



# Introduction to International Relations

Political Science 12000-02

The College of Wooster

Fall Semester 2019

Dr. Jeffrey Lantis, Department of Political Science

Office: Kauke 107

E-Mail: [jlantis@wooster.edu](mailto:jlantis@wooster.edu)

Website: [www.jeffreylantis.com](http://www.jeffreylantis.com)

Appointments: [jeffreylantis.youcanbook.me](http://jeffreylantis.youcanbook.me)

## Course Description

This course will introduce students to the foundations of international relations (IR), an interdisciplinary and multi-faceted area of study. Our work will explore some contemporary and classic IR issues through theoretical lenses, such as: Will international relations be characterized more by peaceful progress, or by conflict, in the 21st century? Which theoretical tradition offers the best explanation of cooperation in world politics: realism, liberalism, or constructivism? How should countries and public and private organizations respond to challenges like war, economic development, human rights violations, and social injustice? We will also critically examine relationships among IR actors, including governments (like China and Venezuela, or Nigeria and Great Britain), international organizations (such as the United Nations), multinational corporations (like Exxon Mobil or Apple), nongovernmental organizations, identity groups, and even empowered individuals. Two broad sections of this course will survey opposing trends toward integration and disintegration in IR.

## Educational Objectives

The goal of this course is to provide intellectual tools to analyze developments in IR 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 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 IR-related events in a given country or region.

## Course Requirements

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

Course Participation	15%	Working Paper	10%
Wooster and the World Paper	5%	Summit Participation	10%
Issue Paper	10%	Final Examination	20%
Midterm Examination	20%	IPE Paper	10%

## Required Texts

1. John C.W. Pevehouse and Joshua S. Goldstein, *International Relations*, Brief Seventh Edition, 2017, ISBN: 978-0134406350. Note: I recommend renting this book, ordering an e-text, or buying a used copy.
2. Readings on Electronic Reserve:
  - Weblink: [http://libguides.wooster.edu/er.php?course\\_id=12035](http://libguides.wooster.edu/er.php?course_id=12035)
  - Password: relations

## Office Hours

I have general office hour availability on Monday and Tuesday afternoons, as well as other times scattered throughout the week. In order to arrange a meeting, please go to the following website and select an appointment time that works best for your schedule:

[jeffreylantis.youcanbook.me](http://jeffreylantis.youcanbook.me)

## 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. Student engagement in the class is critical, and so *being absent from class without approval from the instructor more than three times in the semester may result in failure of the course. 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 also serves as an introduction to methods of analyzing world politics. We will discuss current events in this class and relate them to our theoretical models and readings. 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 in English are *The New York Times*, Al Jazeera, and the BBC World Service, but there are many others, as well.

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 we may also conduct current events quizzes. Scores on these assignments 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.

## **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? What are the most serious causes of war, and how can they be avoided? Can international organizations develop effective solutions to problems like terrorism or climate change? To answer these questions, students should 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. More information will be presented in class.

## **International Political Economy (IPE) Paper**

This paper provides an opportunity to explore a dimension of international political economy critically and creatively. Students will identify and write about a ‘contested commodity’ in political economy in the 21<sup>st</sup> century. They will be presented with several choices (provided in class) of topics on which to conduct a rigorous investigation of the commodity’s political significance, connections between the economics of the item and global politics, and prescriptions for ‘best practices’ in light of this knowledge. More information about this assignment will be presented in class.

## **Working Paper and Global Issues Simulation**

Students will participate in a simulation of international diplomacy during the week of November 11-15. 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 then take on that perspective while engaged in international negotiations on the proliferation of weapons of mass destruction. *Student attendance at the simulation sessions is mandatory.* Summit participation, which includes overall professionalism (factors such as attendance, promptness, courtesy, 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, on Monday, November 4. Copies of student papers will be distributed to the entire class to serve as useful foundations for speeches and negotiations.

## **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](mailto: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* (<https://www.wooster.edu/offices/dean-of-students/files/scotskey.pdf>). 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 regarding special circumstances.
4. Incomplete or Late Work: Late papers lose half a grade level for every day they are submitted late. Assignments that are submitted more than two weeks late will receive a zero. Consistent with College policy, Incomplete grades (I) for the class will be granted for the course only under extraordinary circumstances and only when a small portion of the coursework remains unavoidably unfinished.

