

POLI 2500-09: Introduction to International Relations

MWF 10-10:50

Herbert Hall 212

Prof. Mark Schneider

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320 Norman Mayer

Office Hours: MW 1:50-2:50 pm or by appointment

COURSE DESCRIPTION

Designed as an introductory survey course to the field of International Relations, this course explores the causes, character, and consequences of conflict and cooperation in world politics. The course brings together history, theory, and current events to help students understand the main drivers and patterns of behavior in the international system. Core questions that will be tackled include: What are the causes of war and peace? Is international cooperation attainable? Is globalization good or bad? Is the U.S. a declining great power? What are the most dangerous threats facing states today?

COURSE OBJECTIVES

- Provide students with the necessary theoretical tools to analyze questions in international relations from multiple perspectives.
- Enable students to compare and evaluate the explanatory power of competing theories.
- Assist students in gaining the historical background needed to understand contemporary international events.
- Expose students to foreign policy among rising non-western powers.

COURSE REQUIREMENTS

Your final grade will be based on the following components:

15% - Class Participation. Attendance is obligatory. An active role in discussions and in-class activities by everyone enrolled in the course is expected, as is the completion of the required readings before the session for which they are assigned. Each student is permitted one unexcused absence (i.e. without a written note from a doctor or a dean). There will be a grade penalty for unexcused absences beyond this. As a rule of thumb, each student should participate in class at least once per week.

5% - Geography Quiz. We will have a geography quiz on September 10th in class. This quiz is designed to ensure that you have a basic knowledge of world geography. I will provide more information on this quiz in the first couple weeks of the course.

10% - Follow the News. For this assignment, you will follow the news on a particular foreign policy area (e.g., foreign aid, trade) over the course of the term. You are welcome to focus on

U.S. foreign policy but I encourage you to consider focusing on other countries (China, India, Pakistan, the EU, etc.). Based on your reading of the news, I'll ask you to determine a central challenge in this policy area and to interpret what you learn in terms of the broader theories we discuss. You should summarize what you learn and your assessment in a short 3-page response paper. You will present your findings in class toward the end of the term and are encouraged to discuss your case throughout the semester.

5% - **In-Class Debate.** We have a class debate on foreign aid and its benefits for foreign policy. You will join teams assigned to different sides of the debate. I will provide details on this several weeks in advance.

30% - **Take-Home Mid-Term.** Students will be required to write a take-home midterm exam consisting of a short answer section of ID questions and an essay section. The essay prompt will be handed out and explained on October 8 and due at the start of class on October 17.

35% - **Take-Home Final.** The final exam will be a take-home policy memo (8-10 pages) that focuses on the broad themes of the course with a focus on the material covered after the midterm. Final exam essay prompts will be handed out in the final week of class (12/3) and due at 5pm on the day of the scheduled final exam, which is set by the registrar.

CLASSROOM ETIQUETTE

To make sure that we have a hospitable learning environment, I ask students to follow three simple rules:

- 1) Arrive on time
- 2) Cell phones are not permitted in class. Keep them in your bag or pocket.
- 3) Unless you are speaking in groups about readings, close your laptops in class. This will help everyone focus on class discussion.
- 4) Respect your classmates. Debate is welcome but disagree respectfully by engaging ideas rather getting personal.
- 5) Coffee/beverages are fine but food is not permitted in class since it distracts your classmates.

HONOR CODE AND PLAGIARISM

Academic honesty is expected of all students at Tulane. Your responsibilities as a Tulane student include being familiar with the honor code and the plagiarism policy of the University (see <http://tulane.edu/college/code.cfm>). Cases of cheating or plagiarism will be reported to the Honor Board, and may result in a failing grade for the class, academic probation, or expulsion. Ignorance is not a valid excuse. Academic dishonesty includes but is not limited to the following actions:

1. Presenting another's work, ideas, expressions or research as if it were one's own;
2. Failing to acknowledge or document a source even if the action is unintended (i.e., plagiarism);

Note: Plagiarism includes copying & pasting material from any source (Wikipedia, paper mill, other internet site, book, journal, newspaper, magazine, etc.) without proper attribution. Plagiarism also includes non-verbatim borrowing of words or ideas through paraphrasing or summarizing another's work(s) without proper attribution.

