

Political Science: Introduction to International Relations

Semester Year
University of Notre Dame
Class Meetings: Day Time Classroom

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Office: number

Introduction

Different peoples, cultures, and governments interact and are more interconnected than ever before in history. These individuals, governments, and organizations engage in trade, war, international law, and puzzle out how to deal with nuclear weapons, international finance, human rights, the environment. Connecting all of these topics is the theme of international politics, where ideas, individuals, and governments cooperate and conflict with one another. This course provides an introduction to how these interactions work in the international system.

Objectives

1. Understand and Compare major theories of international relations
2. Analyze and Evaluate theoretical arguments
3. Apply theories to current events
4. Create cogent and parsimonious arguments

Prerequisite and Recommendations

There are no prerequisites for this course.

Good political science students keep up with breaking events. Staying informed allows one to make better sense of class examples and allows for richer discussion. Monitoring the news will also help students draw linkages between the course material and the “real world.” Students are recommended to reference the *New York Times*, the *Washington Post*, the *Wall Street Journal*, the *Chicago Tribune*, or the *Foreign Policy*.

Foreign Policy has email newsletters that can be signed up for by going to: <https://id.foreignpolicy.com/identity/siteRegistration/addRegistration>

Washington Post (go to <http://www.washingtonpost.com> click on “News” and then click on “Nation” and “World” Under “Nation” click “National Security”

New York Times (go to <http://www.nytimes.com> click on “U.S.” and “World”)

Class Format

Classes will be a combination of lecture and discussion. During lectures, students are encouraged to ask questions or make comments about the material. Students should also be prepared to answer questions and offer opinions regarding class material. Regular and thoughtful participation will be rewarded.

During discussions, everyone's active and thoughtful participation is absolutely essential and expected. To ensure the quality of these class periods, everyone is expected to do three things:

1. First, all assigned readings on the issue under discussion should be *read carefully before class*.
2. Second, *copies of these readings should be brought to class* as reference material for discussion and group exercises.
3. Third, some time should be spent prior to class *considering any questions or guidelines that the instructor may have highlighted at the previous meeting*.

Course Policies

Assigned Readings

There are no textbooks assigned to this course. All assigned readings will be accessible through the course website on Sakai. Assigned readings should be completed before the class for which they are assigned.

Academic Integrity

All students must abide by the Notre Dame Honor Code: "As a member of the Notre Dame community, I will not participate in or tolerate academic dishonesty." Details are available at <http://www.nd.edu/~hnr/code/docs/index.htm>. Please note that academic dishonesty (including plagiarism and unauthorized multiple submissions of work for assignments) will not be tolerated and will be punished severely.

Students with Disabilities

I am strongly committed to working with students who have any disability recognized under the Americans with Disabilities Act to ensure that they are able to fully participate in class activities. If you feel you require a "reasonable accommodation," please follow the process through <http://www.nd.edu/~osd/>.

Classroom Etiquette and Computer Policy

Students are to arrive in class on time. *Two tardy arrivals are equivalent to one class absence*. Students are to remain for the entire session unless excused by the professor beforehand or confronted with a serious personal emergency. Cell phones and other electronic devices that make noise must be *turned off* or set to vibrate during class. No one should talk while someone else is speaking. Overall, classroom dialogue and behavior should always be courteous, respectful of others, and consistent with the expectations set forth by the university.

Often laptops and tablets distract from classroom participation as students do non-class related activities while in class. However, due to the increasing preference for

students to use electronic copies of articles and take digital notes, laptops and tablets are not banned. BUT, if the instructor catches students using laptops and tablets for nonclass related activities, she reserves the right to treat that class period as an absence for that student.

Unannounced Quizzes

The instructor reserves the right to conduct pop quizzes if it becomes grossly apparent through class discussions that students are not completing the assigned readings on a regular basis. These quizzes will replace 5% of the participation grade.

Late Policy

All assignments are due on Sakai by 5pm on the due date. Submissions after 5pm will be considered late. Late assignments lose 1/2 letter grade for each day late.

Graded Requirements

There are four graded components to the course.

1. Exams (25% each)

Students will be evaluated on two mid-term examinations on XXX and XXX, and one final exam given during the university's final exam period. All exams must be completed in order to pass the course. Each test will be composed of a variety of written response short answer questions. Prior to each exam, the instructor will outline the specific exam format and discuss grading standards.

2. Blog Post/Op-Ed (15%)

Students are expected to write a blog post or op-ed piece that applies theoretical knowledge learned in the course to a current event. The piece should be no less than 1200 words and no more than 1600 words. A detailed assignment description is included in the assignment guide at the end of the syllabus. Due: Dec 3

3. Participation (10%)

Components of this grade include: (a) regular and thoughtful participation in class lectures and discussions, (b) regular attendance (no more than four unexcused absences). Failure to fulfill one of these expectations satisfactorily will significantly reduce the participation grade.

