

## POLS-110-11J: Introduction to International Relations

Oxford College of Emory University

Fall 2014

Tuesday/Thursday 11:50 – 1:30

Library Classroom 201

Donald M. Beaudette, Ph.D.

Email: [donald.beaudette@emory.edu](mailto:donald.beaudette@emory.edu)

Skype: dbeaudette\_emory

Office Location and Office Hours: TBD

### Course Description & Objectives

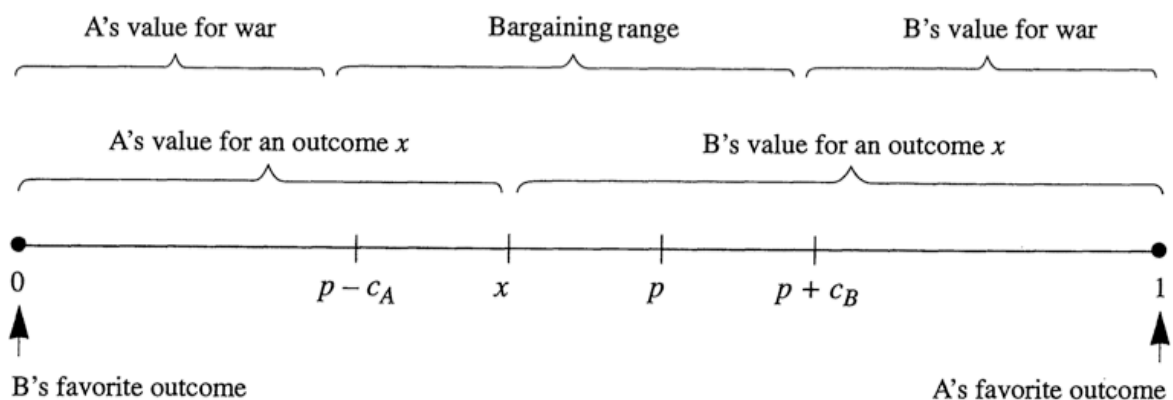
This course is an introduction to the study of international politics. There are no prerequisites. It is a gateway course for more advanced 300- and 400-level international politics courses offered by the Political Science Department.

The course will introduce you to a fundamental theoretical framework for explaining behavior in the international system. Using this framework, we will examine the nature of the international system, the causes of international conflict, and the challenges to establishing international cooperation. We will explore the causes of both international and civil wars. The course also focuses on the role played in international politics by institutions such as democracy, collective security organizations, and alliances. The course then uses these theoretical insights to shed light on special problem areas in world politics, from terrorism and nuclear weapons, to international trade and financial relations, economic development, human rights, and the global environment.

The purpose of this course is to provide an analytical basis for understanding international politics. It is a social science course, not a course on current events or history – even though we will frequently be discussing current and historical international relations events and examples. The emphasis here is on developing analytical skills, so that you can think rigorously and critically about politics and policy choices.

Questions you will be able to answer at the end of this course:

1. What is that line graph (see image below), what does it have to do with international politics, and how can I use it to explain why wars occur?



Source: Fearon (1995, 387).

2. Relatedly, what is a 'war' and how do we differentiate war from other kinds of political violence?
3. Why do wars occur? Why are they so *infrequent*?
4. What is the difference between a preventive war and a preemptive war?
5. What is an alliance and do alliances promote peace or increase the likelihood of war?
6. What is a diversionary war? How common are they?

7. Is it really true that democracies are more peaceful than non-democracies? If so, why is this the case?
8. What is the prisoner's dilemma and what lessons does it teach us about cooperation?
9. Why do some people become terrorists?
10. What should governments do to counter the threat posed by terrorism?
11. How equally or unequally is wealth distributed around the globe and how can we explain this distribution?
12. Do FIFA and the IOC promote peace, democracy and human development, as their missions state?
13. Why in the world is Dr. B. so obsessed with Northern Ireland?

