

University of Denver

Winter 2018

INTS 1700: Introduction to International Relations

Instructor: Jonathan Pinckney, PhD

Office: Sie Complex 1118B

E-mail: jonathan.pinckney@du.edu

Course Time and Location:

Tuesday/Thursday

8:00am – 9:50am

Sie Complex Room 2110

Office Hours

10am – 12pm T/R

& by appointment

Course Description

In today's world the interactions between states and other groups across borders have an inescapably central impact on our lives and livelihoods. These interactions, from war to trade to human rights, are the subject of International Relations. International Relations provides a set of theories and practical tools that we can use to understand our world. In this course I provide an introduction to these tools, presenting the core theories of international relations and several of the most important areas of world politics today. Specific topics covered include war, international institutions, global trade and finance, and changing norms of human rights and environmental protection.

Course Objectives

Because this is an introductory course you are not expected to have taken any previous courses in international relations or have any particular familiarity with the topics of international relations coming in. Our goals to reach by the end of the course are as follows:

- To provide students with an understanding of the primary theoretical approaches and analytical tools employed in the study of International Relations.
- To make students better consumers of information—able to seek out what is important, critically analyze the facts, and make well-reasoned assessments of observed data.
- To help students determine their own theoretical and political viewpoints while respecting those of others.
- To build student confidence in partaking in political debate, and thus, become politically active.
- To prepare INTS majors for advanced courses and to meet prerequisite requirements.

Required Texts

There is one required textbook for this course: *Essentials of International Relations* by Karen Mingst and Ivan Arreguin-Toft. The most recent edition of this text (the 7th edition) is available in the bookstore. This most recent edition is quite expensive, so feel free to purchase an older version (the 6th and 5th editions are both available at Amazon and various other places online for much less money). The core content of these older editions is mostly the same, however, the examples and illustrations will be less timely and the page numbers will not be exactly the same as listed here in the syllabus. If you do

purchase an older edition, you will be responsible for making sure you are reading the correct page numbers.

In addition to chapters from the textbook, various additional readings will be available on Canvas. All of these readings are required unless specifically marked “recommended” in the syllabus. You should complete the reading before the class period where it is listed on the schedule to be prepared to discuss it during that class time.

Course Assignments

1. **Attendance:** You are required to attend class. You are allowed to have up to 2 unexcused absences with no penalty. For each additional absence you will lose 2% of your total final grade. Any student with seven absences (a third of the class) or more will automatically fail. Any exceptions to this rule for religious reasons, sports team schedules, family emergencies, etc... must be approved by me before the class session that will be missed.
2. **Participation (20% of final grade):** I expect you to participate actively in class. A significant portion of our class time will be used for discussion and other interactive activities. These are described in the class format section below.
3. **Reading Discussion Facilitation (10% of final grade):** Students will select two of the non-textbook readings (including recommended readings) from the syllabus to give a close and careful reading. Up to three students may select the same reading. No later than midnight on the night before that reading is assigned, students will turn in a brief survey giving their thoughts on the reading’s strengths and weaknesses. They will also prepare at least one discussion question about the reading to present to the class, and should be ready to help facilitate discussion on the reading in that class session if asked. Students must attend class on the day in which their reading is assigned.
4. **Week 4 Exam (20% of final grade):** At the end of Week 4 all students will be required to complete a short-answer format exam on Canvas covering the material from the readings, lectures, and discussions up to that point. The exam is open-book, and can be taken any time after class on January 25th up until 8:00 AM on Tuesday, January 30th. The exam will be timed - students will have one hour from the time they begin the exam to complete it, and the exam cannot be re-taken. The exam must be taken by yourself. Taking the exam with other students in the class will constitute cheating. See the plagiarism and cheating policy below for more details.

There’s increasing research that students benefit from having forms of evaluation that match their skills and personality. To that end, for both the mid-term and final major assignment you have two options. Students will select their preferred option on the first day of class.