General grading will follow the following scale:

A = regular and thoughtful participation

B = occasional and thoughtful participation

C = regular attendance, but little or no thoughtful participation

D = less than regular attendance

F = little or no attendance

Course Schedule and Reading Assignments

Section 1: International Relations Theory

Week 1: Course Intro and Theory

August 25: Introduction
No assigned readings

August 27: Theory

- Thucydides, *The Landmark Thucydides: A Comprehensive Guide to the Peloponnesian War*, ed. Robert B. Strassler (New York: Free Press, 1996), 350-357.
- Stephen M. Walt, "International Relations: One World, Many Theories," *Foreign Policy* no. 110 (1998): 29-46.

Week 2: Realism

September 1: Realism 1

- Kenneth N. Waltz, *Theory of International Politics* (New York: McGraw-Hill, 1979), 79-99.
- John J. Mearsheimer, "Can China Rise Peacefully?" *The National Interest*, April 8, 2014, available at: <http://nationalinterest.org/commentary/can-china-rise-peacefully-10204>.

September 3: Realism 2

Quiz 1

- Robert Jervis, "Cooperation under the Security Dilemma," *World Politics* 30, no. 2 (1978): 167-170, 186-190, 194-199.
- Charles Glaser, "Will China's Rise Lead to War?" *Foreign Affairs* 90, no. 2 (2011): 80-91.

Week 3: Liberalism

September 8: Liberalism 1

- Kenneth A. Oye, "Explaining Cooperation under Anarchy: Hypotheses and Strategies," *World Politics* 38, no. 1 (1985): 1-24.
- Daniel W. Drezner, "The New New World Order," *Foreign Affairs* 86, no. 2 (2007): 34-46

September 10: Liberalism 2

- Michael W. Doyle, "Kant, Liberal Legacies, and Foreign Affairs," *Philosophy and Public Affairs* 12, no. 3 (1983): 205-235.
- Larry Diamond, "Promoting Democracy," *Foreign Policy* no. 87 (1992): 25-46.

Week 4: Realist/Liberal Debate and Constructivism

September 15: Realist/Liberal Debate

- John J. Mearsheimer, "The False Promise of International Institutions," *International Security* 19, no. 3 (1994/95): 5-26.
- Sebastian Rosato, "The Flawed Logic of Democratic Peace Theory," *American Political Science Review* 97, no. 4 (2003): 585-602

September 17: Constructivism 1

Quiz 2

- Judith Goldstein and Robert O. Keohane, "Ideas and Foreign Policy: An Analytical Framework," in *Ideas and Foreign Policy: Beliefs, Institutions, and Political Change*, ed. Goldstein and Keohane (Ithaca, NY: Cornell University Press, 1993), 3-30.
- G. John Ikenberry, "A World Economy Restored: Expert Consensus and the Anglo-American Postwar Settlement," *International Organization* 46, no. 1 (1992): 289-321.

Week 5: Constructivism and Exam 1

September 22: Constructivism 2

- Alexander Wendt, "Anarchy Is What States Make of It," *International Organization* 46, no. 2 (1992): 391-425

September 24: Mid-term Exam 1

Section 2: Security and IPE

Week 6: History of War

September 29: World War I and II

- Henry Kissinger, *Diplomacy* (New York: Simon & Schuster, 1994), 201-217.
- Henry Kissinger, *Diplomacy* (New York: Simon & Schuster, 1994), 288-318

October 1: The Cold War and Post-Cold War World

Quiz 3

- John Lewis Gaddis, "The Long Peace: Elements of Stability in the Postwar International System," *International Security* 10, no. 4 (1986): 99-142
- John J. Mearsheimer, "Imperial by Design," *The National Interest* no. 111 (2011): 16-34.

Week 7: Rational War and Alliances

October 6: Rational War

- Fearon, James D., "Rational Explanations for War" *International Organization* 49 no. 3 (1995): 379-414

October 8: Alliances

- Walt, Stephen. "Alliances Formation and the Balance of World Power" *International Security*, 9, no. 4 (1985): 3-43.

Week 8: Nuclear Weapons and the Causes of Peace

October 13: Nuclear Weapons

- Sagan, Scott D. "Why Do States Build Nuclear Weapons?: Three Models in Search of a Bomb" *International Security*, 21, no. 3 (1997): 54-86

October 14: The Causes of Peace

Quiz 4

- Gartzke, Erik "Capitalist Peace or Democratic Peace?" *Review--Institute of Public Affairs*. 57, no. 4 (2005): 13-16.
- Gibler, Doug "Democracies and Territorial Peace" Blog Post on *The Monkey Cage*. <http://themonkeycage.org/2012/10/16/democracies-and-the-territorial-peace/>

FALL BREAK

Week 9: Trade and Finance

October 27: International Trade

- Stephen D. Krasner, "State Power and the Structure of Foreign Trade," *World Politics* 28, no. 3 (1976): 317-347.
- Daniel W. Drezner, "The Outsourcing Bogeyman," *Foreign Affairs* 83, no. 3 (2004): 22-34.