3. Fabricating or altering citations;
4. Giving or receiving, or attempting to give or receive, unauthorized assistance or information in an assignment or examination;
5. Submitting the same assignment in two or more courses without prior permission of both instructors;
6. Having another person write a paper or sit for an examination (includes online paper-mills);
7. Using tests or papers from students in prior semesters;
8. Sabotaging the work of another through destroying or preventing work from receiving fair assessment (especially in group projects)

NOTE ON SPECIAL ACCOMMODATIONS

If you believe you may encounter barriers to the academic environment, please feel free to contact me and/or the Goldman Center for Student Accessibility. This information is confidential. Any student with approved academic accommodations is encouraged to contact me during office hours or to email me to schedule an appointment. If you have questions regarding registering a disability or receiving accommodations, please contact the Goldman Center at 504.862.8433 or <http://www.accessibility.tulane.edu>. Students needing accommodations must provide me with a Course Accommodation Form and if applicable, an Exam Request Form ("blue sheet") in order to schedule an exam to be taken at ODS. Accommodations involving exams must be requested to me **four days before a test or seven days before a final exam**. Any student receiving an exam-related accommodation should plan to take the exam at the Goldman Center.

If you have any other special circumstances, such as involvement with a university activity that requires you to miss class, let me know as soon as possible. If, during the semester, issues arise that are likely to affect your participation, attendance or performance, it is in your interest to let me know as soon as they arise. You may consult with your academic advisor or Erica Woodley in Student Affairs if issues are serious enough that you need temporary accommodations.

Electronic Device Policy

All electronic devices (such as cell phones, notebooks, calculators, etc.) are not allowed to be out of backpacks or purses during quizzes and exams. Any student who is caught with one of these devices out will have his/her test taken and will be considered in violation of the honor code.

Exam Absences and Make-up Exams

You are required to be present for all scheduled exams unless you have made previous arrangements with the instructor. The only allowable exception to this policy is a documented medical or other emergency. You should be prepared to provide proof of a medical visit on the day of the exam or a note from the Dean's office. I may arrange a make-up exam for a student

who is absent during the final exam, but only if an acceptable excuse is presented to an associate dean in Newcomb-Tulane college before the exam or within 24 hours after the exam. A student whose absence from a final exam is not excused will be given an “F” in the course.

Statement on Discrimination and IX Protections

Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such, Tulane is committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available: you can learn more at titleix.tulane.edu. Any and all of your communications on these matters will be treated as either “Confidential” or “Private” as explained in the chart below. Please know that if you choose to confide in me I am mandated by the university to report to the Title IX Coordinator, as Tulane and I want to be sure you are connected with all the support the university can offer. You do not need to respond to outreach from the university if you do not want. You can also make a report yourself, including an anonymous report, through the form at tulane.edu/concerns.

Confidential	Private
<i>Except in extreme circumstances, involving imminent danger to one’s self or others, nothing will be shared without your explicit permission.</i>	<i>Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.</i>
Counseling & Psychological Services (CAPS) (504) 314-2277 or The Line (24/7) (504) 264-6074	Case Management & Victim Support Services (504) 314-2160 or srss@tulane.edu
Student Health Center (504) 865-5255	Tulane University Police (TUPD) Uptown - (504) 865-5911. Downtown – (504) 988-5531
Sexual Aggression Peer Hotline and Education (SAPHE) (504) 654-9543	Title IX Coordinator (504) 314-2160 or msmith76@tulane.edu

READINGS

All the readings are available online or in required books and can be downloaded from the course's page on CANVAS or at the web page links provided on the syllabus. This course requires you to carefully read all assigned readings before class. Generally, 4 articles or book chapters are assigned each week. Make sure you not only understand the basic arguments, but give yourself time to think critically about the readings before class so you will be prepared to participate in discussion. I encourage you to complete the reading worksheet at the end of this syllabus for each challenging reading.

