

POLS 232 International Relations

Spring 2023

MWF 9–9:50 AM

Eddy 212

Instructor

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Course Description and Objectives

This is an introductory-level course that covers basic concepts and approaches to International Relations. It will examine how interest groups, voters, bureaucrats, policy-makers, ideas, and power politics interact to shape policy outcomes at the global level. We will examine theories and empirics of international relations, but also develop analytical tools to help you think like a social scientist. There is no single correct answer to the questions we will discuss. The objective of the course is to help you evaluate the validity of competing answers and discuss what evidence you would need to see in order to gain confidence in one answer and reject others. You are welcome — even encouraged! — to disagree with the answers proposed by the assigned readings. If this is the case, you should be able to formulate an evidence-based counter-argument that convinces your colleagues to reject alternative explanations. This analytical exercise will help you prepare for a career in settings where there are no clear-cut answers, such as consulting, research, finance, public policy, or law.

Readings

Our main references will be the following textbooks:

- Joshua S. Goldstein and Jon C. Pevehouse. 2020. *International Relations*. 12th edition. Boston: Pearson.
- John Baylis, Patricia Owens, and Steve Smith. 2020. *The Globalization of World Politics: An Introduction to International Relations*. 8th edition. Oxford: Oxford University Press.

Additional readings will consist of articles in scientific journals, all available on Canvas.

Optional: If you want a deeper dive into IR theories, the following textbook is a good companion to our main textbooks:

- Robert Jackson and Georg Sørensen. 2018. *Introduction to International Relations: Theories and Approaches*. 7th edition. Oxford: Oxford University Press.

Assignments

Participation (10%) There will be up to 10 unannounced in-class group activities over the course of the semester. These activities will be marked as complete/incomplete and will count towards your participation grade. We will not take attendance directly; if you miss class, we trust that you have legitimate reasons to do so. However, frequent absences might reduce your ability to complete these activities, which in turn will affect your participation grade.

Short Essays (15%) In four short essays, you will apply course topics and readings to something you encounter outside the classroom. Each of the four essays will 1–2 paragraphs or 150–300 words long, will account for 3.75% of your grade, and should be posted on Canvas. They will be due at 11:59 PM on **Friday, February 17; Friday, March 3; Friday, March 31; and Friday, April 28**. Detailed prompts will be provided over the course of the semester.

Quizzes (20%) Every week, a short online multiple choice quiz will gauge your comprehension of the readings and class discussions. Quizzes open every Friday at 11:59 PM and close on the following Friday at 11:59 PM, covering the materials of all classes in between. Late quizzes will be accepted until **Friday, February 17**. Students who join the course late should go back and complete missed quizzes in order to receive credit. There will be a total of 12 quizzes and the 3 lowest scores will be dropped. Since the 3 lowest scores will be dropped, *there will be no make-up quizzes*.

Midterm Exam (25%) An in-class exam on **Friday, March 10** will cover material from the readings, lectures, and class discussions up until that point. The exam will consist of a combination of providing definitions of terms and short essay questions. To help you prepare for the exam, there will be a review session on Wednesday, March 8.

Final Exam (30%) A final exam on **Wednesday, May 10** from 4:10 to 6:10 PM will cover material from all the readings, lectures, and class discussions. The exam will consist of 7–10 essay questions. To help you prepare for the exam, there will be a review session on Friday, May 5.

Course Policies

Communication The most reliable way to get in touch with us is via email. You should expect a response within 48 business hours.

Beyond Class While not required, we encourage you to keep up with current events in economics and politics by reading reputable newspapers and magazines (e.g. New York Times, Washington Post, Financial Times, The Economist, The Guardian, etc). Please check your emails regularly, as we may share pertinent articles with the class every week. We also encourage you to share news with your colleagues using the Canvas discussion board.

Academic Honesty and Integrity This course will adhere to the CSU Academic Integrity Policy as found on the Student' Responsibilities page of the [CSU General Catalog](#) and in the [Student Conduct Code](#). At a minimum, violations will result in a grading penalty in this course and a report to the Office of Student Resolution Center.

Accommodations Your experience in this class is important to us. If you require any accommodation, let us know ahead of time what would be helpful so that we can plan together for you to succeed. You do not need to share private information with me, but you must provide verifiable documentation to the [Office of Student Case Management](#) or [Student Disability Center](#). For religious accommodations, please complete the [Religious Accommodation Request Form](#). Please provide verifiable documentation *to them* (not to me!) ahead of time and ensure that they forward us this information *at least one week* prior to the assignment for which accommodations are required. We cannot make adjustments after the fact.

Late Assignments We will accept no late assignments. Exceptions are granted only if the [Office of Student Case Management](#) is able to provide documentation of a health emergency or other life emergency. If you experience an emergency, please contact Student Case Management, which will then contact me.

