Introduction to International Relations

POL 130

Summer I

**M-F 1:00 – 3:10**

Instructor: Laura D. Young Office Hours: M-F 12:00 – 1:00

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**Course overview:**

This course is designed to equip students with the basic theories, topical knowledge, and analytical tools necessary to examine events in the realm of “international politics.” We will chiefly focus on ways to figure out *why* things happen in international politics. Case illustrations from the issue-areas of international political economy, human rights, the environment, and terrorism will be used to explain and demonstrate the theories and tools learned. By the end of this course students will be able to think critically and analytically and will be able to apply the theories and concepts learned in this class to international politics.

**Grades and Policies**

**Evaluation:** 100 – 94 A, 93-90 A-, 89-87 B+, 86-84 B, 83-80 B-, 79-77 C+, 76-74 C, 73-70 C-, 69-67 D+, 66-64 D, 63-60 D-, 59 (and below) F

Class attendance 10%

Assignments & Participation 15%

Presentation 15%

Midterm 30%

Final Exam 30%

**Grades:** It is a violation of FIRPA to discuss grades via email. As a result, UNDER NO CIRCUMSTANCE WILL I DISCUSS GRADES OTHER THAN BY APPOINTMENT. All emails asking about grades will be referred to this syllabus.

\*\*\*Please note: Your grades are your responsibility, not mine. If you are doing poorly I am always available to help you outside of class. It is your responsibility, however, to seek help as soon as you know your grades are not as good as you would like. **DO NOT** **wait until the end of the semester/term to ask how you can improve your grade.** By that point there will be little you or I can do to help improve the situation.

**Extra credit:** I periodically offer extra credit, though this is NOT guaranteed. If you are concerned about your grade you should take these opportunities if offered. **Under no circumstance will I offer extra credit at the end of the semester just for you because you are unhappy with your grade.** All requests for extra credit will be referred to this syllabus.

**Make-up Policy:** I do not give make-up exams, quizzes, or assignments unless you have a verified absence by the Dean of Students. In such cases it is **your responsibility** to contact me to arrange a time to make-up the missed assignment. At my discretion make-up assignments, quizzes, and/or exams may be different than that given in class, but will be of equal difficulty level.

**Special Needs:** If you are an individual with a disability and require accommodations for this class, please notify the instructor immediately.

**STRUCTURE OF COURSE**

**Course Material/Readings:** One textbook is required for this course. All other readings will be available on the Blackboard system.

**Drezner, Daniel. 2011. *Theories of International Politics and Zombies.* Princeton University Press. ISBN-13: 978-0691147833**

**Student requirements:**

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1. A midterm and a final examination.
2. There will be several in class assignments. These assignments are designed to build on knowledge learned in the classroom by applying it to a variety of scenarios. Students are required to participate fully during each assignment. This includes preparing in advance by reading all required assignments. Specific instructions for each assignment will be given during class.
3. Preparation for and participation in class discussions along with periodic reading quizzes. You are expected to follow the Purdue University Class Attendance and Absence Reporting Policy, meaning that you are required to attend all lectures and events. **Absences will be excused only for documented physical or mental illness, accident, or emergency as determined by the Dean of Students. (See above regarding make-up policy for excused absences.)**

***For all work, the Purdue University Student Code of Conduct is in effect. Every assignment, quiz, and exam must be your own work. Students who cheat or copy will fail the course and be turned into the Dean of Students.***

**Class Format:** I will post PowerPoint slides for each lecture the day before each class. The slides will outline the important points of that day’s reading. Though these slides are utilized in class during lectures on occasion, they are mainly posted to help guide you through each reading. It is to your benefit to look over the slides before and during reading the assigned material. These slides are in no way meant to replace the reading, but to help you understand it.

Most classes are discussion based with little to no lecture except to explain difficult to understand concepts. Discussion is much more interesting and allows the students to shape the class around those areas that most interest them about the reading or how it applies to real world examples*. This only works when students participate in discussion and have come prepared to class by reading the material.* If students are consistently not prepared I will return to a lecture only format. But, trust me, you will enjoy discussions much more. So make sure to come prepared!

**Student Contributions:** Students are encouraged to send me links to articles, videos, etc. they find related to an issue discussed in class. I will incorporate it when appropriate to further keep the class engaged in material which is relevant and of interest.