NOTE: Minor changes to the schedule of readings on the syllabus (including TBA readings) may take place. If this happens, I will give you at least one week of notice by email and in class. Pay attention to your emails for any (modest) changes to make sure you have the updated version.

The following books are required:

Art, Robert and Robert Jervis. 2017. *International Politics: Enduring Concepts and Contemporary Issues* (Boston: Pearson).

Betts, Richard ed. 2013. *Conflict After the Cold War: Arguments of the Causes of War and Peace*, 4th edition. (New York: Pearson Longman).

*Note that the Art and Jervis textbook is available in “Revel” format which means that you will purchase a digital code from the Tulane bookstore and then access the materials online.

Week 1: Introduction (8/27)

Pinker, Steven and Andrew Mack. “The World is Not Falling Apart.” *Slate*, December 22, 2014.

http://www.slate.com/articles/news_and_politics/foreigners/2014/12/the_world_is_not_falling_a_part_the_trend_lines_reveal_an_increasingly_peaceful.html

NO CLASS 8/29 & 8/31: I WILL BE TRAVELING FOR THE ANNUAL POLITICAL SCIENCE ASSOCIATION CONFERENCE IN BOSTON

NO CLASS 9/3: Labor Day Holiday

PART I: THEORIES OF INTERNATIONAL POLITICS

Week 2: Nuts and Bolts

What is Social Science Theory? (9/5)

Snyder, Jack. 2004. “One World, Rival Theories,” *Foreign Policy*, 145 (November/December) 52-62.

Waltz, Kenneth. 1979. *Theory of International Politics* (Long Grove: Waveland Press), 1-17.

Waltz, Kenneth. 1959. *Man, the State and War* (New York: Columbia University Press), pp. 1-15; Recommended: 224-238.

Anarchy (9/7)

Art and Jervis, “Anarchy and its Consequences,” AJR 10:1-7; AJR 11:1-7; AJR 12:1-6. (6 pages)

Kenneth A. Oye, “The Conditions for Cooperation in World Politics,” AJR 10: 79-82; AJR 11: 76-90; AJR 12: 67-78 (11 pages)

Week 3: Security Dilemma and Realism

Security Dilemma (9/10)

MAP QUIZ AT THE START OF CLASS!

Jervis, Robert. “Offense, Defense, and the Security Dilemma,” AJR 10: 93-113; AJR 11: 90-111; AJR 12: 79-98.

Fearon, James. “The Big problem With the North Koreans isn't that we can't trust them; It's that they can't trust us.” Washington Post, 8/16/2016.

available at: north-korea-isnt-that-we-cant-trust-them-its-that-they-cant-trust-us/

Realist Theories (9/12 – 9/14)

Thucydides, “The Melian Dialogue,” AJR 10: 9-15; AJR 11: 8-14; AJR 12: 7-12.

Morgenthau, Hans. “Six Principles of Political Realism,” AJR 10: 16-23; AJR 11: 14-22; AJR12: 15-21.

Waltz, Kenneth. 1979. *Theory of International Politics* (NY: McGraw-Hill), pp. 116-128 and 161-176. (29 pages).

Mearsheimer, John “Anarchy and the Struggle for Power,” AJR 10: 59-69. (11 pages)

Fearon, James. “Rationalist Explanations for War,” AJR 11: 57-65; AJR 12: 52-9. (8 pages)

Week 4: Nuclear Weapons I (9/17, 9/21)

Introduction (9/17)

Sagan, Scott. 1999. “Why Nuclear Spread is Dangerous,” in Robert Art and Kenneth Waltz, *The Use of Force* (Oxford: Roman & Littlefield Publishers) (11 pages).

Waltz, Kenneth. “The Spread of Nuclear Weapons: More May Be Better,” in Betts, *Conflict After the Cold War*, pp. 451-61.

9/21: Nuclear Weapons Proliferation (9/21)

Sagan, Scott. 1996-1997. "Why do States Build Nuclear Weapons: Three Models in Search of a Bomb," *International Security*, 21(3) 54-86.

