

Political Science 150-002: International Relations and Global Politics

Spring 2024

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Lecture times and location: Tuesday and Thursday 2-3:15 PM in Murphey Hall 104

Office hours: By appointment via Zoom on Mondays and Wednesdays from 3-4:30 PM. [Sign up here](#).

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Course Description

This course is designed to (1) to introduce you to the most important topics and puzzles in the study of international relations and (2) to provide you with analytic concepts that can be used to evaluate contemporary world politics. The course is designed to teach you how to think about how and why actors make the choices they do in global politics, while also providing a solid foundation for more advanced courses in international relations. As an introductory course, I presume no exposure to the field of international relations or to the discipline of political science. However, we will frequently refer to current events and foreign contemporary foreign policy debates as examples and illustrations, so a working knowledge of current events will help you to get the most out of this course. If you do not already have a preferred news source, here are some options: [New York Times](#) (free via [UNC](#)), [BBC](#) (free), [Al Jazeera](#) (free), [Washington Post](#) (soft paywall), [Wall Street Journal](#) (soft paywall). If you prefer daily summary newsletters: the Foreign Policy [Morning Brief](#) (free), CFR's Daily News [Brief](#) (free), The Economist's [The World This Week](#) (subscription but student discounts available).

This course can be divided into two halves. In the first, we discuss conflict both between and within states, as well as the roles of international institutions and nonstate actors. In the second, we discuss international political economy (IPE), which concerns financial flows and trade within and between states. We will also discuss the influences of these two topics on each other.

As part of the General Education curriculum, this course may fulfill the focus capacity Global Engagement and Understanding. The description of this focus capacity and its learning outcomes is as follows:

Global Engagement and Understanding: Students study and engage with global processes shaping the world and its peoples, including those beyond the North Atlantic region (United States, Canada, and Western Europe). They develop deep knowledge of historic or contemporary roles and differential effects of human organizations and actions on global systems.

Questions for Students

1. What forces connect and distinguish the experiences of peoples, societies, and human organization around the world?
2. How can I understand and compare differing worldviews?
3. What connections and differences exist between particular worldviews, experiences, societies, or power structures?
4. What ideas, approaches, and international sources allow scholars to compare societies?

Learning Outcomes

1. Classify and analyze diverse historical, social, and political exchange that shapes nations, regions, and cultural traditions of the world.
2. Translate among contrasting civic cultures, social values, and moral commitments that characterize differences among peoples and societies, including those beyond the North Atlantic region.
3. Assess ways that political and economic institutions shape contemporary global relations.
4. Explain human and environmental challenges that transcend national borders.

Recurring Capacities: Focus capacity classes sustain the recurring capacities of inquiry that guide the general education mission. This course:

1. Poses questions and problems in world politics that require systematic thinking about evidence, argument, and uncertainty.
2. Ask students to consider differences between societies and states, as well as between them, and assess their development over time.
3. Requires:
 - Writing totaling at least 10 pages in length, or the intellectual equivalent.
 - Presenting materials to the class, small groups, or the public through oral presentations, webpages, or other means that enable corroboration of fact and argument.
 - Collaborating in pairs or groups to learn, design, solve, create, build, research or similar.

Course Materials

There is one required textbook for this course, available online. Please note that this class uses the **fourth edition**, not the more recent fifth edition. **This course does not require any online access codes**, so a simple copy of the text will suffice.

Frieden, Jeffery A., David A. Lake, and Kenneth A. Schultz. *World Politics: Interests, Interactions, and Institutions*, 4th Ed. New York: W.W. Norton & Company. ISBN 0393675092.

I refer to this book as **FLS** through course materials. All other readings will be provided via Canvas.

Class Format

This class will be taught in-person (synchronously), but lectures may be livestreamed and/or recorded for the benefit of students unable to attend due to illness. This does not mean that this class is or will be taught in a hybrid format, nor does it mean that lectures will be regularly recorded.

Structure and Assessment

Your grade in this class will be based on a total of two midterm exams, ten short reflection papers, and one final. These assignments will comprise your grade as detailed below. There will be no extra credit offered.