## Requirements

Your grade in the course will be based on the following items:

- 15% **participation**, including attendance, participation, and any in-class assignments
- 20% response papers (Must complete four, rolling deadlines)
- 15% one counterterrorism policy proposal (4-5 pages)
- 25% one in-class **midterm** exam (Review Session: Exam Date: 9 October)
- 25% **final** exam, (Date: **15 December, 9:00 – 12:00**; Review Session: TBD)<sup>1</sup>

*Response Papers.* Over the course of the term, you will be **required to write four response papers**, each approximately two pages in length. There will be one topic for each week of the class. Generally, topics will be posted each Monday and papers will be due via Blackboard by 5:00 PM one week from the day that the topic is posted.

**At least two** of your papers must be written in response to topics assigned for weeks **prior to the mid-term exam**.

Each paper will be worth five percent of your final grade and will be scored on a scale from zero to five. Two points will be awarded on the basis of spelling, grammar, mechanics and usage. Three points will be awarded on the basis of the quality/adequacy of the response.

Once the deadline for a topic has passed, it will no longer be possible to submit a paper on that topic.

*Exams.* There will be one in-class, closed book midterm exam on October 9th which is worth 25% of your final grade. The final exam will also include a longer essay. Bring blank blue book(s) to all exams.

*Counterterrorism Policy Proposal:* As a capstone to the terrorism and counterterrorism portion of the course you will write a short (4 pages, +/- 1/2 page) policy proposal in which you advance an argument in favor of or against a specific policy for dealing with the threat posed by terrorism. A detailed assignment sheet will be provided in class.

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<sup>1</sup> NOTE ON EXAMS FROM THE OFFICE OF ACADEMIC AFFAIRS: "Students must have the permission of the Dean of Academic Affairs to take an exam earlier or later than scheduled. Permission is normally granted for medical reasons or for participating in educational programs. *Leaving early for rides or flights, vacations, relative's or friends' weddings or graduation, jobs or having more than one exam on one day, are not considered valid reasons to request an earlier or later exam.*"

## Grading Scale

The following grading scale will be used to calculate your final course letter grade for the class. There will be **no rounding**. For example, an 89.99 is a B+.

A [93,100]	B- [80,83)	D+ [67,70)
A- [90,93)	C+ [77,80)	D [60,67)
B+ [87,90)	C [73,77)	F [0,60)
B [83,87)	C- [70,73)	

## Grading Standards

The following standards will be applied to the evaluation of assignments in the class:

### A Exceptional Performance

Consistently outstanding work on all course-related tasks at a level that distinguishes the student from other members of the class. A comprehensive and incisive command of the issues, readings, and substantive information relevant to the course. A frequently demonstrated exceptional capacity for original, creative, critical, and logical thinking. The ability to master and integrate large amounts of factual material and abstract theories. An outstanding ability to effectively discuss course subject matter using both written and oral communication skills.

### A- Excellent Performance

Consistently strong work on all course-related tasks. A comprehensive command of the issues, literature, and substantive information relevant to the course. A clearly demonstrated capacity for original, creative, critical, and logical thinking. Understands well and can integrate the relevant factual and theoretical material central to the course. A strong ability to effectively discuss course subject matter using both written and oral communication skills.

### B+ Very Good Performance

Consistently above average work on all course-related tasks. A very good grasp of the issues, literature, and substantive information relevant to the course. A generally demonstrated capacity for original, creative, critical, and logical thinking. A very good command of factual and theoretical material, and some capacity to integrate the two. A solid ability to effectively discuss course subject matter using both written and oral communication skills.

### B Good Performance

Good and generally consistent work on all course-related tasks. A general understanding of the issues, literature, and substantive information relevant to the course. Modest evidence of the capacity for original, creative, critical, and logical thinking. A good understanding of factual and theoretical material, but limited evidence of the capacity to integrate the two. A basic ability to effectively discuss course subject matter using both written and oral communication skills.