5. **Mid-Term Assignment (20% of final grade).**
 - a. Midterm Option 1: We will hold an in-class simulation of a crisis negotiation between government leaders on February 15th. Students will be assigned roles in the simulation and given the details of the scenario on Thursday, February 8th. Each student in the simulation will also turn in a 250-400 word document summarizing their position in the simulation. This document must be turned in on Canvas before the simulation, and it is also recommended for students to bring a printed copy to the simulation for their reference. Students will be evaluated on the basis of how well they apply both the tools

of IR analysis previously taught in the class and their level of activity and engagement during the simulation.¹

- b. Midterm Option 2: Students will complete a short-answer format exam on Canvas covering the material from the readings, lectures, and discussions from weeks 5 through 7. The exam is open-book, and can be taken any time after class on February 15th up until 8:00 AM on Tuesday, February 20th. The exam will be timed - students will have one hour from the time they begin the exam to complete it, and the exam cannot be re-taken. The exam must be taken by yourself. Taking the exam together with other students in the class will constitute cheating. See the plagiarism and cheating policy below for more details
6. **Final Assignment (30% of final grade).**
- a. Final Option 1: Students will complete a short-answer format exam on Canvas, focusing on the last four weeks but covering material from the entire quarter's readings, lectures, and discussions. The exam will be open-book, and can be taken any time after the last class session up until 10:00 AM on Thursday, March 15th. The exam will be timed - students will have two hours from the time they begin the exam to complete it, and the exam cannot be re-taken. The exam must be taken by yourself. Taking the exam together with other students in the class will constitute cheating. See the plagiarism and cheating policy below for more details
 - b. Final Option 2: Students will write a 1500-2000 word analytical paper on a topic of their choosing relevant to international relations. An analytical paper is a paper that tries to explain why something happened the way that it did or is the way that it is, making an argument with evidence to support your explanation. A paper could, for instance, try to explain a specific historical event such as World War II; a current world political problem, like nuclear weapons, an interesting empirical phenomenon, such as "Why do democratic countries tend not to go to war with each other?" Or even a fictional phenomenon such as: "Why is war so common in *Game of Thrones*?" Outstanding papers will focus on a single, strong argument and weave in the tools and theories of International Relations. Students choosing this option must turn in a 500 word summary of their topic and the argument they wish to advance, with at least three sources no later than Thursday, March 1st. The summary should be turned in on Canvas. This summary will be graded. It will count as 10% of your final paper grade. Students who do not turn in summary by this date will be automatically re-assigned to take the final exam. The paper itself will be due no later than 9:50 AM on Thursday, March 15th.

Class Format

It's often remarked that if you were to take a person from the Middle Ages and put them in the 21st century, the only thing that would be completely familiar to them would be a university lecture. In other words, it's an old-fashioned and often not very helpful format. While lectures are sometimes necessary, they are far from the best way to encourage and retain learning. Thus, while I will give short lectures at the beginning of each class session, much of our class time will be spent on other, more interactive exercises.

- c. *Current events discussion:* As a branch of political science, International Relations is deeply concerned with the important events in contemporary politics. To that end, a portion of class

¹ This option will only be feasible if selected by at least 30-40% of the students in the class. If fewer than 30% of students choose this option then all students will take the exam.

discussion will typically be devoted to current events. I expect students to keep up with major news sources to be able to participate in these discussions. Recommended sources (all of which are available online or through the DU library) are *The New York Times*, *The Washington Post*, *The Wall Street Journal*, *The Economist*, *Foreign Policy*, *Foreign Affairs*, and *Vox*. The “world” section of Google News is also a good aggregator of relevant international stories.

- d. *In-Class Exercises*: Large portions of several of our class sessions will be used for small group discussion and other in-class exercises. For example, I might present you with a scenario from current events and ask small groups of you to come up with various policy responses. We will also use various games and simulations to analyze important concepts.
- e. *Online Reflective Responses*: After each class session I will post a question based on the day’s readings and discussion on Canvas. I encourage students who feel less comfortable or find it difficult to participate in in-class discussion to offer comments and thoughts here.

