

Introduction to International Politics

POLS 151

Time: Monday/Wednesday 2:30 PM to 4 PM

Class Location: Hilles 109

Office Hours: Tues 4:15-5:30 PM/Wednesday 12-1:30 PM OR by appointment (email me)

Office Location: Roberts 202

Instructor Email: cchiego@haverford.edu

What Will We Study?

We will cover a wide variety of questions involving interactions between states in the global system such as: Why do wars occur? Do international organizations matter? What are the benefits and drawbacks of free trade? Why can countries cooperate on some issues but not others? What will the future of the international state system look like and will the United States be at the forefront of it?

What Will I Learn?

You will finish this class with a clear understanding of the major concepts and debates in modern international relations, improved argumentative writing skills, and a better understanding of the major causes and consequences of current events happening around the world. This will prepare you for upper-level classes in Political Science that involve international relations and may prove useful in other classes that touch on global issues more broadly. As this is an introductory course, we will not go too far into depth in any one area. But one strength of the text that we are using in this course is that it provides many connections to other books and articles that you are encouraged to investigate on your own in the future.

How Will I Be Evaluated?

20% of total grade: Class Engagement

A successful course requires work on the part of both the instructor and the students to prepare for and participate in each class. This grade will consist of four (roughly equally weighted) parts:

- Successful completion of in-class “YourTakes” and in-Moodle Weekly Reading quizzes. All of these are graded for *completion* only; they are intended to help you review the material and for the instructor to get feedback from the class. A “YourTake” is simply a response/writing assignment at the start or end of class. Please ensure that you bring a device to class capable of accessing Moodle to respond to the YourTakes. Reading quizzes will be posted on Moodle and will open by 11:59 PM Monday night and close by 12 PM (noon) on Wednesday; they’ll have about 8-12 questions based on the readings for that week that will inform class on Wednesdays.

- Participation in in-class discussions. This is not simply a matter of how many times one speaks, but rather general contributions to the discussion. As this is a fairly large class, it is not expected that you will necessarily be able to ask questions or make comments every day and this part of the grade is not about the volume of such. Instead, the focus here is on making sure all students are actively taking part in discussions in which we break into smaller groups, though asking questions or making comments to the class as a whole can be a part of that.

- Class Activity. Though the exact format is TBA (we will discuss this as a class and choose your preference), it will either consist of a simulation or a structured debate towards the end of the class in the final few weeks. This portion of the grade will be based on a brief (less than 500 words) assignment that you will be given in advance of this activity, such as a position paper for the simulation or an outline of arguments for the debate. A future handout will have more details, including the procedures for the simulation and/or debate.

- Current Events News Article Analysis. At some point during this course (we will sign up for spots online in the second week), you should post a brief paragraph (5-7 sentences) analyzing a current news article (NOT an opinion column or news analysis) from a reputable major publication (e.g. the *New York Times*, the *Wall Street Journal*, the *Washington Post*, *Foreign Policy*, *Reuters*, etc.; see a handout in Moodle for more details). This should be posted to the class discussion forum in Moodle by 11:59 PM Monday of that week and students should be prepared to give a brief 2-3 minute overview of the analysis on Wednesday.

Additional Engagement Opportunities: I understand that circumstances may arise in which students have to miss class for various reasons. In that case, you may not be able to fill out a “YourTake” or participate in class discussion. Even if you don’t miss class, you might also be interested in ways to potentially improve your engagement grade overall. There are two opportunities to do so:

1. Contributing an academic or policy article, academically-informative YouTube video, podcast episode, or movie recommendation that relates to the content that we will cover in class. Each contribution must be detailed in a paragraph that relates the recommendation to the topic that will be covered that week in class.
2. You may do an additional Current Event News Article Analysis (beyond the one that you are required to do).

You may do these additional engagement opportunities up to 4 times during the class, though note that cannot raise your overall engagement score beyond full credit for the engagement portion of the class. Furthermore, this means that so long as you do these make-up opportunities, you can miss up to 4 days of class with no effect on your grade. After 4 days (or in the event that you have a major long-term absence), please contact the instructor.

Please email these to the instructor by noon on Monday of the week that you would like to contribute to.