Midterms: 2 at 15% each

Reflection Papers: 10 one-page reflections worth 5% each (total of 50%)

Final: 20%

Please note that there will be no extra credit offered, but extenuating circumstances will be dealt with on a case-by-case basis. Also, please note that failure to complete the PSSP research requirement (see below) will result in a grade of incomplete (IN).

Grading scale

This course will use the following grading scale:

A	92.5 to 100	C	72.5 to < 76.5
A-	89.5 to < 92.5	C-	69.5 to < 72.5
B+	86.5 to < 89.5	D+	66.5 to < 69.5
B	82.5 to < 86.5	D	59.5 to < 66.5
B-	79.5 to < 82.5	F	0 to < 59.5
C+	76.5 to < 79.5		

Some professors make subjective decisions about rounding up or down in certain ranges (92.5 being rounded to 93, for example). I find this practice to be subjective, opaque, and thus potentially unfair. This grading scale makes clear exactly what percentage you need to get for a particular letter grade. I will not do any further rounding beyond this.

Attendance and Participation

Regular attendance and participation are expected. Though attendance is not part of the grading rubric for the course, frequent absences will negatively impact both your ability to learn the material and your ability to do well on assignments.

Exams

There will be **two midterms** and **one final**, administered over Canvas. They will open at 12:01 AM on the date scheduled, and close at 11:59 PM. You may take the exams at any time, from any location with Internet access, during that window. The exams will be open-note and open-book, with a time limit of 1 hour and 15 minutes. However, **you may not work with other students in any way while taking them.** **The two midterms will not be cumulative**, and will consist of 15-20 multiple choice questions. Each midterm will cover topics prior to the day of its administration. **The final will be cumulative**, and will consist of 15-20 multiple choice questions.

Papers

As this course fulfills general education requirements, you will be required to write a total of 10 pages worth of writing. Because the semester is too short to develop a well-focused research paper, you will instead write responses to regular writing prompts that help you analyze and reflect on the material. **For this class, you will write 10 one-page short response papers to these prompts, each worth 5% of your overall grade. These responses should be one page, single- or double-spaced in 12-point font.** These responses will be graded on substance, not style.

Canvas contains a list of 13 prompts and their due dates, with each prompt corresponding to a specific portion of course material. You may write your 10 papers responding to any 10 prompts you wish. Late papers will not be accepted, nor will additional submissions after the tenth paper.

For policy on the use of AI in these assignments, please see the AI Usage Philosophy and Guidelines section.

Research Requirement

Students enrolled in POLI 150 are required to participate in the Department of Political Science research activities as part of their course requirement. A principal goal of the requirement is for students to gain an appreciation of how political science research works, while simultaneously acquiring new knowledge about areas of the discipline that they may not encounter in their Poli courses.

The research requirement is administered by the Political Science Subject Pool (PSSP) Administrators. To satisfy the research requirement, you must complete 8 credits of research by participating in actual political science research studies. Research studies are typically research experiments or surveys. Typically, each study's completion satisfies 1 credit towards the requirement; occasionally, a study will count for more than one credit. The research requirement is fulfilled when 8 credits are earned. Students can participate in research studies and track their requirement fulfillment status by logging into the PSSP Portal (<https://tarheels.live/psspparticipants/>) using their UNC Onyen and password. The Portal will become active later in the semester.

Students can also fulfill the research requirement by writing a 800-word research-oriented reaction paper. The specifications for completing the PSSP requirement in this way will be described on the website above.

The total time commitment to complete the research requirement should not exceed 3 hours. The research requirement does not substitute for other course requirements, nor does it generate extra credit. Failure to satisfy the research requirement will result in an incomplete grade (IN) that will be removed only upon satisfaction of the requirement. For additional information and contacts, please email pssp@unc.edu.

