

POL 103 – INTRODUCTION TO INTERNATIONAL RELATIONS
Fall 2013

INSTRUCTOR INFORMATION

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Office hours: Wed. and Thurs., 1:00-3:00 pm and by appointment

COURSE DESCRIPTION

100-level courses in the Political Science major “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.”

Course content

In the introductory course in International Relations we will examine the primary factors influencing the behavior of states and the patterns of interaction – particularly those of conflict and cooperation – that take place among states and other actors in international relations. We begin with an overview of perspectives on the study of international relations and complement this with an examination of the evolution of the international system over the last few centuries. We then turn to the theories that have constituted the leading approaches to the study of international relations. This provides us with a basis to analyze the extent to which relations among states and other actors are ones of conflict and/or cooperation. We then move on to the question of why states pursue certain policies and actions rather than others in our examination of foreign policy. From here we turn to an overview of the international political economic system, focusing on the particular system that evolved after WWII. We end the course by discussing issues relevant to the future of international relations.

This course’s place within the Gettysburg Curriculum

Multiple Inquiries Requirement: POL 103 fulfills the Multiple Inquiries Requirement (MIR) in the Social Sciences.

International Relations is a subfield within the discipline of Political Science, which is itself a social science. The types of questions we seek to ask about international relations in this course are unique to this subfield but are shaped by the fact that this is a political science course that falls within the larger social science tradition. Thus, for example, during the semester we will seek to answer questions such as “Who has power in the international system?” and “How does that affect the foreign policies of various countries at different periods in history?” When seeking to answer these questions we should be aware of the fact that the international system and states’ foreign policies are concerns particular to international relations; that power and the exercise of power are principal concerns of political science; and that patterns of interactions among different types of social actors are a central concern of the social sciences. As social scientists, one of our goals will be to learn how to identify these patterns and make generalizations about the events

that we see taking place in international relations. Can particular events be understood as part of a pattern of larger events? If so, what are the factors that help to produce these patterns?

One of the things we will learn to do in this course is to apply modes of social science inquiry in our efforts to answer questions such as the two listed above. We will employ the concepts of independent and dependent variables, learn how to generate hypotheses, and learn a little about how political scientists, and particularly international relations scholars, go about testing those hypotheses (e.g., through the use of large-scale data sets, case studies, etc.).

COURSE GOALS

1. Become familiar with the principal actors (e.g., individuals, nation-states, international organizations, non-governmental organizations, multinational corporations, etc.) and processes (e.g., globalization) that shape and have an impact on international relations.
2. Learn how to analyze why the aforementioned actors behave as they do and how this affects international relations. To that end, students will learn how to use the following tools and skills to analyze international relations:
 - The levels of analysis.
 - Theories of international relations.
3. Learn about the place international relations has within the social sciences and how to think about international relations as a social scientist. To that end, students will learn how to identify dependent and independent variables, construct hypotheses, and identify data that can be used to test hypotheses relevant to the study of international relations. Students will also learn about and engage in the political science research and writing processes.
4. Employing the tools and skills listed above, be able to identify questions central to the study of international relations as well as become familiar with the answers political scientists have given to those questions.

The course goals identified above and the assignments used in this class are designed to help students meet the effective communication conventions in the discipline as identified by the Political Science department. The department holds as important the ability of students to:

- Become conversant in the fundamental issues and concepts of the discipline;
- Obtain and organize the means for addressing these fundamental issues and familiarity with the various methods used in the field;
- Understand and critically evaluate the work of political scientists;
- Analyze and interpret information relevant to answering the fundamental questions of the discipline; and
- Communicate results of their analyses both orally and in writing.

COURSE READINGS

There are three required books. These may be purchased at the College bookstore. Students must also purchase a one-semester subscription to the online simulation “Statecraft: An International

Relations Simulation” for \$30. Details regarding the simulation will be provided on the first day of class.

- Karen Mingst. 2010. *Essentials of International Relations*, fifth edition.
- Robert Keohane and Joseph Nye, Jr. 2011. *Power and Interdependence*, fourth edition.
- Ian Bremmer. 2012. *Every Nation for Itself: Winners and Losers in a G-Zero World*.