Midterm and Final Exam We will not offer make-up exams. This is a firm policy. Students who miss any of the scheduled exams — on Friday, March 10 or Friday, May 10 — will not be able to take the exam at another date. Their exam grade will be zero. Exceptions are granted only if the [Office of Student Case Management](#) is able to provide documentation of a health emergency or other life emergency.

Grievances If you are unhappy with your grade on an assignment, please wait 48 hours after the assignment is returned before contacting me. This provides the opportunity to let the initial emotions subside and think more clearly about the issue at hand. After 48 hours, you can contact us with a written explanation of why you feel your grade should be different. "I worked hard" is not a good explanation; we can only grade the quality of the work that you give to me! Based on this petition, We will decide whether to re-grade your assignment. However, be advised that your grade may move upwards or downwards.

Grading Policy

Grade	Range
A+	100% to 96.67%
A	<96.67% to 93.33%
A-	<93.33% to 90.0%
B+	<90.0% to 86.67%
B	<86.67% to 83.33%
B-	<83.33% to 80.0%
C+	<80.0% to 76.67%
C	<76.67% to 70.0%
D	<70.0% to 60.0%
F	<60.0% to 0.0%

GTPathways Information

The Colorado Commission on Higher Education has approved POLS 232 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS1 Category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://higherred.colorado.gov/academics/transfers/gt/pathways/curriculum.html>.

Pursuant to this certification, students will learn, in this class, to

- Demonstrate knowledge of economic or political systems.

- Use the social sciences to analyze and interpret issues.
- Explain diverse perspectives and groups.
- Explore diverse perspectives.
- Recognize and explore various cultural identities, heritages, and important similarities and differences as depicted in the arts, or reflected in geography, or in economic or political systems.
- Explore interactions among groups and identities as relevant to the discipline. Furthermore, students will complete writing assignments that require reflection, analysis of key texts and concepts, making analytical distinctions, and evaluating evidence in support of claims. Such writing assignments will constitute at least 25% of the final grade in the course.

GTPathways Core Student Learning Outcomes

Civic Engagement

- 1) Civic Knowledge:
 - a. Connect disciplinary knowledge to civic engagement through one's own participation in civic life, politics, and/or government.

Critical Thinking

- 2) Explain an Issue:
 - a. Use information to describe a problem or issue and/or articulate a question related to the topic.
- 3) Utilize Context:
 - a. Evaluate the relevance of context when presenting a position.
 - b. Identify assumptions.
 - c. Analyze one's own and others' assumptions.
- 4) Understand Implications and Make Conclusions:
 - a. Establish a conclusion that is tied to the range of information presented.
 - b. Reflect on implications and consequences of stated conclusion.

Diversity & Global Learning

- 5) Build Self-Awareness:
 - a. Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
- 6) Examine Perspectives:
 - a. Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.
- 7) Address Diversity:
 - a. Make connections between the worldviews, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts

Written/Oral Communication

- 8) Develop Content and Message
 - a. Create and develop ideas within the context of the situation and the assigned task(s).
- 9) Use Sources and Evidence
 - a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
- 10) Use language appropriate to the audience

Additional Resources and Policies

Check out this link or QR code for policies relevant to your courses and resources to help with various challenges you may encounter: <https://col.st/2FA2g>
This includes information about technical support, universal design for learning/accommodation of needs, undocumented student support, etc.



Course Outline

Week 1: Introduction to the Big Paradigms in IR

- Stephen M. Walt. 1998. “One World, Many Theories.” *Foreign Policy*.

Part 1: Theoretical Foundations

Week 2: Realism and Liberalism

- Baylis, Owens, and Smith, Chapter 6 – Liberal Internationalism (pp. 103–114).
- Goldstein and Pevehouse, Chapter 2 – Realist Theories (pp. 40–73).
- **Optional:** Hans Morgenthau. 2005. *Politics Among Nations: The Struggle for Power and Peace*. 7th edition. Boston: McGraw-Hill Education (pp. 3–18, “A Realist Theory of International Politics”).
- **Optional:** Daniel Deudney and G. John Ikenberry. 1999. “The Nature and Sources of Liberal International Order.” *Review of International Studies* 25(2):179–196.

Friday, January 27: Quiz 1 due

Week 3: Constructivism, Marxism, and the Problem With the Big Paradigms

- Baylis, Owens, and Smith, Chapter 7 – Marxist Theories of International Relations (pp. 115–129).
- Baylis, Owens, and Smith, Chapter 12 – Social Constructivism (pp. 192–206).
- Kelebogile Zvobgo and Meredith Loken. 2020. “[Why Race Matters in International Relations](#).” *Foreign Policy*.
- **Optional:** Robert W. Cox. 1981. “Social Forces, States and World Orders: Beyond International Relations Theory.” *Millennium: Journal of International Studies* 10(2):126–155.
- **Optional:** W. E. B. Du Bois. 1917. “Of the Culture of White Folk.” *Journal of Race Development* 7(4):434–447.