Because IR concerns major political issues of the day, many of the conversations we have in class may be particularly emotional for students. I encourage lively debate, but demand that all students treat one another with dignity and respect. Critique ideas, not people. Disrespecting other students will not be tolerated, and students who engage in it may be asked to leave the class.

Non-class related use of laptops, cell phones, or other electronic devices is not allowed during class time. Using laptops to check social media or engage in other non-class activities not only distracts you but is also highly distracting to the students around you. If I observe that you are using your electronic devices for any non-class activities I may ask you to leave the class, and **you will be marked as absent for that day.**

While it is a good idea to have a phone or laptop handy to look up information for class exercises, I strongly recommend that you take notes using a pen and notebook. There is a lot of research showing that taking notes using an electronic device actually makes it much harder for your brain to retain information – you’ll get a lot more out of the class if you use a pen.

Tips on Reading and Writing

All written assignments should be turned in on Canvas. I have no preferences regarding font, margin-size, etc... (within reason). However, you should make your submissions double-spaced to make my comments easier. I give all guidelines on appropriate paper length in terms of words, not pages.

Clear and professional writing can be a challenge, particularly for those first entering college, however, it is one of the most useful life skills you can get from your higher education. To that end, I do evaluate written assignments both on the quality of the content and also the clarity and style of the writing. Written work should be clear and not have grammatical and spelling errors.

All of your written work should advance an argument, with an introduction presenting the key points of your argument, a body giving evidence in support of your argument, and a conclusion drawing the connections between the evidence presented and the key points from the introduction.

The Writing Center here at DU is an excellent resource. For students who need or want to improve their writing I strongly recommend you take advantage of their services. In free, 45-minute consultations, graduate and advanced undergraduate consultants work with writers on any piece of writing, for any purpose, at any stage of the process. Consultants take a collaborative and non-evaluative approach: they work *with* you to help you develop strategies for improving your writing in light of your

specific assignments, goals, and needs. To make an appointment, call 303-871-7456 or go to MyWeb/Student/Writing Center. You can find more information at www.du.edu/writing/writingcenter.

Students may find completing all of the reading for this class challenging. There are a few tricks that you can use to make the reading load easier and ensure that you are prepared to discuss the readings in class.

1. Always read the introductions and conclusions of articles carefully. These will typically have the most important points for you to remember.
2. Always ask yourself: “what are the one or two main things the author is trying to say in this piece?” It can often be helpful to write this down and have it with you to refer to in class.
3. If necessary, skim the central parts of articles, particularly if the introduction gives you a clear sense of the core argument. If, after skimming, you’re not sure what the article was about, you may need to re-read in a little more depth.

Grading Scale and Policies

I do not grade on a curve. Each student’s work will be evaluated independently based on its quality. Thus it is possible for every student in the class to get an A. However, getting such high marks will require hard work on your part. Here is how grades should be interpreted, as well as how a letter grade translates to a 0-100 numeric scale.

A (94 and higher) = The student performed far beyond my expectations, displaying a grasp of the analytical and empirical material as well as creativity or insight beyond the material itself.

A- (93-90) = I was impressed by the student’s performance. The student has strong analytical, theoretical, and empirical skills.

B+ (89-87) = The student met all of my expectations in the course.

B (86-84) = The student met most of my expectations, but demonstrated weakness in either analytical or empirical skills.

B- (83-80) = The student demonstrated weakness in analytical and empirical skills, but clearly attempted to prepare for assignments.

C (79-70) = The student demonstrated disregard for the course requirements.

D (69-60) = The student demonstrated negligence or disrespect in their assignments.

F (Below 60) = The student violated a class policy, did not attend class, or did not perform to a level that I knew they were attending.

If a student wishes to dispute their grade on an assignment they must contact me within 48 hours of receiving their grade and set an appointment to discuss it. At this appointment they must bring a typed summary of the reasons why they believe the grade is unfair. I will then reevaluate the assignment on the basis of these reasons. All revised grades are final, and they may be lower than the original grade.