25% of Total Grade: First Exam

25% of Total Grade: Second Exam

These exams will be a check of your understanding of the major concepts in the course (pay particular attention to the “Terms to Know” on each weekly handout as well as the discussion questions on there) as well as your ability to apply your knowledge of these concepts to address some of the historical and current events that we will cover in class. These exams will be take-home and a mix of short “ID” questions and two longer responses to broader essay questions. For the ID questions, you’ll be given a selection of approximately 4-5 terms to “ID” by defining the term, explaining the significance of the term, and providing a (historical or current) example of the term. The ID portion of each exam will not be comprehensive (that is, you don’t have to worry about terms from the first part of the class showing up on the second exam, but the written essays may draw on elements from earlier in the course).

30% Final Paper

This paper will be due at the end of the course and will consist of students addressing a “puzzle” from the course in approximately 1500-2000 words. More details about the paper will be provided in February, with a tentative “puzzle” and outline for the paper due by mid-March and a meeting with the instructor about your puzzle and outline by April 1st.

What do I need to purchase?

Frieden, Lake, and Schultz. *World Politics: Interests, Interactions, Institutions* (W.W. Norton) [Required]

Since a 4th edition has just come out, the 3rd edition is now significantly cheaper. You are welcome to purchase a new 4th edition (available for online rental for \$35-40) or a new copy (much pricier). But the 3rd edition is not that different from the 4th, so if you purchase a used 3rd edition I will make sure that all concepts that could show up on an exam are reverse-compatible with the 3rd edition.

Frieden, Lake, and Schultz (henceforth, we’ll call it “FLS”) is very effective at explaining concepts clearly. For that reason, it makes a useful reference text— its explanations are often far more clear than what you’d find in articles or books written by political scientists for other political scientists. This book does, however, have a very particular point of view—one might even call it an argument—about how best to study international politics. We will discuss this as we go along in class and undertake a critical reading of FLS to compare it to other theories and approaches.

There will also be occasional additional readings as marked on the syllabus and as announced by the instructor in class. All additional readings will be available in PDF form on the course Moodle page or through an open link to an online article.

Haverford College Statement on Accommodations:

Haverford College is committed to providing equal access to students with a disability. If you have (or think you have) a learning difference or disability – including mental health, medical, or physical impairment - please contact the Office of Access and Disability Services (ADS) at hc-ads@haverford.edu. The Coordinator will confidentially discuss the process to establish reasonable accommodations.

Students who have already been approved to receive academic accommodations and want to use their accommodations in this course should share their verification letter with me and also make arrangements to meet with me as soon as possible to discuss their specific accommodations. Please note that accommodations are not retroactive and require advance notice to implement.

It is a state law in Pennsylvania that individuals must be given advance notice if they are to be recorded. Therefore, any student who has a disability-related need to audio record this class must first be approved for this accommodation from the Coordinator of Access and Disability Services and then must speak with me. Other class members will need to be aware that this class may be recorded.

Feedback and Contact

For other issues that might arise during the course like major illnesses or unexpected issues that will cause you to be absent, please email me as soon as possible. In fact, for most issues or questions that you might have in the course, emailing or meeting with the instructor is an excellent idea. The earlier any issues are brought to my attention the more likely it is that we can work with anything that might arise. Furthermore, I am always eager to hear student feedback and happy to adjust my teaching as warranted.

What will the course be like?

Below is the tentative course schedule. In general, Mondays will be lecture-based while Wednesdays will still have some lecture, but will ideally be more discussion and activity-based. We will periodically divide into discussion groups on Wednesdays to help manage the rather large class size and give everyone an opportunity to contribute. On Mondays, the instructor will send out and post a weekly review guide by the start of class that includes key terms, discussion questions (some of which will be addressed in-class on Wednesday), and links to other articles, books, movies, YouTube clips, etc. that might help you engage with the material.

It is likely that a few additional readings will be added throughout the course. The most-current edition of the Syllabus with all readings will be available on Moodle.

Please note that the current syllabus does not include FLS Chapters 1, 9 and parts of 12; you are welcome to read those (Chapter 1 in particular may be useful as a refresher on World History writ large), but they are not assigned as part of the course.

Week 1

- 1/22: What is International Relations?

Goal: Understand what IR is and how it differs from other aspects of political science and the social sciences. Understand the basic levels of analysis used in IR and how to read a social science textbook like FLS.

Week 2

- 1/27: What is a theory of International Relations?

Goal: Understand what a social-scientific theory is and be able to generally describe the three major theories of international relations.