## Course Outline

### The State System and International Conflict

#### 1. World Politics: Conflict or Cooperation? (Week of August 19-23)

John C.W. Pevehouse and Joshua S. Goldstein, *International Relations*, Brief Seventh Edition, 2017, Preface and Chapter 1, pp.xx-10

Francis Fukuyama, "At the 'End of History' Still Stands Democracy," *Wall Street Journal*, June 6, 2014, pp.1-6 (e-reserve)

Freedom House, "Freedom in the World Report 2019 (Abridged)," [www.freedomhouse.org](http://www.freedomhouse.org), May 23, 2019, pp.all (e-reserve)

\* *Discussion: The End of Democracy?*

#### 2. Evolution of the State System and Levels of Analysis (Week of August 26-30)

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

Thomas J. Christensen, "The China Challenge: Shaping the Choices of a Rising Power," from Christensen, *The China Challenge*, 2015, pp.196-210 (e-reserve)

PBS News Hour, "Once a Superpower, How Strong is Russia Now?" January 13, 2017, pp.1-5 (e-reserve)

\* *Wooster and the World Personal Narrative Due: Wednesday, August 28*

### 3. Realism and Neo-Realism (Week of September 2-6)

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

Thucydides, "The Melian Dialogue," in Karen A. Mingst and Jack L. Snyder, ed., *Essential Readings in World Politics*, Sixth Edition, 2017, pp.13-16 (e-reserve)

Niccolo Machiavelli, "Doing Evil in Order to Do Good," in Richard K. Betts, ed., *Conflict After the Cold War*, 2018, pp.75-79 (e-reserve)

Thomas Hobbes, "Of the Natural Condition of Mankind...Their Facility and Misery," in John A. Vasquez, ed., *Classics of International Relations*, 2012, pp.219-221 (e-reserve)

Matthew Reisener, "Game of Thrones Meets International Relations: A Match Made in Heaven?" *National Interest*, April 13, 2019, pp.all (e-reserve)

\* *'Win as Much as You Can Sweepstakes'*

\* *Geography Region Test*

### 4. Foreign Policy Analysis (Week of September 9-13)

Pevehouse and Goldstein, *International Relations*, Chapter 3, pp.67-92

James A. Thurber and Jordan Tama, "An Introduction to Presidential-Congressional Rivalry," in James A. Thurber and Jordan Tama, *Rivals for Power: Presidential-Congressional Relations*, Sixth Edition, 2018, pp.1-29 (e-reserve)

Structured Debate: Should the United States Seek a Leadership Role in International Affairs? in Suzanne C. Nielsen and Scott P. Handler, eds., *Taking Sides: Clashing Views in American Foreign Policy*, 6<sup>th</sup> edition, 2014, pp.15-27 (e-reserve)

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

Quoctrung Bui and Caitlin Dickerson, "What Can the U.S. Learn from How Other Countries Handle Immigration?" *New York Times Magazine*, February 16, 2018, pp.1-8 (e-reserve)

\* *Structured Debate: The United States and the World*

\* *Comparative Foreign Policy Laboratory: Immigration Policy Challenges*

## **5. Theories of the Causes of War (Week of September 16-20)**

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

Kenneth N. Waltz, “The Origins of War in Neorealist Theory,” *The Journal of Interdisciplinary History* 18:4 (1988), pp. 615-628 (e-reserve)

Margaret Mead, “Warfare is Only an Invention—Not a Biological Necessity,” in John A. Vasquez, *Classics of International Relations*, 2012, pp.222-226 (e-reserve)

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

Max Fisher, “Straightforward Answers to Basic Questions about Syria’s Civil War,” *Boston Globe*, pp.1-8 (e-reserve)

\* *Issue Paper Due*

## **II. The Dynamics of International Cooperation**

### **6. Liberalism, Idealism, and Wilsonianism**

(Weeks of September 23-27 and September 30-October 4)

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

Immanuel Kant, “Perpetual Peace,” in Karen A. Mingst and Jack L. Snyder, ed., *Essential Readings in World Politics*, Sixth Edition, 2017, pp.20-22 (e-reserve)

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

\* *Two-Part Midterm Exam (with Geography Test): Wednesday and Friday, October 2 and 4*