### B- Satisfactory Performance

Satisfactory work on course-related tasks. A reasonable understanding of the issues, literature, and substantive information relevant to the course. An infrequently demonstrated capacity for original, creative, critical, and logical thinking. Understands at basic level the facts and theories related to the

course, but demonstrates weak integration skills. A limited or inconsistent ability to effectively discuss course subject matter using both written and oral communication skills.

C+/C/C-      Adequate Performance

Adequate performance on course-related tasks. An understanding of the basic elements of the issues, literature, and substantive information relevant to the course. A rarely demonstrated capacity for original, creative, critical, and logical thinking. An inability to go beyond a recitation of basic factual material related to the class. Demonstrated weaknesses in the ability to effectively discuss course subject matter using both written and oral communication skills.

D+/D      Minimal Passing Performance

Barely acceptable work on course-related tasks. A generally superficial and often inconsistent familiarity with the issues, literature, and substantive information relevant to the course. A failure to demonstrate the capacity for original, creative, critical, and logical thinking related to course content. An uneven understanding of basic factual material related to the course; no evidence of fact/theory integration. Demonstrates significant gaps in the ability to discuss effectively course subject matter using both written and oral communication skills.

F      Unacceptable Performance

Fails to meet minimum course expectations. Unable to understand even the most basic elements of the issues, literature, and substantive information relevant to the course. Demonstrates an inability to engage in coherent written or oral discussion of course material. Does not satisfy specific course expectations with respect to attendance, deadlines, participation, etc.

## Course Policies

*Preparation.* This uses a combination of lectures as well as considerable discussion and activity in small groups. This requires active participation on your part. It is incumbent upon students to attend all class meetings and required discussion sections and to complete the readings in advance in order to promote a successful class experience.

*Class conduct.* Laptop computers and cell phones are **prohibited** in class, without special permission from the instructor (which will be given only in case of documented disability). Please silence and put away all electronic devices prior to the start of class.

*Punctuality.* Please be on time to class. The noise and distraction of late arrivals is inconsiderate to classmates.

*Late assignment/absences.* Later papers will be penalized one full letter grade per day, including weekends and holidays. Rescheduled exams *will not be allowed*, except for in extraordinary circumstances as provided for in the Oxford College Catalog. If a student will be absent on the date of the mid-term exam as the result of an Oxford College sponsored event, the student *must provide advanced notice of the absence* along with written documentation of the reason for the absence.

If a student incurs more than three *unexcused* absences, the penalty will be one 'minus' in the final letter grade per absence.

*Honor code.* Activities such as plagiarism on written work and cheating on exams constitute serious breaches of academic integrity and are prohibited in this course and all other courses at Oxford College. Any assignment found to contain plagiarized material will be submitted to the Honor Council for

disciplinary action and evaluation. Plagiarism and other forms of academic dishonesty are defined in the Oxford College Catalog.

*Blackboard:* There is a Blackboard site for this course (available at <https://classes.emory.edu>). This syllabus and all other handouts, along with response paper prompts and other assignments, will be posted on that site. Course announcements on that site as well, but you are responsible for any and all announcements made *during* the class periods in addition. It is a good idea to check with friends if you have missed class. Otherwise, contact Dr. Beaudette during office hours or by email if you have questions or concerns. The best way to reach Dr. Beaudette outside of office hours is by email ([donald.beaudette@emory.edu](mailto:donald.beaudette@emory.edu)).

*Office hours.* Most students only attend office hours immediately before papers or exams are due or after grades are returned. These are the times when the longest lines form, and consequently at such times instructor availability may be limited. Dr. Beaudette is very happy to answer questions about exams or papers up until the due dates, where availability permits, but I strongly urge you to use office hours throughout the *rest* of the semester to discuss the course and your progress. Because this is an introductory survey of the field, we cover a broad range of material in a short time. As a result, there may be topics that you wish were covered in more detail. It is important to Dr. Beaudette that this course enriches your educational experience and fosters your curiosity and interest in the field. I hope that you will visit during office hours, or at other times by appointment, whenever you think discussion on an individual basis would be helpful.

