

Govt 108W – Introduction to International Relations Writing Intensive

Prof. Joshua Goodman

Course meetings:

- Monday and Wednesday, 2:30-4:00; Hepburn 11

Office: Hepburn 208

Office Hours: Tuesdays 10:30-12; 2-4; and by appointment

- You can book appointments at: <https://calendly.com/joshuagoodman/office-hours>

Email: jgoodman@stlawu.edu

Course Description and Objectives

This class aims to provide students with a comprehensive introduction to the subfield of International Relations: the study of interactions between states under the condition of anarchy (the lack of a world government to regulate state behavior). The course will examine politics on the world stage, blending theory, history, and an examination of pressing issues in contemporary global affairs.

Students will be introduced to the major theories and schools of thought within international relations including realism, liberalism/domestic politics, rationalism, institutionalism, constructivism, and Marxism/world systems. We will also cover the major fields within IR including conflict and security, international organizations, international political economy, and international law (including human rights and humanitarian intervention). The course will provide a solid grounding for upper-level courses in international politics by giving students:

- An overview of global history as it relates to the emergence and operation of the contemporary international system;
- An understanding of the main schools of international relations theory and their different approaches to analyzing world events;
- An assessment of the shift in the structure of world politics from one in which states were the only meaningful actors to one in which non-state actors and international institutions also play a role;
- An analysis of the main sources of international conflict as well as the key instruments of peace;
- An overview of pressing issues in contemporary global politics

Additionally, as a writing course, students will be introduced to the fundamentals of research and writing at a college level. Over the course of the semester, students will learn about the process of research and writing, and by the end of the semester, produce an academic research paper, where students will write an analytical research paper which will draw on academic sources to pose and answer a question relating to some aspect of international politics. This paper will be written and submitted in parts that reflect the process of research and paper development. Students will receive feedback on their work and submit revisions over the course of the semester.

Design of the Course:

The class is divided by schools of thoughts and major themes. Rather than introduce each theory at the beginning of the course, we will examine one school at a time. Within each, we will examine the themes and issues to which they have most often been applied. The course is designed to move from the most superficial theories of international politics, notably realism, to the most complex and critical approaches to IR, bringing in new actors and institutions at each step.

Additionally, the course aims to give students a foundation in the major contemporary and historical events that feature prominently in IR theory and research.

Course Requirements and Expectations

The course assignments and evaluations are broken down as follows:

- Research Paper – 35%
 - o Paper 1: Question, Literature Review, Hypotheses and Research Design – 15%
 - o Paper 2: Analysis and conclusions: 15%
 - o Revisions to papers – 10%
 - o Writing Workshop Participation – 5%
- Leading class discussion – 10%
- Reading quizzes – 10% (2% each x5)
- Midterm exam, in-class (March 13) – 20%
- Participation and attendance – 15%
- Extra Credit: Current Events – up to 4%

The course will be graded on the following scale:

95 and above	4.0	A
92-94	3.75	A
89-91	3.5	A-
86-88	3.25	B+
83-85	3	B
80-82	2.75	B-
77-79	2.5	C+
74-76	2.25	C
70-73	2.0	C-
69	1.75	D
68	1.5	D
67	1.25	D-
66	1.0	D-
65 and below	0	F

Course Policies

Attendance and Participation

Attendance is mandatory. You will be permitted **two** unexcused absences, no questions asked. Each additional absence will be penalized **two points** off of your final grade (on the 100 point scale). If students need to miss class for any reason, it is advised that they contact me at least 48 hours in advance. In certain circumstances, a student's anticipated absence will be excused if they write an extra reading response focusing on the readings for the missed session. This must be arranged at least 24 hours beforehand.

Students are expected to come to class prepared (having completed the readings) and are encouraged to ask and respond to questions during lecture and participate in class discussions. I understand that some students are uncomfortable participating, so I will never cold-call on people (as long as they appear engaged in class). This will allow you to avoid participation if you so desire, but it will impact your

grade. If you feel particularly nervous or uncomfortable talking in class, I encourage you to discuss this with me during office hours and alternative arrangements can be made. This, however, will not excuse you from group activities. I see the participation grade as a way to reward students who are engaged, so while this is slightly subjective, if students are doing the work and maintain a positive attitude, this will serve to benefit your grade.