Burns,, 1998. Nuclear Anxiety: The Overview; Pakistan, Answering India, Carries Out Nuclear Tests. New York Times. <https://www.nytimes.com/1998/05/29/world/nuclear-anxiety-overview-pakistan-answering-india-carries-nuclear-tests-clinton.html>

Yom Kippur: No Class, 9/19

Week 5: Liberal Theories I (9/24 – 9/28)

Kant, Immanuel. "Perpetual Peace," in Betts, *Conflict After the Cold War* (8 pages)

Wilson, Woodrow. 1918 "Fourteen Points," (available at http://avalon.law.yale.edu/20th_century/wilson14.asp).

Rosecrance, Richard. "Trade and Power," in Betts, *Conflict After the Cold War* (15 pages)

Oye, Kenneth. 1985. "Explaining Cooperation Under Anarchy: Hypotheses and Strategies," *World Politics*, 38 (1) pp 1-24.

Keohane, Robert. "International Institutions," *AJR* 10: 150-8; *AJR* 11: 151-8; *AJR* 12: 134-40. (7 pages)

Week 6: Liberal Theories II: Economic Interdependence and Democratic Peace (10/1 – 10/5)

Economic Interdependence (10/1)

Kono, Daniel. 2007. "Making Anarchy Work: International Legal Institutions and Trade Cooperation," *Journal of Politics*, 9 (3) (14 pages).

Copeland, Dale. 2015. *Economic Interdependence and War* (Princeton: Princeton University Press, 18-27.

Democratic Peace (10/3 – 10/5)

Russett, Bruce. 1993. *Grasping the Democratic Peace: Principles for a Post-Cold War World* (Princeton, N.J.: Princeton University Press), 82-105.

Mansfield, Edward D and Jack Snyder, "Democratization and War," in Betts, *Conflict After the Cold War*. (14 pages)

Jervis, Robert. "Understanding the Bush Doctrine." *Political Science Quarterly* 18(3), Read Only pp. 364–369.

Recommended: Zakaria, Fareed. 1997. "The Rise of Illiberal Democracy." *Foreign Affairs*. November/December: 22-43.

Debate: Would a world of democracies be a world of perpetual peace?

***Week 7: Constructivism and International Norms (10/8 – 10/12)**

Tickner, Ann. "A Critique of Morgenthau's Principles of Political Realism," Art and Jervis, *International Politics*. (13 pages)

Wendt, Alexander. "Anarchy Is What States Make of It," in Art and Jervis, *International Politics*. (9 pages)

Mueller, John. "The Obsolescence of Major War," in Betts, *Conflict After the Cold War* (13 pages).

Tannenwald, Nina. "The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use," *International Organization* 53 (3), 1999. (36 pages)

Week 8: International Change

Changes in Threats (10/15)

Gilpin, Robert. "Hegemonic War and International Change," in Betts, *Conflict After the Cold War*, pp. 47-50. (14 pages)

China's Master Plan: A Global Military Threat. *National Interest*, June 10, 2018.

<https://www.bloomberg.com/view/articles/2018-06-10/china-s-master-plan-a-global-military-threat>

Discussion Section (10/17)

MIDTERM DUE IN CLASS

FALL BREAK: NO CLASS 10/19

PART II: SPECIAL TOPICS

Week 9: Understanding Change: Rising China and its Consequences (10/22 – 10/26)

Beckley, Michael. 2011. "China's Century? Why America's Edge Will Endure," *International Security* 36 (3) (38 pages)

Legro, Jeffrey. 2007. "What China Will Want: The Future Intentions of a Rising Power," *Perspectives on Politics*, 5 (3): 515-534. (20 pages)

John Ikenberry, "The Rise of China and the Future of the West," *Foreign Affairs* (January/February), 2008. (15 pages)

Betts, Richard and Thomas Christensen, "China: Can the Next Superpower Rise Without War," in Betts, *Conflict After the Cold War*. (14 pages)

Week 10: Foreign Aid (10/29 – 11/2)

Introduction (10/29)

Steven Radelet. 2006. "A Primer on Foreign Aid," Center for Global Development Working Paper No. 92, July, Washington, D.C.

