

Political Science 212
Introduction to International Politics

(CRN: 16610)

Fall 2018

T, Th. 9:30-10:45 a.m., 419 Pray-Harrold

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Office hours: T & Th. 11 a.m. – 12 p.m., Th. 8 – 9:15 a.m. and by appointment

Course Description

We live in an increasingly interdependent world, in which the global exchange of goods, services and information links nations, groups and individuals ever more tightly together. As a result of the high level of economic interconnection, events and trends in specific countries or regions directly or indirectly affect the rest of the globe. For example, rapidly rising standards of living in China and India have increased the global demand for natural resources and commodities, driving up the global market prices for goods such as fuel and food and increasing the cost of living around the globe. Another dimension of globalization is the phenomenon of migration. Millions of people migrate (move from one country to another) annually due to war, dire poverty, or a lack of basic rights and liberties. For such reasons, approximately 258 million people (3.4% of the world's population) are currently living outside of their country of origin, without the status and rights of citizens. Some perform unskilled, low-wage labor that is avoided by citizens of the host country; others bring technical knowledge and skills that are highly valued and well compensated in the host country. Another facet of globalization is environmental degradation. Population growth and constantly increasing human consumption of natural resources, especially carbon-based fuels, are wreaking havoc on the earth's ecosystems and altering the global climate. Since climate change affects all nations and peoples, any genuine solution must be global in scope.

To a considerable extent, these and other phenomena related to globalization have displaced war and security as the primary focus of the study of international relations. However, although war has declined in frequency and scale since WWII, security threats have certainly not disappeared. The security of all people living today is still very much affected by the existence of weapons with tremendous destructive capacity. Nuclear weapons that originated in the most scientifically and technologically advanced nations (the United States and the former Soviet Union) during the Cold War era are now also in the possession of several less developed and politically unstable nations, such as North Korea and Pakistan, and could conceivably fall into the hands of terrorists. Even without WMDs, terrorist organizations operating within and across nations have undermined the stability of the international system.

This course will introduce you to theories and concepts that you can use to conceptualize and analyze these and many other aspects of the contemporary world. We will explore the major

theoretical approaches to the study of international relations. In addition, we will examine a wide range of problems and controversial issues, such as the U.S. invasion and occupation of Iraq, the response to international terrorism, the role of international law and institutions in protecting fundamental human rights, and the effects of free trade and economic globalization.

Course Objectives

In this course, you will:

- Acquire knowledge of the major theories used in the study of international relations.
- Acquire an ability to identify and discuss the major historical events that have shaped the international system.
- Understand the character of the international system and the role of international institutions, particularly the United Nations.
- Use theories and concepts to identify the likely causes of contemporary problems and conflicts as well as possible solutions to those problems.
- Consider your own role and responsibilities as a member of the global community.
- Develop an awareness of major contemporary international issues as well as your own perspectives on them.

General Education Rationale

PLSC 212 satisfies the "Knowledge of the Disciplines: Social Science" requirement of the EMU General Education curriculum because it emphasizes how political scientists acquire and share knowledge about the world. The course requires students to use the theoretical frameworks of the study of International Relations (IR) -- including realism, neo-realism, liberalism, and feminism -- to pose and address questions about contemporary issues and problems, including interstate disputes and wars, economic globalization, the increasing inequality among rich and poor nations, protection of human rights, threats to environmental quality and population growth.

Through examination of such topics, students become familiar with the process of social science research and acquire the ability to critically evaluate the design of research as well as the results from research. The course also provides students an opportunity to gather, examine, and interpret data, and to report the findings of their research, thus contributing to their understanding of how inquiry is conducted and knowledge is created and shared in political science. In sum, the course prepares students for citizenship in a global community by providing them with basic factual knowledge of international relations and global processes, as well as the tools necessary to understand and explain international events and global patterns of change.

General Education Social Science Objectives

In this course, you will:

- Acquire an understanding of social science methods and how they are used to engage in the systematic study of international politics as well as interactions between societies and cultures.
- Understand and compare the formal and informal social and political structures, organizations and institutions that comprise the world system.

- Explore power relationships among states and the ways in which changes in the global system across history have affected the developmental trajectories of nations and the life experiences of their citizens.
- Use social science methods to conduct research on topics in international relations and to make informed decisions regarding international issues.
- Learn the differences between qualitative and quantitative data.
- Clearly and concisely present the results of research, using both qualitative and quantitative data.

Textbook and Readings

The required text for the course is:

Jon C. Pevehouse and Joshua Goldstein, *International Relations* (Pearson 2017), 11th edition.
ISBN: 9780134404769

(Note: The 10th edition, 2013-14 update, (ISBN 9780205971367) is also acceptable, but the page #s for the reading assignments will be different).