Research and Writing Resources

I am always available and happy to discuss your research and writing with you, St. Lawrence also has a writing center and opportunities for research consultation. In addition to myself, I encourage you to consult with the St. Lawrence WORD Studio for help on your papers. WORD Studio tutors are available to answer questions about the writing process, and they will also read drafts and provide feedback on what you have already produced.

WORD studio resources: <https://www.stlawu.edu/word-studio>

Additionally, you may go to the service desk at ODY Library and consult about your research topic for help finding resources.

Student Accessibility Services:

If you have a disability and need accommodations please be sure to contact the Student Accessibility Services Office (315.229.5537) right away so they can help you get the accommodations you require. If you will need to use any accommodations in this class, please talk with me early so you can have the best possible experience this semester. Although not required, I would like to know of any accommodations that are needed at least 10 days before a quiz or test, so please see me soon. For more specific information visit the Student Accessibility Services website:

<https://www.stlawu.edu/student-accessibility-services> or

[Email: studentaccessibility@stlawu.edu](mailto:studentaccessibility@stlawu.edu)

Academic Honesty:

St. Lawrence University operates a zero-tolerance policy regarding academic dishonesty from its students, as do I. Cases of cheating or plagiarizing papers, arguments, or any material that is not your original thought but is attempted to be passed as your own will result in a **ZERO** for the assignments and will be referred to Academic Honor Council for further action, which will endanger your academic standing and your future at St. Lawrence University. Please note that drawing from readings or other sources in papers without citing the source is the same as attempting to pass someone's work off as your own and constitutes an act of plagiarism.

You can access the University's policies on Academic Integrity here:

<http://www.stlawu.edu/sites/default/files/resource/AcademicHonorPolicy.pdf>

Avoiding Plagiarism:

- You need to cite all sources used for papers, including drafts of papers, and repeat the reference each time you use the source in your written work.
- You need to place quotation marks around any cited or cut-and-pasted materials, IN ADDITION TO footnoting or otherwise marking the source.
- If you do not quote directly – that is, if you paraphrase – you still need to mark your source each time you use borrowed material. Otherwise you have plagiarized.
- It is also advisable that you list all sources consulted for the draft or paper in the closing materials, such as a bibliography or roster of sources consulted.
- You may not submit the same paper, or substantially the same paper, in more than one course. If topics for two courses coincide, you need written permission from both instructors before either combining work on two papers or revising an earlier paper for submission to a new course.

Late Assignments

The course assignments and due dates are all listed in the syllabus, so it will be difficult to secure an extension barring serious issues. Written assignments will be due by the start of class *unless otherwise noted*. Late assignments will be penalized **10% per day**.

Technology Policy

It is my policy not to prohibit the use of technology in the classroom, so at the beginning the use of laptops will be permitted. If it is clear that their use becomes a distraction, I reserve the right to disallow their continued use at any point during the semester. While I cannot see your screens, it is very easy for me to tell who is paying attention and who is surfing the web – not only will it undermine your ability to learn in class, but it will also harm your participation grade. Additionally, there will be times when I ask everyone to put their laptops away to participate in discussion.

Office Hours:

I encourage all students to attend office hours at least once per semester. This gives you a chance to introduce yourselves and for me to learn a bit about your interests, and for you to raise any questions or issues that may have come up during class.

My regular office hours are posted at the beginning of this syllabus, but I am often available to meet outside of these hours if you email me. It is strongly recommended that you make an appointment before coming in to ensure that I am not speaking with another student. However, no appointment is necessary and you are welcome to drop in.

Assignments

Research Paper – 45% total

Over the course of the semester, students will receive an introduction to the process of academic research and writing including:

- What a research paper is
- How to assemble and write one
- How to effectively conduct research

The research project will be divided into two parts, each receiving a separate grade. The final submission will combine parts one and two, incorporating revisions based on the feedback they have received, in order to produce a final, integrated research paper.