IRB Contact Information:
CB 7097
720 Martin Luther King Jr. Blvd.
Bldg # 385, Second Floor
Chapel Hill, NC 27599-7097
Ph: 919-966-3113
Fax: 919-966-7879

AI Usage Philosophy and Guidelines

Over the last year, generative AI tools such as ChatGPT have proliferated. While this course does not have a blanket ban on their use, the principles, requirements, and limitations for their use are described here. Knowledge of and adherence to these standards is solely your responsibility.

Usage Philosophy

1. **AI should help you think.** It should not think for you. Use these tools to get ideas, perform research (in compliance with point 2 below), and analyze problems. Do not use them to do your work for you, e.g., do not enter an assignment question into ChatGPT and copy & paste the response as your answer (or make cosmetic changes to the output to hide its origins).
2. **Engage with AI Responsibly and Ethically:** Engage with AI technologies responsibly, critically evaluating AI-generated outputs and considering potential biases, limitations, and ethical implications in your analysis and discussions. Utilize AI technologies ethically, respecting privacy, confidentiality, and intellectual property rights. Ensure that the data used for AI applications is obtained and shared responsibly and in compliance with relevant regulations.
3. **You are 100% responsible for your final product.** You are the user. If the AI makes a mistake, and you use it, it's your mistake. If you don't know whether a statement about any item in the output is true, then your responsibility is to research it. If you cannot verify it as factual, you should delete it. You hold full responsibility for AI-generated content as if you had produced the materials yourself. This means ideas must be attributed, facts are true, and sources must be verified.
4. **The use of AI must be open and documented.** The use of any AI in the creation of your work must be declared in your submission and explained. Details on how to source your AI usage are explained below.
5. **These guidelines are in effect for all short response papers. The use of AI tools during exams is prohibited.**
6. **Data that are confidential or personal should not be entered into generative AI tools.** Putting confidential or personal data (e.g., your One Card details) into these tools exposes you and others to the loss of important information. Therefore, do not do so.

Assignment Guidelines

Written Assignments: In principle, you may submit material that contains AI-generated content, or is based on or derived from it, **if this use is properly documented**. This may include drafting an outline, preparing individual sections, combining elements, removing redundant parts, and compiling and annotating references. Your documentation must make the process transparent – the submission itself must meet the relevant standards of attribution and validation. This means that any assignment using AI must contain attribution and documentation as described under the “Sourcing Use of AI” heading [here](#).

Exams: AI tools may not be used on any exam in this course.

University Policies and Expectations

Contacting Me

Please feel free to reach out to me via email or office hours. I try to respond to emails within 24 hours, and within reasonable working hours (9am-5pm). Please note that I am unlikely to respond quickly to messages sent late at night.

Attendance Policy

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

Syllabus Changes

I reserve the right to make changes to the syllabus, including to assignment due dates and test dates and formats. If so, I will announce these changes as soon as possible, and provide an updated syllabus via Canvas.

Classroom Discussions and Civility

All conversations must be civil, reasoned, and respectful of others' opinions. An important component of this course is discussing ideas with, learning from, and working together with your peers. As such, I want to create an environment where you feel comfortable, confident, and excited about sharing your thoughts and applying what you have learned to issues you care about. I encourage students to challenge themselves to think about, voice, and debate new ideas, all while maintaining norms of civil discourse.

Honor Code

All students participating in the class are assumed to be familiar with and adhering to the UNC Honor Code. The Honor Code is in effect at all times, and the submission of work signifies understanding and acceptance of those requirements. I treat violations of the Honor Code seriously and will not tolerate plagiarism. This is particularly vital given the situation the pandemic has put us in, in which many activities will be carried out online. More information is available at studentconduct.unc.edu.

Furthermore, please note that UNC's Copyright Policy clearly prohibits students from making commercial use of notes or recordings taken in class or labs; you may not sell or otherwise acquire financial or commercial gain from notes you take in this class or from lecture recordings. Students found to have violated this prohibition are in violation of the Honor Code and are subject to Honor Court proceedings.

Diversity Statement

I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve, I appreciate suggestions.

Accessibility Resources and Services

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the [ARS Website](#) for contact information or email ars@unc.edu.