All assignments must be turned in by the due date on the syllabus. An assignment turned in late at all will receive an automatic half-letter grade point deduction. Assignments turned in more than three days late may receive heavier penalties, at my discretion.

Accommodations for Disability

Any student who feels they may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please also contact the **Disability Services Program** located on the 4th floor of Ruffatto Hall: 1999 E. Evans Ave., to coordinate reasonable accommodations for students with documented disabilities. Their phone number is 303-871-2278. Information is also available online at <http://www.du.edu/disability/dsp>. See the *Handbook for Students with Disabilities*.

Policy on Cheating

Cheating (using unauthorized materials or giving unauthorized academic exercise), plagiarism (the use of someone else's ideas without clear acknowledgment), and fabrication (the intentional falsification or invention of information) are serious academic offenses that may result in a failing grade for the particular assignment, for the course, or in suspension or expulsion from the university. Refer to the DU Student Honor Code for further detail:

<http://www.du.edu/studentlife/studentconduct/honorcode.html>

Policy on Student Questions

I am always happy to answer student questions during office hours or over e-mail. However, keep in mind that most questions you may have (about assignments, policies, etc...) can be answered by simply taking a close look at the syllabus. Every student should read the entire syllabus carefully at the beginning of the class and before sending me a question. When you have finished reading the syllabus for the first time, send me an e-mail containing the quote at the bottom of the last page and a picture of the person who said it.

Class Schedule

Week 1

- **January 4th:** Understanding Global Politics: The Main Tools of IR Theory
 - No reading due.

Week 2

- **January 9th:** The Historical Background of International Relations
 - M&A, Chapters 1-2.
- **January 11th:** IR Theories: Realism and the System
 - M&A, pg 72-83 & Chapter 4
 - Thucydides. “The Melian Dialogue.”
 - Waltz: “The Anarchic Structure of World Politics.”
 - Recommended: Walt. “What Would a Realist World Have Looked Like?”

Week 3

- **January 16th:** IR Theories: Liberalism and the State
 - M&A, pg 83-89 & 132-162
 - Oye. “The Conditions for Cooperation in World Politics.”
 - Recommended: Doyle. “Kant, Liberal Legacies, and Foreign Affairs.”
- **January 18th:** IR Theories: Constructivism
 - M&A, pg 92-95
 - Finnemore and Sikkink: “Taking Stock: The Constructivist Research Program in International Relations and Comparative Politics.” (Read from the beginning of the article until the beginning of the section “Constructivist Analysis in Comparative Politics.”)
 - Wendt. “Anarchy is What States Make of it.”

Week 4

- **January 23rd:** IR Theories: Radical Approaches (Marxism and Feminism)
 - M&A, pg 89-92, 95-96.
 - Marx and Engels: “The Communist Manifesto – Chapter 1: Bourgeois and Proletarians.” (Read Chapter I: Bourgeois and Proletarians, skim chapters II-IV, skip the prefaces and everything after chapter IV)
 - Cohn. “Sex and Death in the Rational World of Defense Intellectuals.”
 - Hudson and Cohen. “Women’s Rights Are a National Security Issue.”
- **January 25th:** Foreign Policy: How Leaders Make Decisions (The Individual Level of Analysis)
 - M&A, 162-169 and Chapter 6
 - Recommended: Allison. “Conceptual Models and the Cuban Missile Crisis.”
 - Recommended: Jervis. “Hypotheses on Misperception.”