William Easterly. 2006. *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. New York: Penguin Press, chapters. 1 ("Planners Versus Searchers")

Documentary: *Poverty Inc.* (10/31)

Cases: 11/2

Couldrey, Marion, and Tim Morris. 2005. "UN Assesses Tsunami Response." *Forced Migration Review*, 18 (5) 6-9.

Yun, Sun. 2014. China's Aid to Africa: Monster or Messiah? Brookings.
<https://www.brookings.edu/opinions/chinas-aid-to-africa-monster-or-messiah/>

Week 11: Debate; Globalization and Its Discontents (11/5 – 11/9)

In-Class Debate: Is Foreign Aid Worth It? (11/5)

Globalization and Its Discontents (11/7 - 11/9)

Jeffrey Frankel, "Globalization and the Economy," in Art and Jervis, *International Politics*. (16 pages).

Alan V. Deardorff and Robert M. Stern, "What You Should Know about Globalization and the World Trade Organization," *Review of International Economics* 10 (3), 2002 (15 pages, stop reading after page 418)

"The Long-Term Jobs Killer Is Not China. It's Automation," *New York Times*, December 21, 2016 (<http://www.nytimes.com/2016/12/21/upshot/the-long-term-jobs-killer-is-not-china-its-automation.html>). (4 pages)

Bourguignon, François. 2015. "Inequality and Globalization: How the Rich Get Richer as the Poor Catch Up," *Foreign Affairs* (4pages).

Margalit, Yotam. "Lost in Globalization: International Economic Integration and the Sources of

Popular Discontent,” Mingst and Snyder, *Essential Readings in World Politics*. (20 pages)

Week 12: Ethnic and Civil Wars (11/12 – 11/16)

Ethnic and Civil Wars (11/12 – 11/16)

Collier, Paul. 2003. “The Market for Civil War.” *Foreign Policy*. May-June. Chaim Kaufmann, “Possible and Impossible Solutions to Ethnic Civil Wars.” *AJR*, 424 – 444.

Habyarimana, James, et al. 2008. "Is Ethnic Conflict Inevitable-Parting Ways over Nationalism and Separatism." *Foreign Affairs*.

Humphreys, Macartan, and Jeremy M. Weinstein. "Who fights? The Determinants of Participation in Civil War." 2008. *American Journal of Political Science*, 52 (2) 436-455.

Kaufmann, Chaim. 1996. “Possible and Impossible Solutions to Ethnic Civil Wars.” *AJR*, 424 – 444.

Week 13: Environment (11/19)

Alan Dupont, “The Strategic Implications of Climate Change,” in Art and Jervis, *International Politics*. (9 pages)

Garrett Hardin, “The Tragedy of the Commons,” in Art and Jervis, *International Politics*. (6 pages) □

Elinor Ostrom, “Institutions and the Environment,” in Mingst and Snyder, *Essential Readings in World Politics*. (10 pages) □

Scott Barrett, “Collective Action to Avoid Catastrophe: When Countries Succeed, When They Fail, and Why,.” *Global Policy* 7:1, 2016. (11 pages) □

Coral Davenport, “Nations Approve Landmark Climate Accord in Paris,” *New York Times*, 12 December, 2015 (<http://www.nytimes.com/2015/12/13/world/europe/climate-change-accord-paris.html>). (4 pages)

Johannes Urpelainen, “Here’s what political science can tell us about the Paris climate deal,” *Washington Post* (Monkey Cage), December 14, 2015 (https://www.washingtonpost.com/news/monkey-cage/wp/2015/12/14/heres-what-political-science-can-tell-us-about-the-paris-climate-deal/?utm_term=.e76817b65e5f). (4 pages)

THANKSGIVING: NO CLASS 11/21, 11/23

Week 14: Terrorism and Humanitarian Interventions

Terrorism (11/26)