Counseling and Psychological Services

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their [website](#) or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Title IX Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be [made online to the EOC](#). Please contact the University's Title IX Coordinator ([Elizabeth Hall](#), interim), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Class Calendar

All assigned readings are intended to be completed **before** the class for which they are assigned. All reflection papers are due at 11:59 PM on the date on which they are listed. Exams 1 and 2 open at 12:01 AM on the date on which they are listed, and close at 11:59 PM on that same day. The final exam will be open from 12:01 AM on Apr. 30 to 11:59 PM on May 3, and can be taken any time during those days.

Week	Date	Lecture Topic	Readings	Assignments
1: Introduction	Jan. 11	Introduction and Syllabus	Syllabus	
2: Historical Context and Paradigms	Jan. 16	Historical Context of IR	FLS Ch. 1	
	Jan. 18	Interests, Interactions, Institutions; Game Theory Primer	FLS Ch. 2	Prompt 1
3: Grand Theories	Jan. 23	Grand Theories of IR	FLS pg. xxiv – xxxvii, Snyder 2004	
	Jan. 25	Conflict as Bargaining	FLS pg. 88-103	Prompt 2
4: Puzzle of Interstate War	Jan. 30	Information Problems	Fearon 1995, FLS pg. 103-117	Prompt 3
	Feb. 1	Commitment Problems and Indivisibility	FLS 118-130, Mastro 2020	
5: Domestic and International Institutions and War	Feb. 6	Domestic Constraints; Democratic Peace	Putnam 1988, FLS Ch. 4	Prompt 4
	Feb. 8	Alliances; UNC Conflict Research	FLS Ch. 5; skim Gent and Crescenzi <i>MPP</i> Ch. 1; skim Bapat <i>MTD</i> Ch. 3	Prompt 5
6: Civil Wars Intro	Feb. 13	NO CLASS		
	Feb. 15	Civil Wars Intro	FLS 236-268	Prompt 6
7: Civil Wars Wrap-up	Feb. 20	Civil Wars Cont'd	Walter 2017	
	Feb. 22	NO CLASS		
8: Terrorism	Feb. 27	Terrorism and Counterterrorism	FLS 268-292, Fortna 2015	Prompt 7
	Feb. 29	NO CLASS		
9: Exam 1	Mar. 5	Exam 1 review		Prompt 8
	Mar. 7	Exam 1		
	Mar. 11-15	SPRING BREAK WEEK		
10: Intro to International Political Economy (IPE)	Mar. 19	IPE Core Concepts and Intl. Governance of Trade	FLS 294-306, 340-345; Bown and Irwin 2019	

	Mar. 21	Domestic Politics and Governance of Trade	FLS 306-337; Rodrik 2019	
11: International Finance Intro	Mar. 26	Intl Finance: Governments and Portfolio Investment	FLS 346-377, de Jonge 2017	
	Mar. 28	NO CLASS		
12: Intl. Finance Wrap-Up; Monetary Policy	Apr. 2	Intl Finance: Concessional Finance and FDI	Brooks, Cunha, and Mosley 2015	Prompt 9
	Apr. 4	Intro to Intl Monetary Policy	FLS Ch. 9	Prompt 10
13: Currency Crises; Development	Apr. 9	Monetary Policy and Currency Crises		Prompt 11
	Apr. 11	Development and Foreign Aid; Resource Curse	FLS Ch. 10; Ross 2015; Bapat 2019	
14: Exam 2	Apr. 16	Exam 2 review day		
	Apr. 18	Exam 2		
15: Intl Law and Human Rights; Global Issues	Apr. 23	International Law and Human Rights	FLS. Ch. 11-12; Power's "Bystanders to Genocide" Parts I-IV	
	Apr. 25	WMD; Climate Change	FLS 593-601, FLS Ch. 13	
16: Final Review	Apr. 30	Final Exam Review		Prompts 12 and 13
	Apr. 30 – May 3	Final exam open until 11:59 PM on May 3.		