### **7. Fall Break (Week of October 7-11)**

## **8. Constructivism, Feminist Theory, and Norms (Week of October 14-18)**

Alice D. Ba and Matthew J. Hoffmann, "Social Constructivism: The Power of Ideas and Norms," in *Building Your IR Theory Toolbox*, pp.82-106 (e-reserve)

Martha Finnemore, "Constructing Norms of Humanitarian Intervention," in Richard K. Betts, ed., *Conflict After the Cold War*, Third Edition, 2008, pp.236-251 (e-reserve)

J. Ann Tickner, "Man, The State, and War," in *Essential Readings in World Politics*, 2017, pp.115-122 (e-reserve)

Margaret E. Keck and Kathryn Sikkink, "Transnational Activist Networks," in Robert Art and Robert Jervis, eds., *International Politics*, 2014, pp.378-383 (e-reserve)

United Nations, "The Universal Declaration of Human Rights," 1948 (e-reserve)

\* *Citizen Activism/Transnational Advocacy Networks Exercise*

## **9. International Organizations, and International Law (Week of October 21-25)**

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

Somini Sengupta, "The United Nations Explained: Its Purpose, Power, and Problems," *New York Times*, September 17, 2017, pp.1-7 (e-reserve)

United Nations, "The Universal Declaration of Human Rights," 1948 (e-reserve)

Kevin Rudd, "How to Fix the United Nations," *CSM.com*, September 19, 2016, pp.1-8 (e-reserve)

\* *Country Assignments for Global Issues Summit*

## **10. Weapons Proliferation and Conflict**

(Weeks of October 28-November 1 and November 4-8)

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

Jeffrey S. Lantis, “The Threat of Weapons Proliferation,” in Michael T. Snarr and D. Neil Snarr, eds., *Introducing Global Issues*, Sixth Edition, Lynne Rienner Publishers, 2016, pp.39-57 (e-reserve)

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

Scott D. Sagan and Kenneth Waltz, “The Great Debate: Is Nuclear Zero the Best Option?” *The National Interest*, September/October 2010, pp.88-96 (e-reserve)

Daniela Varano and Rebecca Johnson, “NPT: Nuclear Colonialism versus Democratic Disarmament,” International Campaign to Abolish Nuclear Weapons, May 22, 2015, pp.1-6 (e-reserve)

\* *Geography Test*

\* *Global Issues Summit Preparation*

\* *Working Paper Due: Monday, November 4*

## **11. International Diplomacy Simulation (Week of November 11-15)**

*Global Issues Summit Simulation Handbook*, 2019, pp.all (e-reserve)

**12. International Political Economy: Development Opportunities and Challenges**  
(Weeks of November 18-22, November 25, and December 2-6)

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

Jared Diamond, “What Makes Countries Rich or Poor?” *New York Review of Books*, June 7, 2012, pp.1-8

Sean Lyngaas, “Africa in Transition,” in *CQ Researcher: Global Issues 2019*, pp.113-138 (e-reserve)

Becky Mansfield, “Modern Industrial Fisheries and the Crisis of Overfishing,” in Richard Peet, Paul Robbins, and Michael J. Watts, ed., *Global Political Ecology*, 2011, pp.84-99

Peter Grier, “The Walt Disney Company Pulls Out of Bangladesh: Will That Make Workers Safer?” *Christian Science Monitor*, May 3, 2013, pp.1-3 (e-reserve)

Muhammad Yunus, “The Grameen Bank,” in *Annual Editions: Global Issues 2008/2009*, pp.157-160 (e-reserve)

Structured Debate: “Can Foreign Aid Reduce Poverty?” Jeffrey Sachs and George B.N. Ayittey, in Peter Haas, et al. eds., *Controversies in Globalization: Contending Approaches to International Relations*, 2008, pp.68-98 (e-reserve)

Structured Debate: “Is Free Trade Good for the United States?” Daniel J. Ikenson, Scott Lincicome, and Michael Lind, “The Costs of Free Trade,” in Brian Nielsen-Handler, ed., *Taking Sides: Clashing Views in American Foreign Policy*, 2015, pp.163-176 (e-reserve)

Guy Lawson, “American Casualties of Trump’s Trade War,” *New York Times Magazine*, November 28, 2018, pp.all (e-reserve)

\* *Structured Debate: Development Solutions?*

\* *International Political Economy Paper Due*

\* *Final Examination (with Geography Test), as Scheduled by Registrar*