

PSC 103C: Introduction to International Relations

Spring 2018, Gettysburg College

<u>Time and Place:</u> Monday and Wednesday, 11am-12:15pm in McCreary Hall 115 Bowen Auditorium	<u>Instructor:</u> Prof. Franziska Boehme <u>email:</u> fboehme@gettysburg.edu
<u>Office hours:</u> Wed, 2:30-4pm, and Fri, 10-11am, and by appointment at Glatfelter Hall 310	

Class Objectives

What are states and how do they behave toward each other? What are non-state actors and how do they operate? What is anarchy and what are its implications for world politics? These are some of the questions we will encounter throughout the semester. In the context of the political science curriculum, 100-level courses “introduce students to the core set of themes that define Political Science including the manner in which they are conceptualized by the particular subfield. Students are exposed to some of the theories and scholarship each subfield considers central to the study of the state and other political structures, power, and choice. Students learn what each subfield defines as the principal questions relevant to the study of these issues and, through exposure to modes of social science inquiry, begin to learn how political scientists seek answers to these questions.” (Political Science Department, Gettysburg College). This course fulfills Gettysburg College’s Social Science curriculum requirement.

In this class you will learn:

- About main actors in the international system, their preferences, interests, and behavior and operation (through lectures, news groups)
- About perspectives and theories in International Relations that help to shed light on political phenomena (through lectures)
- To apply IR theories to current political events and use concepts to make sense of current events (through lectures, reflection papers and news groups)
- To use evidence to make an argument about international politics (through debates)

Expectations: REI (Responsibility, Effort, Inquisitiveness)

To succeed in this class (and in college overall), I expect you to commit to the three principles of “REI”: Responsibility, Effort, and Inquisitiveness. This means that you commit to be responsible adults. This includes respecting classroom policies (be on time, no cellphones, no disruptions, etc.), doing the assigned readings *before* class, and that you seek my consent when you know you will be absent beyond the three allowed absences, when you have a scheduling conflict, or when you have any concerns or feedback about the class or your performance. You also commit to invest significant effort into this class. This means that you will perform to the best of your ability to learn relevant material. This can include rereading assigned texts, seeing me during office hours to clarify material, forming study groups with fellow students, or seeking out extra material to help you do well. It also means you will participate as much as possible during class because it makes it more fun for all of us and we all have viewpoints to contribute! The third principle is inquisitiveness, a commitment to knowledge. It means that you will be ready to ask questions during class and ask questions of the readings. Be critical of what you read! Challenge each other and me with other perspectives!

In response, I commit to these principles as well. I will be responsible by coming to class on time, being prepared to teach you the main ideas and concepts in International Relations and answer your questions. I will also reply to your emails within 24 hours and hold regular office hours. I will also put in

significant effort in preparing good classes and returning your assignments in a reasonable timeframe. Third, I will also be inquisitive by asking questions of you and be critical of the material we are reading, be open to your suggestions and consider critical perspectives.

Requirements

Think about your final grade in terms of points: You can get up to 100 points for this class. The requirements for successful completion are:

- **Attendance and Participation: 20 points**
 - Participation is an important part of your contribution to this class. This score includes attendance and participation in class discussions, occasional homework assignments, in-class group work, short writing prompts, etc.
 - You can miss up to three classes a semester (without prior consultation). Any absence beyond those will result in a lower score, two points per missed class!

Possible points	Level of participation
18-20	Contributes to class discussions frequently, critical thinking, shows respect for everyone.
16-17.5	Occasional participation, some engagement with the material.
14-15.5	Rare participation, some engagement with the material.
12-13.5	No engagement or interest in the class, student is on phone, disrupts class etc.