Students are free to choose any topic they wish as long as it is connected to one of the course's core themes.

Paper 1 – Question, literature review, possible answers, and research design – 5-7 pages – 15%

- **Due Thursday, March 7**

The first paper to be produced is the setup to the research project. It will identify a question you desire to spend the rest of the semester researching.

- Question – This question should be one that can be definitively answered drawing on data or academic research – students should avoid questions requiring speculation or opinion – questions drawing on terms like “should” and “will” (i.e. “how should states...” or “what will happen...”) should be avoided. Additionally, questions should go beyond simple narrative – this is not a book report that summarized previous research, nor is it a timeline or description of events – questions should focus on “why” or “how” rather than “who,” “what,” “where,” or “when.”
- Literature Review – Once the question has been identified, a literature review will be produced. A literature review is designed to identify existing scholarship that has asked your question or has direct bearing on your answer. This is important to understand what the possible explanations are and how previous scholars have approached the question.
- Possible Answers – In order to develop an answer, there should be some idea of what the range of possible answers are. This will help you develop your hypotheses or your thesis.
- Research Design – The final section of the first paper will focus on how the question will be answered. This identifies the type of analysis to be conducted (i.e. statistical, case studies, etc.) and the data that will be used.

Paper 2 – Argument, Analysis, and Conclusions – 6-8 pages – 15%

- **Due Friday, April 19**

The second paper will conduct the analysis to answer the question posed in the first paper.

- Analysis – This section will present the evidence gathered that substantiates the answer to the question. It should reflect the research design presented in paper one and provide compelling support for the argument or thesis statement.
 - o A strong analysis will also consider alternative explanations or counterarguments and discuss why your answer is superior to alternative possibilities.
- Conclusion – A conclusion seeks to summarize the evidence and link it back to the answer, or thesis. This will also link the work you did in paper 2 back to paper 1.

Revisions – Due Wednesday, May 8 – 10%

Following feedback from the instructor and your peers, students will revise and combine papers one and two into a single, long paper. This paper will be evaluated on the strength of the revisions as well as the ability to combine both papers into a single, coherent and elegant research paper with an introduction, argument, evidence, and conclusion.

Writing Workshop – 5%

In **Session 9, on February 20**, we will hold a workshop on the principles of essay writing, focusing on how to move from research question to thesis statement (using your topics and research questions to develop theses), how to structure a research paper, and key elements of formal writing style.

Each student will come to class with their research question and we will begin considering best approaches to answer that question, focusing the session of discussing and providing feedback on proposed research designs.

Additionally, **students will also be asked to select an article we have read in class and create a reverse outline** to practice identifying key elements of an essay including the thesis statement, the way in which the evidence is presented, topic and concluding sentences, and key elements of both the introduction and conclusion. For guidelines about how to create a reverse outline, see:

<https://www.stlawu.edu/word-studio/resource/reverse-outlines>

In **Session 19, on April 4**, we will hold a second workshop where we will break into small groups and give short presentations on the analysis so far, including the answer to the question and the evidence you have compiled which answer that question. Students will be broken into groups in advance and will circulate a short memo (about 2 pages) for their group-members to read. Everyone in the same group will take notes and provide feedback to their peers.

Leading Class Discussion – 10%

At the end of shopping period, students will sign up to lead one class discussion later in the semester. These discussions will be structured around a series of discussion questions that focus on the readings for that session as well as relate the theme of that session to some issue in history or current events (some weeks I will include historical and contemporary issues. Discussion leaders are free to use these topics or select their own).

Presenters will prepare their questions and responses beforehand and submit their questions as well as a short summary of their real-world application **by 7:00 pm the night before** their presentation.

Discussion will open with the leader providing a brief summary of the reading (as well as a critique if warranted), posing their questions, and providing their own response to these questions. They will then engage in a dialogue with the rest of the class. Second, leaders will introduce their real-world application by providing a summary of the event and discuss how the themes and theories from the readings apply to this event.

During sessions where these discussions occur, students will open with their discussion of the readings, and I will finish with the material I want to cover in my lecture.