Friday, February 3: Quiz 2 due

Part 2: Institutions, Norms, and Conflict

Week 4: International Organization and International Law

- Baylis, Owens, and Smith, Chapter 20 – International Organizations in World Politics (pp. 319–333).
- Goldstein and Pevehouse, Chapter 7 – International Organization, Law, and Human Rights (pp. 228–238, only “International Law” and “Law and Sovereignty”).

Friday, February 10: Quiz 3 due

Week 5: War and Conflict

- Baylis, Owens, and Smith, Chapter 13 – International Ethics (pp. 217–220, only “Just War Tradition”).
- Goldstein and Pevehouse, Chapter 5 – International Conflict (pp. 136–171).

Friday, February 17: Quiz 4 due

Friday, February 17: Short essay 1 due

Last day to catch up on quizzes

Week 6: Human Rights and Humanitarian Interventions

- Baylis, Owens, and Smith, Chapter 32 – Humanitarian Intervention in World Politics (pp. 514–529).
- Goldstein and Pevehouse, Chapter 7 – International Organization, Law, and Human Rights (pp. 238–251, from “Human Rights” until the end).

Friday, February 24: Quiz 5 due

Week 7: Weapons of Mass Destruction

- Baylis, Owens, and Smith, Chapter 29 – Proliferation of Weapons of Mass Destruction (pp. 466–480).
- Goldstein and Pevehouse, Chapter 6 – Military Force and Terrorism (pp. 209–222, only “Weapons of Mass Destruction”).

Friday, March 3: Quiz 6 due

Friday, March 3: Short essay 2 due

Week 8: Terrorism, Review Session, and Midterm Exam

- Baylis, Owens, and Smith, Chapter 28 – Terrorism and Globalization (pp. 450–465).

Wednesday, March 8: Review session

Friday, March 10: In-class midterm exam

Week 9: Spring Break

Part 3: Economy and Development

Week 10: Trade

- Baylis, Owens, and Smith, Chapter 27 – Global Trade and Global Finance (pp. 435–444, until the end of “The Regulation of Global Trade”).
- Goldstein and Pevehouse, Chapter 8 – International Trade (pp. 254–285).

Friday, March 24: Quiz 7 due

Week 11: Money and Finance

- Baylis, Owens, and Smith, Chapter 27 – Global Trade and Global Finance (pp. 444–448, from “The Regulation of Global Finance” until the end).
- Goldstein and Pevehouse, Chapter 9 – Global Finance and Business (pp. 286–305, until the end of “State Financial Positions”).

Friday, March 31: Quiz 8 due

Friday, March 31: Short essay 3 due

Week 12: Foreign Direct Investment

- Goldstein and Pevehouse, Chapter 9 – Global Finance and Business (pp. 305–317, from “Multinational Business” until the end).
- Nathan M. Jensen, Glen Biglaiser, Quan Li, Edmund Malesky, Pablo Pinto, Santiago Pinto and Joseph Staats. 2012. *Politics and Foreign Direct Investment*. Ann Arbor: University of Michigan Press, pp. 1–26.

Friday, April 7: Quiz 9 due

Week 13: Sovereign Debt

- Jonas B. Bunte. 2019. *Raise the Debt: How Developing Countries Choose Their Creditors*. Oxford: Oxford University Press, pp. 1–29.
- Jerome Roos. 2019. *Why Not Default?: The Political Economy of Sovereign Debt*. Princeton: Princeton University Press, pp. 21–39.

Friday, April 14: Quiz 10 due

Week 14: Poverty and Development

- Baylis, Owens, and Smith, Chapter 26 – Poverty, Hunger, and Development (pp. 419–434).
- Goldstein and Pevehouse, Chapter 13 – International Development (pp. 416–451).

Friday, April 21: Quiz 11 due

Week 15: Environmental Issues

- Baylis, Owens, and Smith, Chapter 24 – Environmental Issues (pp. 387–403).
- Goldstein and Pevehouse, Chapter 11 – Environment and Population (pp. 349–370, until the end of “Natural Resources”).

Friday, April 28: Quiz 12 due

Friday, April 28: Short essay 4 due

Week 16: Migration, Population, and Review Session

- Baylis, Owens, and Smith, Chapter 25 – Refugees and Forced Migration (pp. 404–418).
- Goldstein and Pevehouse, Chapter 11 – Environment and Population (pp. 370–381, from “Population” until the end).

Friday, May 5: Review session