- **Regional news groups and reflection papers: 20 points**
 - A more detailed handout describing this assignment can be found on Moodle.
 - There will be 6 thematic groups: 5 geographical groups (USA, Americas, Europe, Africa, Asia/Pacific) and one group that focuses on the UN. It will be your responsibility to follow the news on that region/actor each week. We will rotate throughout the semester.
 - Throughout the semester, we will have 9 weeks where you are required to submit an assignment that links current events to our weekly themes, theories, and concepts.
 - You will sign up for 2 weeks where you will hand in a longer reflection paper. In these papers (each about 500 words), you will explain in more detail how a current event/phenomenon can be explained or better understood using IR theories and concepts. Please draw on class readings and end your paper with 2 discussion questions for the class. Each paper is worth up to 4 points (8 p. total).
 - In the remaining 7 weeks you have to submit 6 news paragraphs (worth 6 points total). You have one freebie, i.e. one week you will not have to submit anything. Please bring a handout to class.
 - To conclude this assignment, you will hand in a 2-page final reflection paper (around 1,000 words) on Monday, 23 April 2018 in which you describe how the semester has helped your understanding of world politics.
 - Each Wednesday, we will start class with an overview of what happened where and how that links to that week's concepts or theories.
 - Please use the resources on campus/library, through which you can access major newspapers and magazines, such as the *New York Times*, *Washington Post*, *Economist* etc
 - A helpful website is <http://www.realclearworld.com/> which pools news stories from various sources.
- **Exams: 40 points**
 - We will have two exams during the semester (each worth 20 points). The first exam will cover all material of Part I; the second exam will cover all material from Part II.

- These exams will consist of a combination of multiple choice questions, short answer questions, and essay questions. Map sections can be used for extra credit.
- I will already tell you the final exam essay question: “To what extent are states still the most important actors in International Relations? Please provide an argument and substantiate your argument with evidence from course readings and discussion material.” Knowing this upfront is a big advantage for you. It means that over the weeks, you should be thinking about this question. Themes, theories, data and current events that we study over the semester will help you shape your answer to this question.
- **Group Debates: 20 points (Fourth Hour Requirement)**
 - Later in the semester we will have three debates that pick up current controversial IR topics. You will work with 3-4 colleagues in preparation for the debate.
 - 1. Humanitarian Intervention v. Respect for State Borders
 - 2. Benefits of Free Trade v. Risks of Free Trade
 - 3. Preventing Iran from Acquiring Nuclear Weapons v Allowing Iran to Have Nuclear Weapons
 - I will collect preferences for your topics in Week 3 and announce the debate group assignments (and whether you are pro or con) in Week 4.
 - As a group, please hand in an annotated bibliography with at least 7 sources on Monday, 9 April 2018. Please list the complete citation for the source (i.e. title, author, date of publication) and a short paragraph (100-150 words) summarizing the content and explaining how it helps you support your debate position.
 - The goal of the debate is to argue the position convincingly and to buttress your argument with plenty of evidence (surveys, historical examples, theoretical insights and theories, current events, analogies, etc.). Thus, I expect that you do thorough readings to become an expert in the topic and assess pros and cons of positions.

Grading

“A range” indicates an outstanding performance in which there has been distinguished achievement in all aspects of the course.

- A+: 97-100
- A: 93-96
- A-: 90-92

“B range” indicates a good performance in which there has been a high level of achievement in some aspects of the course.

- B+: 87-89 points
- B: 83-86
- B-: 80-82

“C range” indicates an adequate performance in which a basic understanding of the subject has been demonstrated.

- C+: 77-79 points
- C: 73-76
- C-: 70-72

“D range” indicates a minimal performance in which despite recognizable deficiencies there is enough to merit credit. D: 60-69.

Readings and Late Work and Make-up Exams

In the course schedule (below), I have indicated the readings to be completed for each day. The required textbook for the course is Jon Pevehouse and Joshua Goldstein, *International Relations* (11th Edition, 2017) and may be purchased at the College bookstore. Additional course materials (journal articles and book chapters) will be available through Moodle. Please contact me if you have any problems.

Unless otherwise noted, assignments are due at the beginning of class on the date listed on the syllabus. Any assignment not turned in at this time will be considered late except in the case of an extraordinary situation. Make-up examinations for exams will be granted only for documented medical or family emergencies. In cases of severe illness or family emergencies, I require proof (e.g. doctor's note signed and on the doctor's letterhead explaining why you cannot take the exam and/or emails from your academic advisor explaining the specific situation). There is no make up for the second exam.