*Email and Course Communication:* I check email regularly from 8:00 – 5:00 Monday through Friday. I will almost always respond to any emails I receive within one business day. It's usually faster than that, but please do be patient.

Generally, email is the best way to contact me.

## Readings

There is one required textbook for the course: Jeffry A. Frieden, David A. Lake, and Kenneth A. Schultz, *World Politics: Interests, Interactions, Institutions* **Second Edition** (New York: W. W. Norton, 2012), abbreviated “FLS” below. It is available at the Oxford Bookstore and on Amazon and other vendors. Make sure you purchased the **SECOND** Edition. You can purchase the eBook version if you would like to save a few dollars.

A number of short additional readings are also required. You can access these through the course Blackboard site. You may need to download the free [Acrobat Reader](#) before viewing them. You are expected to have completed the reading by the day for which it appears on the syllabus. Both the textbook and additional items will provide material for the exams and assignments, i.e. just because something from the text isn't explicitly mentioned during our in class discussions does not mean that it won't appear on the exam.

While this class is not about current events, it can nonetheless be helpful to follow contemporary developments concerning international politics, so that you can practice applying the concepts and explanations we will be developing. Some useful sources of coverage of these phenomena are the main international political stories of the day/week in the [New York Times](#), the [Wall Street Journal](#), or the [Economist](#). We will periodically touch on such events in class; knowing some basic details about such events could also be useful on your exams as an option but will not be mandatory where not otherwise covered in the assigned readings.

## Course Outline

28 August (Thurs): Introduction. Course administration. What is this course about?  
\*\*We'll have a brief discussion of the outline of the course, topics to be covered, etc. At the end of our session you will be asked to take a short 'political knowledge' quiz, which will be submitted anonymously and will not count as part of your grade.

### *Week 1: Game Theory and the Study of International Politics*

2 September (Tues): Introduction to the Prisoner's Dilemma

- Selection from: Robert Axelrod, *The Evolution of Cooperation*
- Mohan, "Economists Finally Test Prisoner's Dilemma on Prisoners"
- Michael Shermer, "The Doping Dilemma"

4 September (Thurs): Prisoner's Dilemma Simulation Game

- No additional required readings
- Write a short reflection after class in which you discuss your performance in the simulation. What strategies did you adopt? Did the changing rules of the game change your approach? Can you apply any lessons you learned about cooperation in this game to examples from your own life?

### *Week 2: Lessons from History/Building a Theoretical Framework*

9 September (Tues): The evolution of world order, 1500-1990. Patterns and puzzles.

- FLS, 2-37

11 September (Thurs): Actors, Interests and Institutions

- FLS, 38 - 72

### *Week 3: Introduction to the Bargaining Model of War*

16 September & 18 September (Tues/Thurs):

- Dan Reiter, "Exploring the Bargaining Model of War," pp. 27 – 33
- James Fearon, "Rationalist Explanations for War"
- FLS, 80 - 93

### *Week 4: Sources of Bargaining Failure I*

23 September (Tues): Issue Indivisibility

- FLS, 115 – 117
- Monica Duffy Toft, *The Geography of Ethnic Violence*
- Primary Source: The natural unity of Ireland

25 September (Thurs): Uncertainty/Incomplete Information

- FLS, 93 – 105
- James M. McPherson, "Amateurs go to War," pp. 308 – 321
- Selected primary sources from the Anglo-Irish War

### *Week 5: Sources of Bargaining Failure II*

30 September (Tues): Commitment Problems

- FLS, 105 – 122
- Paul Poast, "Lincoln's Gamble: European Recognition and the American Civil War"
- Primary Source: WWI Correspondence between Belgium and Germany

2 October (Thurs): Simulating the July Crisis

- Read the primary sources and background material assigned for your country
- Meet with your group members prior to class and decide on a plan of action

*Week 6: Mid-Terms*

7 October (Tues): Simulation Wrap-Up and Review Session

- No additional required readings
- Write a brief reflection paper on the crisis simulation. Why did you and your team select the course of action you did? Was your decision informed by the logic of the bargaining model? If so, explain how. If not, can you apply the bargaining model framework to better understand why your peers/opponents acted in a particular manner that might have surprised you?