GRADING

Two-page synopsis of IR analysis paper:	5%
IR analysis paper:	20%
Participation in Statecraft simulation:	15%
Thematic analysis of Bremmer book:	15%
Midterm exam:	20%
Final exam:	20%
Class participation:	5%

The following grading scale will be used in this course:

A+	(97-100)	B+	(87-89)	C+	(77-79)	D+	(67-69)
A	(93-96)	B	(83-86)	C	(73-76)	D	(63-66)
A-	(90-92)	B-	(80-82)	C-	(70-72)	D-	(60-62)
						F	(0-59)

- A: Outstanding and original work; well-argued, well-organized, without significant error or omission. Work is insightful and thoughtful in nature.
- B: Very good work; reasonably argued, clearly organized, with only slight error or omission; flashes of brilliance; clearly well above the average.
- C: Solid work; clear evidence of engagement and comprehension, but with some organizational, factual or interpretive errors or omissions.
- D: Passing, but only marginally acceptable work with clear deficiencies of fact, organization, interpretation, or length; incomplete work; *immediate conference with me is strongly suggested!*
- F: Unacceptable work submitted with such significant deficiencies that no credit can be awarded; *immediate conference with me is required!*

ASSIGNMENTS

I. Two-page synopsis of IR analysis paper: A preliminary summary of your IR analysis paper is due, in class, on **Wednesday, September 25**. The synopsis, worth 5% of your final grade, should do the following:

1. Identify your central research question.
2. State, in 2-3 sentences, why this question is important.
3. Identify 5-7 pieces of scholarly literature that you have consulted that are relevant to this topic. Provide a 2 or 3 sentence description of the argument of each reading as it relates to your topic.
4. State a testable hypothesis relevant to your question. Identify the dependent variable and the central explanatory variable in your hypothesis.

II. IR Analysis paper: This assignment provides you with an opportunity to use the analytical skills you have been mastering during the course of the semester. Accordingly, this assignment calls for you to do the following:

1. Identify a central research question relevant to the study of International Relations.
2. Make clear to your reader why and how this question is important. Put bluntly, why should we care about the question you seek to answer?
3. Put the question into context. What have IR and other scholars said about this issue? Is this issue of concern to policymakers? What kind of research has been done previously in an effort to answer this question?
4. State a testable hypothesis that can be used to shed light on this question.
5. Identify the type of data that can be used to test this hypothesis. What existing data sets might be used to test your hypothesis? If no such data sets exist, discuss the type of work that would need to take place in order to make such data available.
6. Briefly discuss what you have learned about IR as a result of your work on this paper.

The IR analysis paper, worth 20% of your final grade, is due, in class, on **Wednesday, October 30**. The paper should be 6-7 pages in length and should include a list of references. You should plan on citing at least 10 sources in this paper. The majority of these should be sources that are academic in nature (i.e., no Wikipedia, etc.). All students are required to use APSA parenthetical-style citation format for this and all other papers written in your Political Science courses. We will review this citation format in class. Your paper will be graded not only on the basis of your analysis and research but also on its clarity and how well written it is. Writing is an important form of communication; if you believe you need help with your writing, please be sure to visit the Writing Skills Center with a draft of your paper.

III. Thematic analysis of Bremmer book: This assignment provides you with another opportunity to use the analytical skills you've acquired in this class, this time by critically engaging a work that discusses the current state of international relations. Your analysis of this book, which should be 3-4 typed pages in length, should take the following form:

1. Select a theme discussed by Bremmer in his book. Make clear to the reader what that theme is and why you believe it is important. Briefly summarize Bremmer's discussion of this theme.

2. Critique Bremmer's treatment of the theme. What type of evidence does he present in support of his argument? What do you think of the quality of that evidence? Does Bremmer make use of any of the analytical tools and skills covered in this class in discussing this theme? How might his use of any of these have strengthened his argument?

3. Do you agree or disagree with the points Bremmer makes with respect to this theme? Briefly explain what you would have done differently with respect to a discussion of this theme if you were writing this book.

4. What did you learn about IR as a result of reading this book?

The thematic analysis paper is due, in class, on Monday, November 25.

IV. Statecraft simulation: All students in the class will take part in an online simulation throughout the course of the semester. The simulation gives each of you the opportunity, while working in small groups representing different countries, to make use of the theoretical and analytical material you learn throughout the semester as well as a variety of the substantive issues we cover throughout the term.

The simulation, which will be conducted online, constitutes this class's *fourth credit hour activity*. In addition to the time you spend working on the simulation itself, you will also be assessed in order to determine what you are learning from the simulation and the quality of that learning as it pertains to the material covered in the course. These assessments will take the form of short weekly essays reflecting on the week's simulation activities (these will be completed online through the simulation tool), in-class quizzes on the simulation, in-class debriefings on your countries' activities, and questions on each of the class exams. Your weekly participation in the simulation, the online essays, quizzes and class participation for the simulation constitute 15% of your course grade. We will spend some time in class during the first week of classes setting up the simulation. We will also spend some time each week discussing what happened during the week and what you learned as a result of your participation in the simulation. The bulk of the time you spend on the simulation, though, will be out of class.

Further information for the simulation, as well as a schedule for the simulation, will be provided during the first week of class.

HONOR CODE:

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.