Communication

If you need to reach me, you can send an e-mail, give a call to my office or stop by my office. E-mail is one of the best ways to reach me. Please give me at least 24 hours to get back to you.

Electronic Etiquette Policy

You may not like this but I do not allow the use of computers or cell phones during class. The temptation to just check your email or look up something is just too strong! Studies have also consistently shown that students without computer perform better on tests. So please spare us the trouble and bring a nice notebook and pen/pencil. If you violate this policy, I will exercise my right to lower your participation points.

Academic Honesty

Consistent with the Gettysburg College Honor Code, “students must submit work that is the fruit of their own study and labor, acknowledge assistance, words, and ideas they use in their work, and be honest will all members of the community involved in supporting their education” (Honor Code Summary, p. 1). Please be sure to read the Honor Code in its entirety; it is your responsibility to be familiar with and abide by both the rule and spirit of this code.

Accommodations for Students with Disabilities

Students with learning or physical issues which may affect performance in the course should come and see me as soon as possible. Bring your Individual Educational Accommodation Plan with you and we will discuss what are the reasonable accommodations give the structure, content, and philosophy of the course. You must have an IEAP to receive accommodation in this course.

Religious Observances

Gettysburg College is fully committed to diversity, equity, and inclusion. If they choose, all students, faculty, administrators, and support staff have the right to engage in essential practices of their faith while minimizing conflict with work, academic or athletic requirements. Students who wish to observe religious holy days are encouraged to discuss with me in advance. We can make appropriate arrangements so that you may make up missed work. As soon as possible but no later than the end of the drop/add period, each student has the responsibility to inform me about religious observances that are likely to conflict directly with academic, campus, or other required extracurricular activities. Once the [Religious Observance Accommodation Form](#) has been submitted, the student and faculty member, coach, or supervisor must converse and agree upon what would constitute a reasonable accommodation (i.e., missing a class, extending an assignment deadline, rescheduling an exam or assignment without penalty, etc.) for holidays.

Mental Health

Life can be difficult sometimes. Gettysburg College Counseling Services is committed to creating a safe and comfortable environment for all students and aiding the exploration of personal, social, and academic concerns. They provide free confidential counseling, emergency services, psychiatric services, consultations, self-help resources, educational programs, and workshops to help students gain the skills and insights they need to overcome adversity and thrive in their life and learning. For more information, browse http://www.gettysburg.edu/about/offices/college_life/counseling/index.dot or call 717-337-6960 to arrange to speak with a counselor.

Overview of key dates: Please mark these in your calendar!

- Monday, 29 January 2018: Homework on levels of analysis is due.
- Monday, 5 February 2018: Debate preferences are due.
- Wednesday, 28 February 2018: Exam 1
- Monday, 9 April 2018: Annotated bibliography for group debates is due.
- Monday, 23 April 2018: Final reflection paper is due.
- *TBD*: Exam 2