**\*\*\*\*Each class meeting listed on the following Course Schedule is broken into sections separated by a solid black line. The reading listed in that section is the reading we will discuss that day. For example, on Monday, May 13 we will discuss Pages123-134 from John Rourke’s book *International Politics on the World Stage.* Therefore, you should complete this reading before coming to class on that day.**

**Monday, May 13** Introduction

*Goals:* To understand the structure of the course, readings, class requirements, basic

concepts, and key terms.

*Questions:* What is the definition of a state and what are some of its characteristics? Why do states try to preserve their power? What is the difference between power as a goal and power as an asset? Define hard and soft power. Explain the difference between absolute and relative power.

*Reading:* Rourke, John T. and Mark A. Boyer. 2008. *International Politics on the World Stage* 7th ed., Pages 123-134.

**Tuesday, May 14** Sovereignty &Levels of Analysis

*Goals:* To understand the different lenses through which one can view international politics as well as the definition of sovereignty, how it impacts state behavior, and whether or not sovereignty still exists during this era of globalization.

*Questions:* Krasner: What does sovereignty provide to a state? Define sovereignty. What event is often cited as the start of the modern state system? What impact did the Treaty of Westphalia have on societies?

For the following questions please state the opinion of both Krasner and Weir: Is international law (like universal human rights for instance), globalization, or NGOs a threat to sovereignty? How does sovereignty impact humanitarian intervention efforts? Does the EU violate the sovereignty of its member states? Why or why not?

*Reading:* Krasner, Stephen. 2001. “Sovereignty.” *Foreign Policy.* 20-29.

Weir, Kimberly. “The Waning State of Sovereignty.” In *Taking Side: Clashing Views on*

*Controversial Issues in World Politics.* Ed. John T. Rourke 12th ed. Pages 40-48

**Wednesday, May 15** Realism

*Goals:* To understand and apply the basic assumptions of Realism

*Questions:* What do realist believe is the biggest contrast for world politics? Define anarchy (as used in international relations). What does the author mean by “self-help”? Who are the primary actors in international politics? What matters most to states in an anarchic world? Is cooperation by states possible according to realists? What is a security dilemma? What typically occurs after a power transition? What are the various tactics states might use in the event of a zombie uprising? According to realism, for what do humans have an innate lust?

*Reading:* Drezner, Daniel. 2011. *Theories of International Politics and Zombies.* Princeton University Press, Pages 33-47.

**Thursday, May 16** Liberalism

*Goals:* To understand and apply the basic assumptions of Liberalism

*Questions:* What is the common belief held by all liberals? Is cooperation always possible according to liberalism? Why or why not? What is the free-rider problem? Explain tit-for-tat. What is the benefit of economic interdependence? Multilateral institutions? Why are democracies more likely to cooperate? What are the various tactics states might use in the event of a zombie uprising?

*Reading:* Drezner, Daniel. 2011. *Theories of International Politics and Zombies.* Princeton University Press, Pages 47-60

**Friday, May 17** Constructivism

*Goals:* To understand and apply the basic assumptions of Constructivism

*Questions:* What are the two central tenants of constructivism? What is most important to constructivists with regard to explaining state behavior? Why do actors refrain from violating norms? What role does identity play according to constructivists? How do actors define themselves? What does the author mean by the statement “zombies are what humans make of them”? How do humans typically react in the face of a crisis? What are the various tactics states might use in the event of a zombie uprising?

*Reading:* Drezner, Daniel. 2011. *Theories of International Politics and Zombies.* Princeton University Press, Pages 67-76

**Monday, May 20** Foreign Policy – The Cuban Missile Crisis (Film: *14 Days)*

*Goals:* To understand the circumstances surrounding the Cuban Missile Crisis.

 *Questions:* None

*Reading:* None

**Tuesday, May 21** Groupthink, Rational Choice, Bureaucratic Politics, & SOPs

*Goals: To understand various theories which explain the outcome of foreign policy decisions.*

*Questions:* Janis: Define groupthink. When is groupthink most likely to occur? What are the symptoms of groupthink? What happens when the group unquestionably believes in the morality of their actions? What is the consequence of stereotyping leaders of other groups? What is a mindguard? What are the consequences of groupthink? What are the remedies for groupthink?

Drezner: What are some of the problems associated with bureaucratic politics? Are bureaucratic organizations always inept, or are they able to innovate and adapt when necessary? Justify your answer. What are the various tactics states might use in the event of a zombie uprising?