Reading Quizzes – 10% (2% each x5 quizzes)

Throughout the semester, in order to ensure students are doing the reading and to avoid concentrating too much of your final grade in the midterm and final exam, there will be 7 quizzes about that session's readings, the two lowest will be dropped. Quizzes will consist of one or two questions that ask students to summarize a reading's argument, evidence, or method. Quizzes will last about 7-10 minutes at the beginning of class, and students will respond in a paragraph. Each quiz will be worth 2% of the final course grade.

Exams: (Midterm, 15%)

The course will have one midterm examination and one final. The midterm will cover all material from the first half of the course and consist of IDs, short answer questions, and one essay. The Midterm will be held in class the session before Spring Break,

Extra Credit: Current Events – Up to 4%

Students concerned about their final grade will have the opportunity to gain up to 4 points extra credit (1 point for each submission). For any session (but limited to one event per session), students may submit a two-page memo by the beginning of class that relates the topic of that session to some issue in contemporary world politics. These memos will identify and summarize the event or issue and discuss how the event or issue relates to the topic of the session, *especially* the implications of the issue for the theories and finding presented by the readings. For full points, students will engage the readings critically by identifying the ways in which these issues and events present challenges for the arguments contained in the readings.

Readings

We will be drawing heavily from the following textbook that students are encouraged to purchase (through the bookstore or online) or rent:

- John Baylis, Steve Smith, and Patricia Owens (eds). *The Globalization of World Politics: An Introduction to International Relations*, 7th ed. (Oxford UP, 2017).
 - The book can be found on Amazon:

Additional articles and book chapters will be made available to you through Sakai.

- We will additionally be drawing on a number of readings from: Robert Art and Robert Jervis, *International Politics: Enduring Concepts and Contemporary Issues*, 13 ed. (Pearson, 2017)

Students are also **strongly** encouraged to read a major newspaper daily and be informed about global events. Some recommended sources include:

The New York Times: <https://www.nytimes.com/>

The Washington Post: <https://www.washingtonpost.com/>

The Monkey Cage: <https://www.washingtonpost.com/news/monkey-cage/>

- This is a blog on the Washington Post run by political scientists

The Guardian (UK): <https://www.theguardian.com/world>

BBC World News (UK): <https://www.bbc.com/news/world>

The Economist (UK): <http://www.economist.com>

Brookings Institute: <https://www.brookings.edu/topic/international-affairs/>

Carnegie Endowment for International Peace: <https://carnegieendowment.org/>

Foreign Affairs magazine: <https://www.foreignaffairs.com/>

Council on Foreign Relations: <https://www.cfr.org/>

Course Schedule

Session 1, Wed, January 16: Introduction

- Review Syllabus, Assignments, and Expectations
- Overview of the Field of IR: Concepts and issues
 - o States and other actors
 - o Anarchy vs. Hierarchy

Session 2, Monday, January 21: Historical Background – The Rise of the International System

Session Topics:

- The Emergence of the European-led State System
 - o From the Fall of the Roman Empire to the United Nations
 - o Westphalian Sovereignty

- 20th Century International History
 - o The World at War
 - o The Cold War
- The Global Order after the Cold War
- War and International Politics

Readings

- Baylis et.al.
 - o Chapter 2, “The Rise of the Modern International Order,” 37-51
 - o Chapter 3, “International History 1900-99,” 52-67

Session 3, Wednesday, January 23: IR – One World, Multiple Theories

Session Topics:

- The State and other actors in global politics
- Sovereignty: What makes International Politics unique and is it ending?
- Survey of theories and schools of thought in IR

Readings:

- Baylis et.al. Introduction, “From International Politics to World Politics,” 1-14
- Selections from David Lake, “The State and International Relations,” Ch 2 in *Oxford Handbook of International Relations*, Christian Reus-Smit and Duncan Snidal eds. (Oxford UP, 2008): **Only Read pp 41-51.**
- Jack Snyder, “International Relations: One World, Rival Theories,” *Foreign Policy* 145, (2004): 52-62.