Part I: THEORETICAL APPROACHES TO INTERNATIONAL RELATIONS

W	Day	Themes	Readings
1	Mon, 1/22	Introduction	Getting to know the content, one another, and the syllabus
	Wed, 1/24	History of IR <u>Choose dates for reflection papers</u>	<ul style="list-style-type: none"> • P&G, Chapter 1 “Globalization of International Relations” • Excerpts from <i>Essentials</i> on Levels of Analysis and Iraq War (65-70)
2	Mon, 1/29	Realism	<ul style="list-style-type: none"> • <u>Homework for today</u>: Choose a current international event or phenomenon and explain it in two to three paragraphs using the levels of analysis. Bring the paper to class for discussion. • G&P, Chapter 2 “Realist Theories”
	Wed, 1/31	Realism	<ul style="list-style-type: none"> • Excerpts from <i>Essentials</i> on Realism (70-76) • <u>Start news groups and reflection papers</u>
3	Mon, 2/5	Liberalism <u>Bring your debate preferences</u>	<ul style="list-style-type: none"> • G&P, Chapter 3 “Liberal and Social Theories” (read 71-81) • Excerpts from <i>Essentials</i> on Liberalism (76-81)
	Wed, 2/7	Liberalism	<ul style="list-style-type: none"> • <u>News groups</u>
4	Mon, 2/12	Constructivism	<ul style="list-style-type: none"> • G&P, Chapter 3 “Liberal and Social Theories” (read 81-86) • Excerpts from <i>Essentials</i> on Constructivism (84-86)
	Wed, 2/14	Constructivism <u>Announcement of Debate Groups</u>	<ul style="list-style-type: none"> • <u>News groups</u>
5	Mon, 2/19	Feminism	<ul style="list-style-type: none"> • G&P, Chapter 3 “Liberal and Social Theories” (read 92-104) • Cohn, “The Perils of Mixing Masculinity and Missiles,” <i>New York Times</i> (2018)
	Wed, 2/21	Marxism	<ul style="list-style-type: none"> • Excerpts from <i>Essentials</i> on Marxism (81-84) • <u>News groups on Feminism and Marxism</u>
6	Mon, 2/26	Bringing the Theories together	<ul style="list-style-type: none"> • Walt, “International Relations: One World, Many Theories” (1998) • Excerpts from <i>Essentials</i> (86-91)
	Wed, 2/28	First Exam	

Part II: TOPICS IN INTERNATIONAL RELATIONS

W	Day	Themes	Readings
7	Mon, 3/5	Foreign Policy	<ul style="list-style-type: none"> • G&P, Chapter 4 “Foreign Policy” • Excerpts from <i>Essentials</i> on foreign-policy decision-making models (137-143)
	Wed, 3/7	Foreign Policy	<ul style="list-style-type: none"> • Excerpt from Stiles, <i>Case Histories in International Politics</i> “The Cuban Missile Crisis: Rationality” (55-68) • <u>News groups</u>
8	Mon and Wed, 3/12 and 3/14 Spring Break		
9	Mon, 3/19	International Conflict	<ul style="list-style-type: none"> • G&P, Chapter 5 “International Conflict”
	Wed, 3/21	Military Force and Terrorism	<ul style="list-style-type: none"> • G&P, Chapter 6 “Military Force and Terrorism” • <u>News groups</u>
9	Mon, 3/26	International Political Economy	<ul style="list-style-type: none"> • G&P, Chapter 8 “International Trade” •
	Wed, 3/28	International Political Economy	<ul style="list-style-type: none"> • G&P, Chapter 9 “Finance and Business” • <u>News groups</u>
10	Mon, 4/2	International Integration	<ul style="list-style-type: none"> • G&P, Chapter 10 “International Integration”
Wed, 4/4 Reading and prep day (conference)			
11	Mon, 4/9	International Organizations and International Law	<ul style="list-style-type: none"> • <u>Homework</u>: Watch Mardi Gras and submit completed handout • G&P, Chapter 7 “International Organization, Law, and Human Rights”
		<u>Annotated bibliography is due!</u>	
	Wed, 4/11	International Organizations and International Law	<ul style="list-style-type: none"> • Excerpts from <i>Essentials</i> (210-219) • Excerpt from Stiles, “The International Land Mines Ban” (418-430) • <u>News groups</u>
12	Mon, 4/16	North-South Gap and Development	<ul style="list-style-type: none"> • G&P, Chapter 12 “The North-South Gap” and Chapter 13 “International Development”
	Wed, 4/18	Challenges: Climate change	<ul style="list-style-type: none"> • G&P, Chapter 11 “Environment and Population” • <u>News groups</u>
13	Mon, 4/23	Debate #1: Humanitarian Intervention v. Respect for State Borders <u>Final Reflection Paper Due</u>	
	Wed, 4/25	Debate #2: Benefits of Free Trade v. Risks of Free Trade	
14	Mon, 4/30	Debate #3: Iran with Nuclear Weapons v Iran without Nuclear Weapons	
	Wed, 5/2	Exam review: Bring your questions! Evaluations and Conclusion	
TBD	Second Exam		