9 October (Thurs): Mid-Term Exam

**\*\*\*\*14 OCTOBER (TUES) – NO CLASS – FALL BREAK\*\*\*\***

*Week 7: Civil War*

16 October (Thurs): Applying the bargaining model to civil war

- FLS 214 – 242
- Selection from: Barbara Walter, “Bargaining Failures and Civil War”

21 October (Tues): The Ethnic Security Dilemma

- Selection from: Barry Posen, “The Ethnic Security Dilemma”
- Russett, Starr and Kinsella, “The Security Dilemma”

*Week 8: Domestic Politics and War/Alliances*

23 October (Thurs): The Democratic Peace

- FLS, 154 – 166
- Primary Source: Woodrow Wilson, “Fourteen Points” and “War Message to Congress”

28 October (Tues): Alliance Politics/The Great War Revisited

- FLS, 168 – 188
- Primary Source: WWI Alliance Treaties
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*Week 9: Nuclear Weapons/Terrorism Part I*

30 October (Thurs): The Nuclear Taboo?

- Selection from: Nina Tannenwald, “The Nuclear Taboo”
- FLS, 538 – 548

4 November (Tues): Terrorism – Roots vs. Routes

- Alan Krueger and Jitka Maleckova, “Seeking the Roots of Terrorism”
- John Horgan, “From Profiles to Pathways and Roots to Routes”
- Primary Sources:
  - The Clancy Brothers and Tommy Makem, “The Patriot Game”
  - W.B. Yeats, “Easter, 1916”

*Week 10: Counterterrorism*

6 November (Thurs): Leader Decapitation

- Amitai Etzioni, “Unmanned Aircraft Systems”
- US Department of Justice, “White Paper: Lawfulness of a Lethal Operation Directed Against a US Citizen”
- Amnesty International, “Targeted Killing Policies Violate the Right to Life”

11 November (Tues): Negotiating with Terrorists

- Audrey Kruth Cronin, "Chapter Two: Negotiations"
- Bew et al: "Chapter 6: Conclusion"

Week 11: Politics of International Trade

13 November (Thurs): Basics of Int'l Trade: Special Interests & Comparative Advantage

- FLS, 264 – 294, 306 – 311
- Ron Nixon, "American Candy Makers, Pinched by Inflated Sugar Prices, Look Abroad"

18 November (Tues): International Institutions and Trade

- FLS, 293 – 304
- Gallagher, Laver and Mair, "The European Union and Representative Government"

Week 12: International Development

20 November (Thurs): Global Poverty

- FLS, 386 – 400
- Selection from: Paul Collier, *Why the Poorest Countries are Failing and What We Can Do About It*

25 November (Tues): The Unintended Consequences of Civil Wars

- Readings TBD

**27 November (Thurs): NO CLASS – THANKSGIVING BREAK**

Week 13: International Institutions and Human Rights

2 December (Tues): Overview of Global Human Rights Regimes

- FLS, 452 – 490

4 December (Thurs): The FIFA World Cup, Human Rights and Economic Development

- Andrew Bertoli, "World Cup Participation Increases State Aggression"
- Simon Kuper and Stefan Szymanski, "Happiness: Why Hosting a World Cup is Good for You"
- Peter Pattison, "Revealed: Qatar's World Cup 'Slaves'"

9 December (Tues): The IOC

- Mitchell Scott, "Red Pow: The Transformation of a Powder Paradise for Olympic Exploitation"
- Kimberly Marten, "Crimea: Putin's Olympic Diversion"
- *Russia Today*, "Sochi was 'the right choice', Tourism and Investment to Follow Olympic Buzz"
- International Olympic Committee, "Fundamental Principles of Olympism"
- Other readings TBD

**15 December – Final Exam**