Reading: Snyder, Jack. (2004) "One World, Rival Theories" *Foreign Policy*

- 1/29: Theories and Applications

Goal: Apply the 3 theories and 3 tools of interests, interactions and institutions to better understand the case of the 2003 Iraq War

Reading: FLS Introduction (I will post it temporarily online)

Week 3

- 2/3: How to analyze International Politics

Goal: Understand the key concepts of interests, interactions, and institutions.

Reading: FLS Chapter 2

- 2/5: Introduction to Basic Game Theory and applications to Int'l Politics

Goal: Understand basic games in game theory and their applications to real-world situations

Reading: "A Primer on Game Theory" in FLS (end of Chapter 2)

Week 4

- 2/10: Why War?

Goal: Understand why states may choose to go to war (and why they often choose *not* to)

Reading: FLS Chapter 3

- 2/12: The Bargaining Model of War

Goal: Understand the logic of the bargaining model of war and how to apply it to cases

Reading: (optional, but potentially helpful in understanding the bargaining model) Reiter, Dan. "Exploring the Bargaining Model of War." Posted on Moodle.

Week 5

- 2/17: What is the effect of domestic politics on international conflict?

Goal: Understand the relationship between domestic politics and international conflict or cooperation

Reading: FLS Chapter 4

- 2/19: The Democratic Peace; Instructor Presentation on Casualty Aversion

Goal: Understand and critique the microfoundations of the democratic peace; introduction to the Final Paper for this course

Reading: Instructor's Paper (posted on Moodle, skimming is fine)

Week 6

- 2/24: International Institutions and Alliances at War and Peace

Goal: Understand how international institutions function to help reduce the likelihood of war and understand the concept of collective security

Reading: FLS Chapter 5

- 2/26: Discuss the Effectiveness of International Institutions at Ensuring Peace

Goal: Review the concept of International Institutions and apply these concepts to specific situations where international institutions may (or may not) have played a role

Week 7

- 3/2: Civil Wars and Terrorism

Goal: Understand the causes and consequences of civil wars around the world and how they can have international effects well beyond the borders of just one country

Reading: FLS Chapter 6

- 3/4: Discussion of the Logic of Terrorism and Review

Goal: Discuss the relative effectiveness of terrorism in achieving political objectives; review for first exam

Exam #1

Week 8: Spring Break

Week 9

- 3/16: International Trade

Goal: Understand the costs and benefits of international trade and how international institutions play a major role in promoting trade

Reading: FLS Chapter 7

- 3/18: Discussion of the effects of international trade and globalization more broadly

Goal: Debate the effects of international trade and the extent to which trade has affected domestic politics (and vice-versa)

Reading: Rodrik, Dani. "Globalization's Wrong Turn" *Foreign Affairs*. 2019. [Moodle]

Week 10

- 3/23: International Finance

Goal: Understand the role that international finance plays in driving the world economy

Reading: FLS Chapter 8

- 3/25: The Trans-Pacific Partnership

Goal: Apply the concepts learned in the past two chapters to a discussion of the Trans-Pacific Partnership

Week 11

- 3/30: Development and the Wealth of Nations Today

Goal: Understand why some countries are rich and others poor

Reading: FLS Chapter 9

- 4/1: What helps states develop?

Goal: Assess the ways that richer countries' actions can help or hurt poorer countries

Week 12

- 4/6: International Law and Norms

Goal: Understand how, despite the absence of a world government, international laws and norms can potentially affect actions within countries around the world

Reading: FLS Chapter 11

- 4/8: The International Criminal Court

Goal: Debate the extent to which institutions like the ICC can effectively promote global justice

Reading: FLS Chapter 12 (small part; skim the rest); Annan, Kofi. "Advocating for an International Criminal Court" *Fordham International Law Journal* [Moodle]

Week 13

- 4/13: The Environment and Global Politics

Goal: Understand the tragedy of the commons and the challenges in managing global collective action problems as well as how institutions can help solve some of those issues

Reading: FLS Chapter 13

- 4/15: Discussion of Climate Change and International Politics; Review Day

Exam #2

Week 14

4/20: Introduction to Class Activity

Goal: Prepare to conduct the class activity and get an overview of its current/historical context

4/22: Activity Day #1

Week 15

4/27: Activity Day #2 and Debrief

4/29: Course Wrap-Up and the Future of the World Debated

Goal: Analyze the prospects for the future of the current global order.

Reading: FLS Chapter 14

**** Final Paper Due on Moodle by Noon by May 15th****