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PSCI 230X.01: Introduction to International Relations

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Political Science 230X
Spring 2016
T/Th 12:30-1:50
LA 11

Professor Adams
karen.adams@umontana.edu
Office: 353 Liberal Arts
Office Hours: T 5-6, Th 2-3 & by appt

Introduction to International Relations

Course Description and Objectives

This course introduces the study and practice of international relations. It examines the way that states and other international actors interact in their pursuit of security and prosperity, as well as the theoretical tools scholars use to understand why states and other international actors interact as they do. With this practical and theoretical background, you will be able to:

- understand the causes of international conflict and cooperation, including international causes such as the balance of power, and transnational causes such as economic interdependence and environmental conditions;
- explain similarity and variety in the foreign policies of states;
- apply international-relations theories to explain international-political history and predict the important international issues of the coming decades; and
- develop and support arguments about how and why individuals, states, and other international actors do, will, and should address important international issues.

General Education Objectives

To receive General Education credit for the Global and Indigenous (X) requirement, you must take the course for a traditional letter grade and receive a C- or better.

Teaching Assistant

The teaching assistant for this course is:

TA:	Danielle (Dani) Howlett, M.A. student in Political Science
Office Hours:	MWF 11-12
Location:	Corbin 345
Review Sessions:	To be announced
Email:	danielle.howlett@umontana.edu

Texts

There is one required book, which is available for purchase at the UM Bookstore:

- Joshua S. Goldstein and Jon C. Pevehouse, *International Relations Brief, 2016-2017 Update* (7th Edition), Pearson, ISBN-13: 9780134406350 (it is OK to use the 2013-2014 edition).

Comment [AK1]: Get desk copy for Dani.

Comment [AK2]:

Additional readings are posted on the Moodle website.

In addition to reading the book and articles as noted on the schedule below, you are required to keep up with and develop an in-depth understanding of current international-political actors, events, issues, and problems by reading the *New York Times* (<http://www.nytimes.com>) on a daily (Monday - Friday) basis. In class, I will explain which of the *New York Times*' sections and stories you should read.

For other ways to keep up with current events, see the Moodle website page for the course.

Whenever possible I encourage you to consult these and other additional sources. Please note, however, that they will not substitute for the *New York Times*. Because it offers the broadest range and greatest depth of international news and opinion, current event discussions and exam questions will be based on the *New York Times*.

Course Requirements

You are expected to attend class regularly and complete all of the assigned reading, including the previous day's *New York Times*, before each class. Your grade in the class will be determined as follows:

- 25% research paper (due at the beginning of class on Thursday, March 3)
- 35% midterm (Thursday, March 24, in class)
- 40% final (Tuesday, May 10 from 1:10 to 3:10 pm in our regular classroom)

Comment [AK3]:

In the research paper, you will analyze a current international conflict in terms of the various levels of analysis and theories of international relations discussed in class. Papers must be typewritten, double-spaced, and between 3-5 pages. They must cite at least three articles from approved newspaper or magazine sources. Papers will be graded on the extent to which they fulfill the assignment and the accuracy, clarity, and thoughtfulness with which they are written. A detailed paper assignment will be distributed in class.

The midterm and final exams will test your understanding of and ability to analyze material from the book and readings, lectures, and *New York Times*. They will consist of multiple choice questions, short answers, and essay questions. Be prepared to recall what you have learned and to write clear, thoughtful, and well-supported answers to challenging questions.

Grades

The plus/minus grading system will be used. Grades may be curved, but the following distribution is the lowest I will use (*i.e.*, if you earn 93% of all possible points you are assured of an A in the course):

93-100	A	83-86	B	73-76	C	63-66	D
90-92	A-	80-82	B-	70-72	C-	60-62	D-
87-89	B+	77-79	C+	67-69	D+	0-59	F

For UM's policy on incompletes, please see the Course Catalog, <http://www.umt.edu/catalog/acad/acadpolicy/default.html>

Academic Honesty

Students must practice academic honesty and should be familiar with the Student Conduct Code. The Code is available at http://life.umt.edu/vpsa/student_conduct.php. Students who engage in academic misconduct such as plagiarism (representing another person's work as their own) will receive a 0 for the assignment in question and may be subject to a disciplinary sanction by the university.

Make-Up Policy

Make-up exams will be scheduled only for students directly involved in serious, documented emergencies. Late assignments will be accepted only in these conditions, as well. If you find yourself in the midst of an emergency, you must notify me as soon as possible (in advance of the due-date if possible) that you will be unable to attend the scheduled exam or submit the work on time. To do so, send me an email explaining the circumstances of your emergency and giving me a way to contact you. I reserve the right to deny requests and require makeup work substantially different from the original assignment.