*Reading:* Janis, Irving L. 1982. “Groupthink” *Psychology Today Magazine.* Pages 84-89

Drezner, Daniel. 2011. *Theories of International Politics and Zombies.* Princeton University Press, Pages 87-98

**Wednesday, May 22** Non-Governmental Actors – IGOs and NGOs

*Goals:* To understand other actors in the international arena and how they influence state behavior and policymaking

*Questions:* Rourke:What role do IGOs play in international politics? What is an international regime and what is its function? What are the pros and cons of expanding supranational authority in international politics?

Tujil: What does Tujil identify as a major shortcoming of IGOs and multinational corporations? What is the definition of an NGO? What role have NGOs played in furthering human rights? What does the author mean when he says there has been an erosion of issue-oriented distinctions among NGOs? Give an example. Is this erosion a good or bad thing? What is the difference between an operational and an advocacy NGO? At what levels of operation are NGOS classified? Briefly describe the impact of globalization on international NGOS. What obstacles do NGOs face with regard to their efforts? What are some of the criticisms about NGO activity?

*Reading:* Rourke, John T. and Mark A. Boyer. 2008. *International Politics on the World Stage* 7th ed., Pages 167-173

Tuijl, Peter van. 1999. “NGOs and Human Rights: Sources of Justice and Democracy.” *Journal of International Affairs*. 52.

**Thursday, May 23** Non-Governmental Actors – The Media & Review for Exam

*Goals:* To understand the influence of the media on state behavior

*Questions:* Why can’t public attention remain on a single issue, such as pollution, for very long? Identify and describe the five stages of the issue-attention cycle. Why did attention paid to NASA plummet? Under what conditions is a policy most likely NOT to pass through the issue-attention cycle?

*Readings*: Anthony Downs. 1972. “Up and Down with Ecology: The ‘Issue-Attention Cycle.’” *Public Interest* 28 (Summer), p. 38 *et seq.*

**Friday, May 24 Exam #1**

**Monday, May 27 No Class - Memorial Day**

**Tuesday, May 28** International Law

*Goals:* To understand the origins of international law, how it impacts state sovereignty,

and why states would agree to commit to international law

*Questions:* Rourke: Where does law originate? What are the sources of international law? What is international customary law? Is compliance with international law voluntary or enforced by some kind of outside authority? What would a realist say about the viability of international law? A liberal? A Constructivist? Define *jus ad bellum* and *jus in bello.*

Simmons: What led to the establishment of the ICC? What is the primary innovation of the ICC? How did the drafters of the Rome Statue convince states to join? Even though the ICC is supposed to be binding, are there ways states can subvert the ICC? What does the author suggest are the two reasons why states would agree to commit to the ICC? Why are states unable to commit themselves credibly to its citizens, and how does the ICC help them overcome this problem?

Hathaway: What influences a state’s decision to commit to an international treaty? How does domestic legal enforcement help enforce an international treaty? Who is most likely to commit to a human rights treaty? What are the collateral consequences of committing to a treaty? Why are commitments to the ICC costly for states?

*Reading:* Rourke, John T. and Mark A. Boyer. 2008. *International Politics on the World Stage* 7th ed., Pages 202-214

Simmons, B A. 2010. “Credible Commitments and the International Criminal Court.” *International organization* 64(02): Pages 225-236

Hathaway, Oona A. 2007. “Why Do Countries Commit to Human Rights Treaties?” *The Journal of Conflict Resolution* 51(4): Skim pages 588-591, Read pages 592-598.

**Wednesday, May 29** Human Rights

*Goals:* To understand the difference between universal and cultural human rights and discuss the viability of each approach as well as how each relates to issues of sovereignty.

*Questions:* Franck: What is the parallel argument used by both Islamic extremists and US courts and politicians to justify their actions? What are the arguments against cultural relativism? According to Franck, are universal human rights a result of Western cultural imperialism? Why or why not? Reichert: What is a universal right? What is a direct challenge to universal rights? Define positive and negative rights. What is a criticism levied against universal human rights? What is a criticism levied against cultural relativism?

*Reading:* Franck, Thomas. 1997. “Are Human Rights Universal?” *Foreign Affairs* (January/Feb),

Reichert, Elisabeth. 2006. “Human Rights: An Examination of Universalism and Cultural Relativism.” *Journal of Comparative Social Welfare.*22:1, 23-32.