Part 1: Realism in IR – Anarchy, Conflict, and Security

Session 4, Monday, January 28: Introduction to Realism, Anarchy, and the Security Dilemma

Session Topics:

- Varieties of Realism:
 - o Classical
 - o Structural/neorealism
 - Offensive Realism

- Defensive Realism

- Anarchy, Self-Help, and the Security Dilemma

Readings:

- Baylis et.al.,
 - Chapter 6, “Realism,” 101-115
 - Chapter 26, “War and World Politics,” 223-237
- Hans Morgenthau, “A Realist Theory of International Politics,” excerpts from *Politics Among Nations in Essential Readings in World Politics*, Karen Mingst and Jack Snyder eds. (Norton, 2014): 32-36.

Session 5, Wednesday, January 30: The Balance of Power and Alliances

Session Topics:

- Balance of Power Theory and System Polarity
- External Balancing and Alliances
- **Real World Application: The Causes of World War I**

Readings:

- Art and Jervis 2.1: Kenneth Waltz, “The Anarchic Structure of World Politics,” 48-69
 - Skim – this is a complicated reading – focus on the analogy of the international system as a market
- Art and Jervis 4.3: Stephen Walt, “Alliances: Balancing and Bandwagoning,” 153-160
- Randall Schweller, “Bandwagoning for Profit: Bringing Revisionist States Back In,” *International Security* 19(1), (1994): 72-107 – skim for discussion and focus on the typology of state types (72-76; 85-88; 92-106)

Additional Resources:

- Walt, Stephen. *The Origins of Alliances*. (Cornell UP, 1987)
- David, Steven. “Explaining Third World Alignment.” *World Politics* 43.2 (1991): 233-256.
- David, Steven R. *Choosing Sides: Alignment and Realignment in the Third World*. (UMI, 1999).
- Christensen, Thomas J., and Jack Snyder. “Chain Gangs and Passed Bucks: Predicting Alliance Patterns in Multipolarity.” *International Organization* 44.2 (1990): 137-168.

Part II: Rationalism – Calculating Conflict and Cooperation

Session 6, Monday, February 4: Rationalism and Conflict – Coercive Diplomacy

Session Topics:

- Introduction to Rational Choice
- The Diplomacy of Violence – Brute force versus Coercion in International Conflict
- Rationalist Explanations for War
 - o War as an Information Problem
 - o The Commitment Problem in IR: Preventive and Preemptive War

Readings:

- Thomas Schelling, “The Diplomacy of Violence,” Ch 1 in *Arms and Influence* (Yale UP), 1-34
- Art and Jervis 3.2: James Fearon, “Rationalist Explanations for War.” 95-103

Session 7, Wednesday, February 6: Nuclear Weapons – A Cause of Peace?

Session Topics:

- The Role of Nuclear Weapons in Security Studies
- Optimistic and Pessimistic views of Nuclear Weapons
- In-class Presentation: Stephen Herzog, Yale University; National Nuclear Security Administration

Readings:

- Baylis et.al., Ch 26, “Proliferation of Weapons of Mass Destruction,” 419-433
- Scott Sagan and Kenneth Waltz, *The Spread of Nuclear Weapons: A Debate* (W.W. Norton, 1995): 3-82.

The class will be divided in half, with each half reading one chapter in the nuclear weapons debate:

- o Ch 1 – Kenneth Waltz, “More May Be Better,” 3-45
- o Ch 2 – Scott Sagan, “More Will Be Worse,” 46-82

Session 8, Monday, February 11: Nuclear Weapons Today – Iran and North Korea

Session Topics:

- The Iran Deal – “Worst Deal Ever?”
- What are the options for containing Iran and North Korea?