The text can be purchased at campus area bookstores or through amazon.com or similar online booksellers. You can also acquire online access to a digital version of the text at Vitalsource.com for less than 1/2 the publisher's suggested retail price.

Additional required readings can be found on the course companion website (canvas.emich.edu) under the heading of “readings” within each unit module. Simply click on a reading to access or download it.

Expectations and Requirements

• Keep up with the course schedule

There are 13 units in the course, so we will be completing approximately one unit per week. As described more fully below, completion of a unit involves doing the assigned reading, attending class, watching a short video or two, participating in class and online discussion, and occasionally completing a short assignment. You may also wish to listen to the optional unit podcasts. The podcasts are short (approximately 10 minute) audio clips narrated by Goldstein and Pevehouse, the authors of our textbook. Each podcast explores central concepts of the assigned chapter.

• Read and think!

The surest route to a good grade in this class (or any class) is to complete the assigned reading. You should complete the reading for each unit *before* the class for which it is assigned. The reading will introduce you to basic concepts and theories of international relations, challenge you to think critically about current issues, and encourage you to develop your own reasoned judgments on these issues. Lectures, podcasts, discussions, films, and assignments will reinforce the knowledge you acquire through reading, but they are not a substitute for reading.

- **Attend class**

Course grades are strongly and positively correlated with attendance. To encourage attendance, I will allocate 100 points for class participation.

- **Follow world news**

To benefit fully from this course, you should follow current events. Listening to or reading world news will reinforce what you are learning and allow you to actively use theories and concepts. Excellent sources of news include *The New York Times* and *The Washington Post* (available online and through the EMU library databases); periodicals such as *The Economist* or *The Nation*; and radio news broadcasts such as the non-commercial Free Speech Radio News (online at <https://fsrn.org/> or broadcast on WCBN, 88.3 FM, 5:30-6:00 p.m. Mon.-Fri.); National Public Radio (online at <http://news.npr.org>) or on the hour at WEMU, 89.1 FM or WUOM, 91.7 FM; and BBC news (online at <http://news.bbc.co.uk>) or broadcast on WUOM, 91.7 FM, 9:00-10:00 am and 11 p.m.-5 a.m., Monday - Friday.

- **Watch unit videos**

Almost all units have at least one video. Some will be shown in whole or in part in class; others can be viewed independently at your convenience. You should take notes while watching the videos to help you to remember key points or arguments. Many of the unit discussions will be connected to issues explored in the videos.

- **Participate in discussions (in class and online)**

You will be encouraged to actively use course concepts throughout the semester. As noted under the heading “attendance” above, you will earn points by attending class and actively participating in explorations of central theories and ideas. In addition, there will be one discussion topic posted in Canvas for each unit. These online discussions will expand your understanding of international relations and strengthen your ability to think critically and express your ideas. To receive the full number of points possible (10-20, depending on the complexity of the given topic) for the online discussions, your contribution should demonstrate a good understanding of the topic. You should begin to participate in the discussion at least several days before the due date, and read and respond to the posts of other students so that a genuine conversation develops. I will also occasionally participate in the online discussions. The total number of points that can be earned through the online discussions is 150.

- **Complete assignments**

Four units – 2, 4, 6 & 8 -- include short paper assignments that should be completed after the readings, lectures, and discussions. These assignments involve writing 2-3 page essays on specific topics or require you to analyze and interpret data (facts). You should follow the directions for each assignment carefully. You can find the assignments under the “Assignments” tab on the left side of the course homepage in Canvas. They will be due on September 21, October 5, October 19, and November 7. Each short paper will be worth up to 50 points each, for a total of 200 points.

- **Take exams**

Mastery of course concepts will be assessed by means of a midterm (100 points) and a comprehensive final exam (150 points). The exams will be composed of a mix of short answer/identification items and essays questions. The midterm will be given in class on Tuesday, **October 23**. The final exam is scheduled for Thursday, **December 13** from 9:00 a.m. to 10:30 a.m.

A study guide will be posted on the Canvas companion course site one week before each exam. To make sure that you are learning key course concepts as you progress through the course, I also strongly encourage you to use the Chapter Reviews at the end of each chapter of the textbook. To check your mastery of unit concepts, you can also take the optional short ungraded unit quizzes on Canvas, each of which is composed of 25 multiple choice questions.