Students must take Week 4 Exam some time between the end of class on January 25th and the beginning of class on January 30th

Week 5

- **January 30th:** War and Security 1: Interstate War's Causes and Consequences
 - M&A Chapter 8 (skip sections on unconventional warfare and terrorism)
 - Fearon. "Rationalist Explanations for War."
 - Recommended: Jervis. "Offense, Defense, and the Security Dilemma."
 - Recommended: Waltz. *Man, The State, and War*, Introduction.
- **February 1st:** War and Security 2: New Security Threats (Civil War and Terrorism)
 - M&A Chapter 8 sections on unconventional warfare and terrorism.
 - Fearon and Laitin. "Ethnicity, Insurgency, and Civil War." (skim or even skip the section that begins with the header "Empirical Analysis" and ends with the header "Conclusion")
 - Fortna. "Do Terrorists Win? Rebels' Use of Terrorism and Civil War Outcomes" (Read pages 519-531 and the Conclusion on pages 548-550, skim or even skip the rest of the article)
 - Recommended: Abrahms. "What Terrorists Really Want."

Week 6

- **February 6th:** International Organizations
 - M&A, Chapter 7
 - Keohane. "International Institutions: Can Interdependence Work?"
 - Recommended: Introduction to the UN System (skim)
- **February 8th:** International Political Economy: History and Globalization
 - M&A 316-324, 339-358
 - Frankel. "The Nature of Globalization."
 - Recommended: Gilpin. "The Nature of Political Economy"

Week 7

- **February 13th:** International Political Economy: Trade and Finance
 - M&A 324-338
 - Hiscox. "The Domestic Sources of Foreign Economic Policies."
- **February 15th:** Simulation: Multilateral Crisis Negotiation
 - No Reading Assigned. Students should prepare for the simulation by researching their specific role using scholarly and media sources.

Students who have selected the exam mid-term must take the midterm exam some time between the end of class on February 15th and the beginning of class on February 20th.

Week 8

- **February 20th:** Human Rights and Transnational Advocacy
 - M&A Chapter 10
 - Howard and Donnelly. "Human Rights and International Law."
 - Recommended: The Universal Declaration of Human Rights
 - Recommended: Keck and Sikkink. "Transnational Activist Networks."

- **February 22nd:** Transnational Issues: The Environment, Global Health and Development
 - M&A Chapter 11 (skim the section on Transnational Crime)
 - Hardin. “The Tragedy of the Commons.”
 - Recommended: Victor, Kennel, and Ramanathan. “The Climate Threat We Can Beat.”
 - Recommended: Matthews. “Redefining Security.”

Week 9

- **February 27th:** Major IR Issues: The Rise of China and the Decline of American Hegemony
 - Brooks and Wohlforth “The Once and Future Superpower: Why China Won’t Overtake the United States”
 - Subramanian: “The Inevitable Superpower: Why China’s Dominance Is a Sure Thing.”
 - Mearsheimer. “China’s Unpeaceful Rise.”
- **March 1st:** Major IR Issues: Major IR Issues: North Korea and Nuclear Warfare
 - Davis: “An Introduction to Nuclear Strategy and Small Nuclear Powers: Using North Korea as a Case.”
 - Bolan. “The Best Bad Option: Nuclear Deterrence & North Korea.” Available at: <https://warroom.armywarcollege.edu/articles/best-bad-option-nuclear-deterrence-north-korea/>

Week 10

- **March 6th:** Major IR Issues: The Israeli-Palestinian Conflict
 - Beauchamp. “Everything You Need to Know About Israel-Palestine.” <https://www.vox.com/cards/israel-palestine>
 - Farsakh. “The One-State Solution and the Israeli-Palestinian Conflict: Palestinian Challenges and Prospects.”
 - Greene. “Two-State Solution 2.0: New Israeli Thinking on the Israeli-Palestinian Conflict.”
- **March 8th:** Major IR Issues: Genocide and Humanitarian Crises
 - Power – *A Problem From Hell: Preface*
 - Kuperman. “Rwanda in Retrospect.”

Week 10.5

- **March 13th:** Review and Wrap-up: IR in the world today.
 - Hendrix. “Shit Happens.”
 - Avant. “Using IR Theory for Policy Prediction.”
 - Quote: “If you know the enemy and you know yourself you need not fear the results of a hundred battles.” – Sun Tzu