Readings:

- Graham Allison, “Thinking the Unthinkable with North Korea”, *International New York Times*, 30 May 2017
- Ankit Panda and Vipin Narang, “North Korea’s Nuclear Program isn’t going anywhere,” *Foreign Affairs*, August 13, 2018.
- Colin Kahl, “The Myth of a ‘better’ Iran deal”, *Foreign Policy*, 26 September, 2017 [here](#)
- Gary Samore, “The Iran Nuclear Deal: A Definitive Guide,” *Belfer Center for Science and International Affairs* (2015). [here](#)
- Colin Kahl, “Pompeo’s Dangerous Delusions: What the Trump Administration’s Iran Policy gets Wrong,” *Foreign Affairs*, October 24, 2018. [here](#)

Wednesday, February 13 and Monday, February 18 – No Class

Session 9, Wednesday, February 20: Writing Workshop 1

- Homework Assignment: Select an Article and Prepare a Reverse Outline
 - o (see guide: <https://www.stlawu.edu/word-studio/resource/reverse-outlines>)
- Come to class prepared to discuss ideas for a paper topic
- Introducing the Prisoners’ Dilemma – preparation for next classes’ tournament

Session 10, Monday, February 25: The Rational Bases of Cooperation under Anarchy

Session Topics

- Why Cooperation?
- Where does cooperation come from?
- **In-class Activity** – The Prisoners’ Dilemma tournament

Readings:

- Robert Axelrod and Robert Keohane, “Achieving Cooperation Under Anarchy: Strategies and Institutions,” *World Politics* 38(1), (1985): 226-254. **Focus on Section I, notably the three conditions that impact cooperation.**

Part 3: Liberalism and Neoliberalism: Domestic Politics and Institutions

Session 11, Wednesday, February 27: Liberalism and The Democratic Peace

Session Topics:

- Liberalism: A Founding Ideology in International Relations
- Regime-based explanations for international political behavior
 - o The Democratic Peace
- A Historical view of The Democratic Peace

Readings:

- Baylis et.al., Chapter 7, “Liberalism,” 116-128
- Michael Doyle, “Liberalism in World Politics,” *American Political Science Review* 80(4), (1986): 1151-1169

Additional Resource:

- Andrew Moravcsik, “The New Liberalism,” Ch 13 in *Oxford Handbook of International Relations*, Christian Reus-Smit and Duncan Snidal eds. (Oxford UP, 2008): 234-2
- John Oneal and Bruce M. Russett, “[The Kantian Peace: The pacific benefits of democracy, interdependence, and international organizations, 1885-1992.](#)” *World Politics* 52(1), (1999): 1-37.
- Sebastian Rosato, 2003. “[The flawed logic of democratic peace theory.](#)” *American Political Science Review* 97(4), (2003): 585 – 602.
- Michael E. Brown, Sean M. Lynn-Jones, and Steven E. Miller (eds.), *Debating the Democratic Peace*, (The MIT Press, 1996).
- James Fearon, “Domestic Political Audiences and the Escalation of International Disputes.” *American Political Science Review* 88(3), (1994): 577-592.
- Dan Reiter and Allan C. Stam *Democracies at War* (Princeton University Press, 2002).

Session 12, Monday, March 4: International Institutions and Varieties of Order

Session Topics:

- Theoretical Foundations of International Institutions and World Orders – Neoliberal Institutionalism
- Varieties of International Order: Hegemonic, Anarchic, and Constitutional
- Historical Applications: International Order from the Fall of Rome to the UN

Readings:

- Baylis et.al., Chapter 20, “International Organizations in World Politics,” 316-330

- G John Ikenberry, “Varieties of Order: Balance of Power, Hegemonic, and Constitutional,” Ch 2 in *After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order After Major Wars* (Princeton UP, 2001), 21-49.

Additional Resources:

- Arthur Stein, “Neoliberal Institutionalism,” Ch 11 in *Oxford Handbook of International Relations*, Christian Reus-Smit and Duncan Snidal eds. (Oxford UP, 2008): 201-221
- John Mearsheimer, “The False Promise of International Institutions,” *International Security* 19(3) (1994): 5-49
- Jervis, Robert. “Realism, Neoliberalism, and Cooperation: Understanding the Debate.” *International Security* 24(1), (1999): 42-63.

Session 13, Wednesday, March 6: The United Nations

Session Topics:

- A History of the United Nations
- Peacekeeping and Peacemaking, Chapters 6 and 7
- The United Nations – What is it good for?
- **Real World Application:** The UN Security Council and the US Invasion of Iraq – 1991 and 2003

Readings:

- Baylis et.al., Chapter 21, “The United Nations,” 331-346
- Mats Berdal, “The UN Security Council: Ineffective but Indispensable.” *Survival* 45(2), (2003): 7-30.