Because I accept make-up work only in the event of serious, documented emergencies, if you miss an exam or fail to submit a paper for any other reason you will receive a 0 for the assignment. This will put you at risk of failing the course.

Drop Policy, Grading Options, and Incompletes

The 15th day of the semester is the last day to drop the class or change the grading option without my signature on an override form. If you wish to drop or change the grading option after that, you must provide documentation of an emergency or other serious situation in which you are directly involved that has made it impossible for you to complete the course. For UM's policy on incompletes, see http://archive.umt.edu/catalog/14_15/academics/academic-policy-procedure.php

Disabilities

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406-243-2243. I will work with you and Disability Services to provide a reasonable modification. "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. Students with disabilities should apprise me of their needs well before the due date of an assignment on which they wish to be accommodated.

Course Communications

Throughout the course, I will communicate with you by email and by posting announcements and other materials on the Moodle website, which you can access via the UM homepage.

I will also email you from time to time. To ensure that you receive my emails, you should either check your UM email account on a regular basis or have your UM email forwarded to an account you do check regularly.

Study Tips

To do well in this class, it is not enough simply to attend class. You must also do the readings and think about what the lectures and readings are arguing, determine how they relate to one another, and practice applying the concepts and theories to understand international history and current events. Here are some tips for doing so:

1. *Do the assigned reading (including the previous day's NYT) before class.*
 - a. Begin by reading the textbook chapter. As you read, highlight, underline, and make comments or ask questions in the margins. This is an essential part of reading.
 - b. After reading the chapter, review your highlighting, underlining, comments, and questions. As you do so, outline the chapter in your own words on a separate piece of paper.
 - c. Compare your notes to the chapter summary, and revise them so they are clear and complete.
 - d. Without looking at your notes, quiz yourself on the key terms and critical thinking questions. Write down your answers. Then review your notes and amend your answers. You may also wish to take practice tests on the textbook website.
 - e. Read the additional readings. Again, highlight, underline, and record your comments and questions. Review and outline the reading. Summarize the author's argument in a sentence or two.
 - f. Make notes about how the text and additional readings fit together. For example:
 - i. How do the various authors define key terms (such as power, security, development)?
 - ii. Are the authors arguing from similar or different levels of analysis? Do they espouse similar or different theoretical perspectives? How can you tell?
 - iii. To which historical examples do the authors refer?
 - iv. Which of the readings is most helpful? Most interesting? Most persuasive? Why?
 - g. Make notes about current events that relate to these readings.
 - h. Write down your comments and questions about the readings and current events. Discuss them with a friend or get more information by following the links in the Goldstein book.
 - i. Bring your notes and questions to class.
2. *Attend lectures.*
 - a. Print or download the lecture notes and key terms from the Moodle website, and bring them to class.
 - b. Take notes. Use the lecture outlines to help you organize your lecture notes. The outlines simply list topics in the order they will be discussed; they will not substitute for your own detailed notes.

b. Ask questions and participate in discussions.

3. *Review your lecture notes and integrate them with your reading notes.*

a. Review your lecture notes. Underline key terms, and record your questions and comments.

b. Make notes about how the readings and lectures fit together. For example:

i. Did the lecture clarify the meaning of key terms? Did it introduce new key terms?

ii. Was the lecture an example of a particular theoretical perspective?

iii. To which historical examples did the lecture refer?

iv. Did the lecture present facts that support or weaken a particular theoretical argument?

c. Define any new key terms and revise your answers to the critical thinking questions.

d. Review your questions about readings and current events. Which of these can you answer now?

What new questions were raised by lecture? Write them down, discuss with a friend, and bring them to class or office hours.

4. *Prepare for the midterm and final by practicing short answer and essay questions.*

a. Short answer questions will ask you to define and give an example of a term, define and explain the significance of a term, compare and contrast two terms, or something of that nature. 1-2 paragraphs should suffice. You will have about 10 minutes per question.

b. The essay question will ask you to write an essay (with introduction, thesis statement, argument, evidence, and conclusion) in which you analyze an international political issue and compare and contrast your argument to the arguments of other scholars. You will have about 30 minutes per essay. Practice by answering the policy perspectives, thinking theoretically, and other questions in the book.

Essay Grading

100 Superb. Develops an extremely well-written, clear, and convincing argument that answers the question and substantiates the answer with facts and other information from readings.

90-99 Excellent. Develops a generally well-written, clear, and convincing argument that answers the question and refers well to readings. Omissions or inaccuracies are few and detract little from the overall quality of the argument.