October 29: International Finance

- John Cassidy, "Anatomy of a Meltdown," *The New Yorker*, December 1, 2008, available at: <http://www.newyorker.com/magazine/2008/12/01/anatomy-of-a-meltdown>.

Week 10: Globalization/Regionalism and Exam 2

November 3: Globalization/Regionalism

- John Micklethwait and Adrian Wooldridge, "The Globalization Backlash," *Foreign Policy* 126 (2001): 16-26.

- Sebastian Rosato, "Europe's Troubles: Power Politics and the State of the European Project," *International Security* 35, no. 4 (2011): 45-86.

November 5: Mid-term Exam 2

Section 3: Transnational Issues

Week 11: Terrorism and Piracy

November 10: Terrorism

- Fareed Zakaria, "The Politics of Rage: Why Do They Hate Us?" *Newsweek*, March 13, 2010, available at: <http://www.newsweek.com/politics-rage-why-do-they-hate-us-154345>.
- Robert A. Pape, "The Strategic Logic of Suicide Terrorism," *American Political Science Review* 97, no. 3 (2003): 343-361.

November 12: Piracy

Quiz 5

- Max Boot. 2009. "Pirates, Then and Now." *Foreign Affairs* 88 (4): 94-107.

Week 12: Human Rights and International Law

November 17: Human Rights

- Jack Donnelly and Rhoda E. Howard, "Introduction," in *International Handbook of Human Rights*, ed. Donnelly and Howard (New York: Greenwood Press, 1987), 1-28.

November 19: International Law

- Hoffmann, Stanley "The Uses and Limits of International Law" reprinted in *International Politics: Enduring Concepts and Contemporary Issues*, ed. Robert J Art and Robert Jervis.

Week 13: Poverty and the UN

November 24: International Poverty and the UN

Quiz 6

- Rodrik, Dani. 2001. "Trading in Illusions," in *Foreign Affairs* 123(March/April), 54-62
- Mickelthwait, John and Woodridge, Adrian. 2001. "The Globalization Backlash," in *Foreign Policy* 126, pp. 16-28

November 26: NO CLASS—THANKSGIVING BREAK

Week 14: The Environment

December 1: Politics of Oil

- Colgan, Jeff. 2013. "Oil, Conflict, and US National Interests." *Policy Brief for the Harvard Kennedy School*, available at: http://belfercenter.ksg.harvard.edu/publication/23517/oil_conflict_and_us_national_interests.html

December 3: Climate Change

Blog Post/Op-Ed Due

- Garrett Hardin, "The Tragedy of the Commons," *Science* 162, no. 3859 (1968): 1243-1248.
- Trevor Corson, "Stalking the American Lobster," *The Atlantic Monthly* 289, no. 4 (2002): 61-81.

Week 15: Emerging Issues and Wrap Up

December 8: Cyber Security

- William J. Lynn, III. 2010. "Defending a New Domain: The Pentagon's Cyberstrategy." *Foreign Affairs* 89 (5): 97-108.
- Zetter, Kim. 2014. "Inside Stuxnet, the World's First Digital Weapon," in *Wired* Available at: <http://www.wired.com/2014/11/countdown-to-zero-day-stuxnet/>

December 10: The Future of IR

- G. John Ikenberry, "The Rise of China and the Future of the West: Can the Liberal System Survive?" *Foreign Affairs* 87, no. 1 (2008): 23-37.
- Robert Jervis, "Theories of War in an Era of Leading-Power Peace," *American Political Science Review* 96, no. 1 (2002): 1-14.

Week 16: Final Exam

Blog Post/Op-Ed Assignment

Due: December 3

At some point in your career, you are likely going to be asked to write a blog post or an op-ed piece. This assignment will serve as an introduction to this format of communication. A good blog post or op-ed piece does two things: (1) it introduces the reader to the subject; (2) it makes a cogent and parsimonious argument.

Assignment Specs:

- 1200-1600 words
- centered on a newsworthy current event
- applies a theory or concept from class
- makes a clear argument

Example Blogs:

To see examples of good blog posts in the field of political science, check out:

www.foreignpolicy.com

www.washingtonpost.com/news/monkey-cage

Example Op-Eds

To see examples of good op-ed pieces in the field of political science, check out:

www.nytimes.com/pages/opinion/index.html

www.reuters.com/commentary

For more detailed advice on writing blog posts and op-eds, check out the following:

http://shorensteincenter.org/wp-content/uploads/2012/07/HO_NEW_HOW-TO-WRITE-AN-OPED-OR-COLUMN.pdf

http://newsoffice.duke.edu/duke_resources/oped.html

<http://foreignpolicy.com/writers-guidelines/>