Paper 1 Due Thursday, March 7 @11:59 pm

Session 14, Monday, March 11: The European Union and Brexit

Session Topics:

- What is the European Union and how does it differ from the UN?
- Brexit: Origins, Issues, and the Future of the EU

Readings

- Andrew Moravcsik, “Reassessing Legitimacy in the European Union,” *Journal of Common Market Studies* 40(4), 603-624
- Pierre Vimont, “Bringing Brexit Back to Reality”, *Carnegie Europe*, 15 June 2017 [here](#)

- Article about recent developments: To be assigned closer to session

Session 15, Wednesday, March 13: In-Class Midterm Examination

Spring Recess

Part 4: International Law and Human Rights

Session 16, Monday, March 25: Introduction to International Law

Session Topics:

- International Law and compliance under anarchy

Readings:

- Baylis et.al., Chapter 19, "International Law," 301-315
- Charlotte Ku and Paul Diehl, "International Law as Operating and Normative Systems: An Overview," Chapter 1 in *International Law: Classic and Contemporary Readings* (Lynne Reinner), 1-17, **Focus on Starred Sections**

Session 17, Wednesday, March 27: Human Rights

Session Topics:

- What are Human Rights and Who Enjoys them?
 - o The Universal Declaration of Human Rights
 - o Positive and Negative Rights
- Do Human Rights Treaties Promote Human Rights?

Readings:

- Baylis et.al., Chapter 31, "Human Rights," 497-513
- *Universal Declaration of Human Rights*
- Emille Hafner-Burton and Kiyoteru Tsutsui. "Justice Lost! The Failure of International Human Rights Law to Matter Where Needed Most." *Journal of Peace Research* 44(4), (2007): 407-425.

Session 18, Monday, April 2: International Intervention and a Responsibility to Protect

Session Topics:

- Protecting Human Rights by Violating Sovereignty
- R2P – The Responsibility to Protect?
- Why and When do States Intervene?
- **Real World Applications:** Intervention in the 1990s: Bosnia, Somalia, and Rwanda

Readings:

- Baylis et.al., Chapter 32, “Humanitarian Intervention in World Politics,” 514-528
- Aidan Hehir, “The Responsibility to Protect: Sound and Fury Signifying Nothing?” 218-239
- Do background on UN and NATO Interventions in Bosnia/Kosovo, Somalia, and Rwanda

Session 19, Wednesday, April 4: Writing Workshop 2

- Come to class prepared to discuss your thesis statement and your research methods

Class Activity – small group discussions about papers

Part 5: Social Constructivism – Norms and Identity in International Politics

Session 20, Monday, April 9: Introduction to Social Constructivism

Session Topics:

- Constructing Order in Anarchy: Identities, Ideology, and “Norms”
- Change in World Politics
- The Clash of Civilizations?

Readings

- Baylis et.al., Chapter 9, “Social Constructivism,” 144-158
- Alexander Wendt, “Anarchy is what States Make of It: The Social Construction of Power Politics.” Excerpts in *Essential Readings in World Politics*, Karen Mingst and Jack Snyder, eds. 5th ed. 73-90
- Samuel Huntington, “The Clash of Civilizations?” *Foreign Affairs* 72(3), (1993): 22-49.

Session 21: Wednesday, April 11: Nationalism and Identity in World Politics

Session Topics:

- What is Nationalism and How does it Impact International Politics?
- Ethnic War – A Clash of Cultures?
- **Real World Application:** The Yugoslav Wars of the 1990s: Bosnia and Kosovo

Readings:

- Baylis et.al., Chapter 27, “Nationalism, Self Determination, and International Relations,” 434-449
- John Mueller, “The Banality of ‘Ethnic War,’” *International Security*, 25(1) (2000): 42-70.