80-89 Good. The argument is generally good and answers the question, but the answer is disorganized, unclear, inaccurate, or unsupported in several important respects -- OR -- The argument is well-written, clear, and convincing but doesn't fully answer the question or has few and/or insubstantial references to readings.

70-79 Marginal. The answer has numerous shortcomings in organization, clarity, accuracy, or support -- OR -- The argument is fairly well-written, more or less clear, and somewhat convincingly but doesn't really answer the question AND has few and/or insubstantial references to readings.

60-69 Unacceptable. The answer is very vague, completely wrong, has nothing to do with the question, and/or provides no evidence of reading.

Extra Credit

You can earn extra credit points by attending and writing about certain pre-approved international events and/or by preparing, practicing, and presenting a 5-minute presentation on an IR topic that interests you. For more information, see the Moodle website.

Course Outline and Schedule

Readings marked “G&P” are in the book by Goldstein and Pevehouse. *Page numbers below refer to the 6th edition. Page numbers in the 7th edition may be slightly different; use section titles as a guide.*

Comment [AK4]: NOTE

Readings marked with an asterisk (*) are on the Moodle website. If you have trouble accessing them, go to the UM library homepage (<http://www.lib.umt.edu/>), click on “Journals,” type in the name of the newspaper or journal, select the electronic index that contains the issue in which the article appeared, and search for the article using the title and/or author’s name.

I. International Politics: The Basics (1/26-1/28; 43 pp.)

Read the syllabus and the Moodle website.

G&P, Chapter 1, “The Globalization of IR,” pp. 1-34

As you read about countries, find them on the world map (G&P, pp. 396-397).

*Karen A. Mingst and Ivan M. Arreguín-Toft, “Chapter Outline: Historical Context of International Relations,” W. W. Norton website for *Essentials of International Relations*, 5th ed., 2010 (5 pp.).

Start reading the NYT.

Follow the study tips (above).

Comment [AK5]:

Comment [AK6]:

II. Theoretical Perspectives on International Politics

A. Realism (2/2-2/4; 43 pp.)

G&P, Chapter 2, “Realist Theories,” pp. 35-62

*Benjamin Schwartz and Christopher Layne, “A New Grand Strategy,” *Atlantic*, January 2002 (7 pp).

*Graham Allison, “The Thucydides Trap: Are the US and China Headed for War?,” *Atlantic*, 24 September 2015 (9 pp).

Comment [AK7]:

B. Idealism

1. Liberalism (2/9-2/11; 33 pp.)

G&P, Chapter 3, “Liberal Theories,” pp. 63-78 only.

*Thomas L. Friedman, “It’s a Flat World, After All,” *New York Times* (magazine), April 3, 2005 (6 pp).

*Kofi A. Annan, “Strategies for World Peace: The View of the UN Secretary-General,” *Futurist*, May-June 2002 (4 pp).

*G. John Ikenberry, “The Illusion of Geopolitics,” *Foreign Affairs*, May/June 2014 (8 pp).

Comment [AK8]: Stop before FP

2. Critical/Revolutionary Theories

a. Marxism and Dependency Theory (2/16)

G&P, “Marxism,” pp. 90-92 and “Theories of Accumulation” and “Imperialism,” pp. 271-278.

*John Bellamy Foster, “The New Age of Imperialism,” *Monthly Review* 55:3 (July-August 2003), (17 pp), available at <http://www.monthlyreview.org/0703jbf.htm>

Comment [AK9]:

Comment [AK10]:

b. Feminism, Constructivism, and Peace Studies (2/18)

G&P, “Constructivism,” pp. 86-90, “Peace Studies,” pp. 92-95, and “Gender Theories,” pp. 95-106.

*Kavita Ramdas, “Feminists and Fundamentalists,” *Current History*, March 2006, pp. 99-104 (6 pp).

*Wendell Bell, “Humanity’s Common Values,” *The Futurist*, September-October 2004 (7 pp).

Comment [AK11]:

III. Foreign Policy (2/23-2/25)

G&P, "Domestic Influences" and "Making Foreign Policy," pp. 71-86.

*Michael R. Gordon, "The Strategy to Secure Iraq Did Not Foresee a 2nd War," *New York Times*, October 19, 2004 (6 pp).

*World Public Opinion.org, "U.S. Public Rejects Using Military Force to Promote Democracy," September 29, 2005, (2 pp.).

*Barack H. Obama, "A Just and Lasting Peace," Nobel Peace Prize Lecture, 10 December 2009, (6 pp), available at http://nobelprize.org/nobel_prizes/peace/laureates/2009/obama-lecture_en.html

IV. International Security

A. The Causes and Resolution of International Conflict (3/1-3/3)

PAPER DUE at the beginning of class on Thursday, March 3

G&P, Chapter 4, "The Wars of the World," "Conflicts of Ideas," and "Conflicts of Interest," pp. 107-135 only.