**Thursday, May 30** Student Presentations: Kosovo, Somalia, and Rwanda

*Goals:* To learn the history of three international events and discuss the response by the international community while applying concepts previously learned in class.

*Questions:* Explain the history of events that led to the humanitarian crisis. What was the response by the international community? Using one or more of the three paradigms discussed, as well as any other concept covered in class, explain the reason for the response by the international community and/or United States.

*Reading:* Students’ will research information on their assigned topic.

**Friday, May 31** Humanitarian Intervention – Film: *Sometimes in April*

*Goals:* To gain a better understanding of the complexity of humanitarian intervention.

 *Questions:* None

*Reading:* None

**Monday, June 3** International Regimes & Global Environmental Policy

*Goals:* To see how norms, rules, procedures, and institutions created by nations influence international environmental policy; and, to understand how international organizations have shifted over time and to apply this knowledge to identify the sources for the distance between US and European environmental positions.

*Questions*: Downie: How do we define norms, principles, rules, and procedures? What are some regimes in hazardous waste and climate change? What are some obstacles (systemic, procedural, etc.) to effective global environmental policy? In terms of environmental policy, which do you believe is more important: individuals or institutions?

Schreurs: Why did Bush pull out from the Kyoto protocol treaty? How did the Bush decision help the Europeans overcome internal disagreements? What is the “precautionary principle” embraced by Europe? What is the “no regrets” policy of the US? Why couldn’t the Clinton-Gore presidency close the gap with Europe? Why was the EU skeptical of emissions trading? How does Schreurs explain the failure of environmental groups in the US?

*Readings*: David Downie. “Global Environmental Policy: Governance Through Regimes.” In Om Axelrod, Regina S., David Leonard Downie, and Norman J. Vig (eds). 2005. *The Global Environment: Institutions, Law, and Policy*. Washington D. C., CQ Press. Pp. 64-82.

Miranda Schreurs. “The Climate Change Divide: The European Union, the United States, and the Future of the Kyoto Protocol.” In Norman J. Vig and Michael G. Faure. 2004. *Green Giants? Environmental Policies of the United States and the European Union*. Cambridge, MA, The MIT Press.

**Tuesday, June 4** Terrorism

*Goals:* To understand the nature of terrorism and various explanations regarding the root cause of foreign perceptions of the United States

*Questions:* Shimko: What does Shimko identify as the basic components of terrorism? What is cyberterrorism? What are some of the motives, goals, and objectives of terrorists? What is a transnational actor? What is the difference between a statist and cosmopolitan interpretation? To what does the phrase “clash of civilizations” refer?

Brooks: What does Brooks identify as the main dimensions that mark the difference between the US and other countries? How is the religious culture of the US linked to American public life and our views of good-vs-evil? What does Brooks identify as a main contributor to American exceptionalism and the disconnect between the public and the state? How do commentators describe American individualism? Are Americans more likely to choose freedom over equality? Why or why not? What does the author identify as the major influence shaping foreign perceptions of America? How does this reinforce the values gap? According to the author, do people normally distinguish between the actions of the government and their perception of the people?

*Reading:* Shimko, Keith. 2010. *International Relations: Perspectives & Controversies.* Pages 296-321

Brooks, Stephen. 2006. *As Others See Us: The Causes & Consequences of Foreign Perceptions of America.* Broadview Press: New York, Pages skim pages 79-81; Read 82-98, and 37-57

**Wednesday, June 5** International Trade

*Goals:* To understand the nature of international trade, why states would or would not engage in trade, and the institutions that attempt to foster cooperation.

*Questions:* Rourke:What are the three theories that explain the conditions surrounding international trade? Which IR paradigm does each theory most closely relate? What is dependency theory? How does it differ from world systems theory? What are the reasons for the gap in growth? Define each trade barrier and explain why states would pursue these. How do international institutions help foster cooperation and trade? Are there any downsides to international institutions?

*Reading:* Rourke, John T. and Mark A. Boyer. 2008. *International Politics on the World Stage* 7th ed., Pages 276-282, 289-290, 296-302, 309-318.

Debating Globalization: India and Venezuela – A Case Study

**Thursday, June 6** Review for Final Exam

*Goals:* To review material covered throughout the semester and prepare for the final exam.

 *Questions:* None

*Reading:* None

**Friday, June 7 Final Exam**