CLASS ATTENDANCE AND PARTICIPATION:

Class attendance and participation are worth 5 percent of your grade. Students are expected to participate in every class meeting by asking good questions and/or making intelligent observations. At a minimum, thoughtful participation requires you to complete all of the course readings on time and reflect on them sufficiently enough to bring something relevant to the material to class meetings. I will award only three participation grades: 100 for students who participate during every class; 50 for students who participate occasionally; and 0 for students who participate rarely or never. Please note that your class participation grade will be based on

how much I *remember* you participating in discussion during the semester. *Thus, if I can't remember you ever participating in class, you will receive a zero for class participation.*

CLASS ATTENDANCE POLICY:

I understand that missing class is unavoidable *once in a great while*, but you cannot participate if you are not in class. Thus, you should be sure to minimize missed classes. Students who miss more than **three** classes during the semester will be penalized, with one full point subtracted from their final grade for each additional class missed.

POLICY REGARDING LATE ASSIGNMENTS:

I will accept assignments turned in late, but only for a one-week period following the date they were due. During the one-week period, assignments will be penalized through the loss of five points per day for each day they are late. After the one-week period, missing assignments will receive a grade of "0."

COURSE OUTLINE AND SCHEDULE:

PART I. THEORETICAL AND HISTORICAL INTRODUCTION
(August 26 – September 9)

1. The Study of International Politics

- Mingst, chapter 1
- Keohane and Nye, chapter 1
- Bremmer, chapter 1
- In-class overview of data sets and IR-related journals

2. Origins and Evolution of the State System

- Mingst, chapter 2
- Bremmer, chapter 2
- Kayaoglu, Turan. 2010. "Westphalian Eurocentrism in International Relations Theory." *International Studies Review* 12, 2: 193-217. [Access through library's journal locator.]
- Video: "The Birth of Europe: Trade, Cities, and the Land-locked Sea"

PART II. IR TOOLS AND THEORY
(September 11 – October 2)

1. Levels of Analysis

- Mingst, chapter 3
- Sjoberg, Laura. 2008. "Scaling IR Theory: Geography's Contribution to Where IR Takes Place." *International Studies Review* 10, 3: 472-500. [Access through library's journal locator.]

2. Realist theory

- Mingst, chapter 4
- Keohane and Nye, chapter 2
- Chan, Steve. 2010. "An Odd Thing Happened on the Way to Balancing: East Asian States' Reactions to China's Rise." *International Studies Review* 12, 3: 387-412. [Access through library's journal locator.]

3. Neoliberal theory, Complex Interdependence, and Game Theory

- Mingst, chapters 5 and 6
- Keohane and Nye, chapters 3, 4, 5, and 6
- Sasley, Brent E. 2011. "Theorizing States' Emotions." *International Studies Review* 13, 3: 452-476. [Access through library's journal locator.]
- Bremmer, chapter 3

NO CLASS, FRIDAY, OCTOBER 4

MONDAY, OCTOBER 14 – READING DAY (NO CLASS)

**PART III. CONFLICT AND ITS CAUSES
(OCTOBER 7-16)**

- Mingst, chapter 8

MIDTERM EXAM: FRIDAY, OCTOBER 18

NO CLASS, FRIDAY, OCTOBER 25

**PART IV. COOPERATION IN INTERNATIONAL RELATIONS
(OCTOBER 21-NOVEMBER 4)**

- Mingst, chapter 10
- Keohane and Nye, chapter 7
- Bremmer, chapter 4

**PART V. FOREIGN POLICY
(NOVEMBER 6-11)**

- Keohane and Nye, chapter 8
- Mingst, chapter 7
- Finish Bremmer book.

**PART VI. INTERNATIONAL POLITICAL ECONOMY
(NOVEMBER 13 – NOVEMBER 25)**

- Mingst, chapter 9
- Keohane and Nye, chapter 9
- Benn Steil. July 16, 2013. Op-ed. "Is Germany Repeating American Errors at Bretton Woods?" Access at <http://www.bloomberg.com/news/2013-07-16/is-germany-repeating-american-errors-at-bretton-woods-.html>

PART VII. GLOBALIZATION AND PERSPECTIVES ON THE FUTURE
(DECEMBER 2-6)

- Keohane and Nye, chapter 10
- Hurrell, Andrew. 2011. "The Theory and Practice of Global Governance: The Worst of All Possible Worlds?" *International Studies Review* 13, 1: 144-154.

Key Dates

Two-page synopsis of IR analysis paper due	Wednesday, September 25
No class (prof. at Seminar XXI)	Friday, October 4
Reading day (no class)	Monday, October 14
Midterm exam	Friday, October 18
No class (prof. at Peace Science Society conf.)	Friday, October 25
IR analysis paper due	Wednesday, October 30
No class (Thanksgiving break)	November 27-Dec. 1
Thematic analysis of Bremmer book due	Monday, November 25
Final exam	Thurs., Dec. 12: 8:30-11:30 am