Bruce Hoffman, "What is Terrorism?" AJR 10: 185-94; AJR 11: 186-96; AJR 12: 164-73. (10 pages)

Martha Crenshaw, "The Strategic Logic of Terrorism," in Betts, *Conflict After the Cold War*, pp. 471-485. (15 pages)

Stefano Bonino, "How discrimination against Muslims at airports actually hurts the fight against terrorism," *Washington Post* (Monkey Cage), August 26, 2016 (https://www.washingtonpost.com/news/monkey-cage/wp/2016/08/26/how-discrimination-against-muslims-at-airports-actually-hurts-the-fight-against-terrorism/?utm_term=.a33e8a2b5a5c). (3 pages)

Humanitarian Interventions (11/28, 12/1)

Kaufmann, Chaim and Robert Pape, "Explaining Costly International Moral Action: Britain's Sixty Year Campaign Against the Atlantic Slave Trade," *International Organization* 53(4) (34 pages).

Kuperman, Alan. "Rethinking the Responsibility to Protect," *Whitehead Journal of Diplomacy and International Relations*, 10 (1) (11 pages)

***Week 15: Is International Relations Changing?; Course Conclusion (12/3 – 12/7)**

International Change (12/3 – 12/5)

Readings TBA.

Course conclusion (12/7)

Reading Skills:

As you manage the reading for this and other courses, you are likely to find, if you have not already, that there is no correlation between effort and outcome. It is entirely possible to spend several hours reading something without “getting it.” And it is equally possible to spend less than a half-hour reading something else and getting to the heart of the argument. You will have to devise for yourselves ways to read efficiently. These are some devices that may help:

1. Figure out what the heart of an argument is before you read deeply: skim, read the abstracts, the jacket blurbs, often short reviews published elsewhere. When you know where the center of gravity is, you read more efficiently.
2. Read actively: do not simply soak up the reading for what the author wants to tell you, but approach it with questions, and try to answer them for yourself as you make your way through.
3. Use other peoples’ skills: you do not have to do all the work yourself. It is not “cheating” if you talk through the argument with someone else before or after you delve in, or look at reviews for explication, or form reading groups where you can discuss the argument with each other.
4. Write in order to read. The response papers for this class and the (non-graded) worksheet attached should help.
5. Use diagrams if necessary: often, the structure of an argument can be most clearly expressed if you “draw” it, using arrows and lines, than by trying to understand it in words.
6. Organize your notes in a way that makes retention and information retrieval possible: you could use index cards, annotated bibliographies, database programs like Filemaker Pro etc. These rules may be obvious to some and not to others. Basically, do whatever works for you. But be self-conscious about the reading process as a skill that has to be learned and not necessarily as an ability that either comes naturally or does not.

Reading Worksheet

For each book, chapter, or article assigned in this course, you should fill out the following (non-graded) worksheet. Many of these points can be addressed in a sentence or two (e.g. Questions 1 and 2; in some cases, answers will not need even to be full sentences (e.g., Question); and in some cases, the answers may overlap. These worksheets should be retained: they will be useful for future reference.

1. State the central question that the reading addresses.
2. State the central argument(s) defended in the paper in response to this question.
3. What type of reasoning or evidence is used to support these arguments? If it is an analytical paper, what is the logic that undergirds the argument? If an empirical paper, what type of data is employed? Are there other data sources that you think might be more appropriate?
4. Do you find the claims of the reading convincing? What do you see as the main gaps that need to be filled?
5. Why (if at all) is the reading interesting?
6. Do you agree with the main claims? What are your hesitations? (This may simply involve restatement of previous points.)
7. Identify one or two implicit premises or background assumptions in the paper that you think are especially controversial or objectionable.
8. Considering your answers to the previous questions, write an abstract for the article of no more than 100 words. (Feel free to repeat formulations given in response to earlier questions.)
9. When you have done this for individual readings, take some time to think about the various readings you have been assigned in relation to each other. See if you can write or imagine a summary table for all the readings taken together which compares and contrasts them.