*Henry Munson, "Lifting the Veil: Understanding the Roots of Islamic Militancy," *Harvard International Review*, Winter 2004 (4 pp.).

*Jeffrey Goldberg, "After Iraq," *Atlantic*, January 2008 (12 pp.)

Comment [AK12]:

B. The Use of Force in International Conflicts

1. Decisions States Must Make About Military Force (3/8)

G&P, "Conventional Military Forces," "Terrorism," "Weapons of Mass Destruction," and "States and Militaries," pp. 136-162.

*Lawrence J. Korb, "Paying for the Troop Escalation in Afghanistan," Center for American Progress, December 22, 2009 (3 pp.), available at http://www.americanprogress.org/issues/2009/12/afghanistan_funding.html

Comment [AK13]:

2. Nuclear Weapons (3/10)

*Bill Keller, "Nuclear Nightmares," *New York Times*, 26 May 2002 (10 pp.).

*Kenneth Waltz, "Peace, Stability, and Nuclear Weapons," IGCC Policy Paper, 1995 (14 pp.).

C. Alternatives to International Conflict

1. International Organizations and Law (3/15-3/17)

G&P, Chapter 6, "Globalization and Integration," "The United Nations," "International Law," and "Human Rights," pp. 207-225 and 240-258.

*Gérard Prunier, "The Politics of Death in Darfur," *Current History*, May 2006 (8 pp).

*Steven R. Ratner, "Geneva Conventions," *Foreign Policy*, March/April 2008 (5 pp).

Comment [AK14]:

2. Catch Up and Review (3/22)

G&P, "Global Challenges in 2030," between pages 34 and 35 -- essays by Nye, Doyle, Telhami, Carpenter, Moravcsik, and Simmons.

Comment [AK15]: Only security essays

MIDTERM EXAMINATION in class on Thursday, March 24

V. International Political Economy

A. International Trade (3/29-3/31)

G&P, Chapter 5, "Theories of Trade," "Trade Regimes," and "Economic Globalization," pp. 163-186 only.

*Stephen Castle and Mark Landler, "After 7 Years, Talks Collapse on World Trade," *New York Times*, July 30, 2008 (3 pp).

Comment [AK16]:

-- Spring Break --

Comment [AK17]:

B. International Finance (4/12-4/14)

G&P, "Globalization, Financial Markets, and the Currency System," "State Financial Positions," and "Multinational Business," pp. 187-206.

*Steven Pearlstein, "With Bubbles Popping Worldwide, No Wonder the Economy's Gone Flat," *Washington Post*, October 7, 2008 (2 pp).

*Martin Wolf, "Why agreeing a new Bretton Woods is vital -- and so hard," *Financial Times*, December 16, 2008 (2 pp).

Comment [AK18]:

C. International Integration (4/19)

G&P, "The European Union," pp. 226-239.

*Pankaj Ghemawat, "Why the World Isn't Flat," *Foreign Policy*, March/April 2007, pp. 54-60 (6 pp).

Comment [AK19]:

VI. International Cooperation on the Environment (4/21-4/26)

G&P, Chapter 8, "Interdependence and the Environment," "Managing the Environment," "Natural Resources," and "Population," pp. 308-335.

*Thomas Homer-Dixon, "On the Threshold: Environmental Changes as Causes of Acute Conflict," *International Security* 16:2 (Fall 1991), excerpt (9 pp.).

*Bill McKibben, "A Deeper Shade of Green," *National Geographic*, August 2006.

Comment [AK20]:

VII. Development and North-South Relations (4/28-5/3)

G&P, Chapter 7, "North-South Relations," pp. 259-307 (skim pp. 271-277, which you read before).
Additional reading will be assigned.

Comment [AK21]:

VIII. The Future of International Politics (5/5)

G&P, "The Power of Information" and "Conclusion," pp. 335-346.

G&P, "Careers in International Relations," pp. 392-395

G&P, "Global Challenges in 2030," between pages 34 and 35, essays by Ruggie and Drezner.

Comment [AK22]:

Comment [AK23]:

Comment [AK24]: IPE and envir essays only

*Fareed Zakaria, "Rise of the Rest," *Newsweek*, May 12, 2008.

*Kishore Mahbubani, "The Case Against the West," *Foreign Affairs*, May/June 2008 (10 pp).

*****FINAL EXAMINATION, Tuesday, May 10 from 1:10 to 3:10 pm in our regular classroom*****