:

- “A range” indicates an outstanding performance in which there has been distinguished achievement in all phases of the course;
- “B range” indicates a good performance in which there has been a high level of achievement in some phases of the course;
- “C range” indicates an adequate performance in which a basic understanding of the subject has been demonstrated;
- “D range” indicates a minimal performance in which despite recognizable deficiencies there is enough to merit credit;
- “F or NC” indicates unsatisfactory performance.
Course Expectations

1. Please read the assigned materials before class meeting; they provide the basis for class discussions.

2. Turn off all cellphones and personal electronic devices before class as a courtesy to others. If you bring a laptop computer to class, it should be used for note-taking only.

3. Papers should be submitted in hard copy. I will not accept e-mail versions of student papers unless you have talked with me in advance.

4. Late papers lose half a grade level for each day they are late.

Course Outline

1. The State System and International Conflict

   1. World Politics: Integration or Disintegration? (Week of January 15)


      * Martin Luther King, Jr., Day Teach-In: Monday, January 15

   2. Evolution of the State System and Levels of Analysis (Week of January 22)

      Pevehouse and Goldstein, *International Relations*, Chapter 1, pp.11-36


      * Wooster and the World: Personal Narrative Due: Wednesday, January 24, in class
3. Realism and Neo-Realism (Week of January 29)

Pevehouse and Goldstein, *International Relations*, Chapter 2, pp.37-66


* ‘Win as Much as You Can Sweepstakes’: Wednesday, January 31, in class

4. Foreign Policy Decision Making (Week of February 5)


Ian Bremmer, “What Does America Stand For?” *Time Magazine*, June 1, 2015, pp.26-31 (e-reserve)


* Structured Debate: The United States and the World

* Comparative Foreign Policy Laboratory: Yemen’s Civil War and Regional Intervention
5. Theories of the Causes of War (Week of February 12)

Pevehouse and Goldstein, *International Relations*, Chapter 4, pp.115-160


* Issue Paper Due: Monday, February 12, in class

* First Exam Preparation

6. Nationalism, Civil Wars, Solutions? (Week of February 19)

Karl DeRouen, Jr., *An Introduction to Civil Wars*, Sage/CQ Press, 2016, Chapter 1, pp.1-29 (e-reserve)


Anthony Shadid and David D. Kirkpatrick, “Promise of Arab Uprisings is Threatened by Divisions,” *Wall Street Journal*, May 21, 2011, pp.1-5 (e-reserve)


* First Examination: Monday, February 19
II. The Dynamics of International Cooperation

7. Idealism, Wilsonianism, and Constructivism (Week of February 26)

Pevehouse and Goldstein, *International Relations*, Chapter 3, pp.92-114


Woodrow Wilson, “The Fourteen Points: Address to Congress,” 1918 (e-reserve)


8. Norms, International Organizations, and International Law (Week of March 5)

Pevehouse and Goldstein, *International Relations*, Chapter 6, pp.222-277


* Citizen Activism/Transnational Advocacy Networks Exercise

* Book Review Statement Due: Friday, March 9, in class

* Spring Break
9. International Political Economy, North and South (Week of March 26)

Pevehouse and Goldstein, *International Relations*, Chapter 7, pp.278-330


10. International Political Economy: Economic Development (Week of April 2)

Pevehouse and Goldstein, *International Relations*, Chapter 5, pp.174-200


* Structured Debate: Development Solutions?

* Second Exam Preparation

* Second Examination: Wednesday, April 4
11. **Weapons Proliferation and Conflict** (Weeks of April 9 and 16)

Pevehouse and Goldstein, *International Relations*, Chapter 4, pp.147-173

Roland Flamini, “Nuclear Proliferation: Is a New Nuclear Arms Race Beginning?” *CQ Global Issues Researcher 2015*

Treaty on the Non-Proliferation of Nuclear Weapons (NPT), 1968 (e-reserve)


* Working Paper Due: Friday, April 20, in class

12. **International Diplomacy Simulation** (Week of April 23)

Global Issues Summit Simulation Handbook, 2018, pp.1-12 (e-reserve)

* Senior IS Symposium: Friday, April 27

13. **The Future of International Relations?** (Week of April 30)

Pevehouse and Goldstein, *International Relations*, Chapter 8, pp.331-373

* Third Exam Preparation

* Third Examination: Friday, May 4

* Book Review Essay Due: Exam Week, time tbd