Part 6: International Political Economy

Session 22, Monday April 16: The Global Economic Order from Bretton Woods to the 2008 Financial Crisis

Session Topics:

- An Introduction to International Political Economy
- The Rise and Fall of US Hegemony and the Persistence of the Global Economic Order
- Neoliberalism in Global Economics: The Rise and Fall of the Washington Consensus
- The 2008 Crisis – How the US Housing Market almost Destroyed the World (Economy)

Reading:

- Baylis et.al.,
 - o Chapter 16, “Global Political Economy,” 253-268
 - o Chapter 28, “Global Trade and Global Finance,” 450-463
- Robert Keohane, “Hegemonic Cooperation in the Post-War Era,” Ch 8 in *After Hegemony: Cooperation and Discord in the World Political Economy* (Princeton UP, 1984): 135-181.

Session 23, Wednesday, April 18: The Rise of China

Session Topics:

- The Rise of China in Historical Context
- China’s Hard Power in the Near Abroad
 - o The South China Sea Disputes
 - o China and North Korea
- Chinese economic multilateralism – The AIIB

- China's Soft Power and Diplomacy in Africa

Readings:

- Thomas Renard, "The Asian Infrastructure Investment Bank: China's New Multilateralism and the Erosion of the West", *Egmont Security Brief*, No.63, April 2015
- Eleanor Albert, "The China-North Korea Relationship," *Council on Foreign Relations*, <https://www.cfr.org/background/china-north-korea-relationship>
- Chris Alden, "China in Africa." *Survival* 47.3 (2005): 147-164.

Paper 2 Due Thursday, April 19 @ 11:59 pm

Part 7: Critical Approaches to International Relations

Session 24, Monday, April 23: Marxism, World Systems, and Globalization

Session Topics:

- Introduction to Marxism and World Systems Theory
- Is Globalization Beneficial or Harmful?

Readings:

- Baylis et.al.,
 - o Chapter 8, "Marxist Theories of International Relations," 129-143
 - o Chapter 11, "Postcolonialism," 174-188
- Art and Jervis Ch 29: Geoffrey Garrett, "Globalization's Missing Middle," 355-360.

Session 25, Wednesday, April 25: Gender and Race in World Politics

Session Topics:

- Subaltern approaches to the study of IR
 - o Bringing out marginalized voices

Readings:

- Baylis et.al.,
 - o Chapter 12, "Feminism," 189-203
 - o Chapter 17, "Gender," 269-284
 - o Chapter 18, "Race in World Politics," 285-300

Session 26: Monday, April 30: Environmental Politics and Climate Change

Session Topics:

- Climate Change and Pollution in International Politics
- International Coordination and Cooperation in the Climate Regime
- The “Tragedy of the Commons”
- **Real World Application:** The Paris Climate Accord

Readings:

- Baylis et.al., Chapter 24, “Environmental Issues,” 385-401
- Art and Jervis 14.1: Garrett Hardin, “The Tragedy of the Commons,” 480-485
- Richard Samans, “The Paris Agreement Won’t Stop Climate Change on its Own,” *Foreign Policy*, September 2018, <https://foreignpolicy.com/2018/09/26/the-paris-accord-wont-stop-global-warming-on-its-own/>
- Timmons Roberts, “One Year Since Trump’s Withdrawal from the Paris Climate Agreement,” *Brookings*, June 2018, <https://www.brookings.edu/blog/planetpolicy/2018/06/01/one-year-since-trumps-withdrawal-from-the-paris-climate-agreement/>

Session 27: Wednesday, May 1: Terrorism and Civil War

Session Topics:

- What is Terrorism?
- What are Civil Wars and how do they differ from Interstate War?

Readings:

- Andrew Kydd and Barbara F. Walter, “The Strategies of Terrorism,” *International Security* 31(1), (2006): 49-80.
- Mary Kaldor, “Old Wars, Cold Wars, New Wars, and the War on Terror.” *International Politics* 42(4), (2005): 491-498.
- Stathis Kalyvas, “Civil Wars,” Ch 18 in *The Oxford Handbook of Comparative Politics*: 416-434

Final Research Papers due by 11:59 pm, Wednesday, May 8