Grading Scale

The total number of points that may be earned across the term is 700. The final course grade will be based on the percentage of the total number of possible points that you have earned, following the regular grading scale: 93%-100% of the total points available is an A, 90%-92% is an A-, 87-89% is B+, etc.

Late Assignments and Makeup Exams

Deadlines for assignments are absolute: late papers will not be accepted. The only exceptions to this policy will be for cases of serious illness or family emergency, which must be documented. If you cannot turn in a paper on time or take an exam on the scheduled date due to illness or emergency, you must notify me *before* the due date or scheduled exam date and provide documentation immediately.

Religious Holidays

If you will miss class, a paper deadline, or exam due to observance of a religious holiday, you must notify me by email at least one week in advance in order to arrange an alternate deadline or make up the work or points lost by non-attendance.

Writing Support

I will be available all semester to address any questions you have about the paper assignments. You can contact me by email, visit me during office hours, or schedule appointments.

The **University Writing Center** (115 Halle Library; 487-0694) offers one-to-one writing consulting for both undergraduate and graduate students. Students can make appointments or drop in between the hours of **10 a.m. and 6 p.m. Mondays through Thursdays and from 11 a.m. to 4 p.m. on Fridays**. The UWC opens for the Fall 2018 semester on **Monday, September 10**, and will close on **Thursday, December 13**. Students are encouraged to come to the UWC at any stage of the writing process.

The UWC also has several satellite locations across campus (CAS – Pray-Harrold and Mark Jefferson, CHHS – Marshall, COB – Owen, and COT – Sill and Roosevelt). These satellites provide drop-in writing support to students in various colleges and programs. [The Pray-Harrold UWC satellite \(rm. 211\) is open Mondays through Thursdays from 11 a.m. to 4 p.m.](#) **The locations and**

hours for the other satellites can be found on the UWC web site:

<http://www.emich.edu/ccw/writing-center/contact.php>

UWC writing consultants also work in the **Academic Projects Center** (116 Halle Library), which offers drop-in consulting for students on writing, research, and technology-related issues.

Students seeking writing support at any location of the University Writing Center should bring a draft of their writing (along with any relevant instructions or rubrics) to work on during the consultation.

Academic Dishonesty

Plagiarism, which is the unacknowledged use of the words or ideas of another person as one's own, is forbidden by the EMU Code of Student Conduct. Any work that is plagiarized, even in part, will receive a score of zero. A handout on plagiarism will be distributed in class prior to the first assignment. To help you to use your own words and develop your own writing style, we will use the service Turnitin (www.turnitin.com). You will be able to submit your papers to Turnitin before the assigned due dates. Turnitin will help you to make any necessary corrections, and to ensure that the paper or discussion post is in your own words and that any sources used are correctly cited.

Accessibility

If you believe you may have trouble participating or effectively demonstrating learning in this course due to a disability, please meet with me (with or without an accommodation letter from the Disability Resource Center) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting the Disability Resource Center (246 Student Center; 487-2470; drc@emich.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about such issues, but it is best if we can talk at least one week prior to the need for any modifications.

Classroom Conduct

As instructor, I am responsible for facilitating a learning environment in which all students are valued and encouraged to develop their knowledge and abilities. The creation of such an environment requires the combined efforts of all of us. During class time, it is important to be fully present by paying attention to whomever is speaking or whatever information is being presented. You should take notes during class: note taking helps to focus attention and facilitates mastery of material presented in class. You should also refrain from using electronic devices (cell phones or laptops) for texting, emailing, or browsing the web. Finally, in order to have an open and fruitful exchange of ideas, we should respect the right of others to express their views. Interruption when another person is speaking, disparagement of the ideas or views of others, or any other behavior that disrupts the class, is unacceptable.

University Policies

In addition to the articulated course specific policies and expectations, students are responsible for understanding all applicable University guidelines, policies, and procedures. The EMU Student Handbook is the primary resource provided to students to ensure that they have access to all University policies, support resources, and students' rights and responsibilities. Changes may be made to the EMU

Student Handbook whenever necessary, and shall be effective immediately, and/or as of the date on which a policy is formally adopted, and/or on the date specified in the amendment. **Please note:** Electing not to access the link provided below does not absolve a student of responsibility. For questions about any university policy, procedure, practice, or resource, please contact the Office of the Ombuds: 248 Student Center, 734.487.0074, emu_ombuds@emich.edu, or visit the website: www.emich.edu/ombuds

To access the University Course Policies in the Student Handbook, click on this link:
<http://www.emich.edu/studenthandbook/policies/academic.php#univ>

Schedule of Lectures and Readings

Overview of the course

September 6

Margaret Coker, "A Foreign Hand in Protests? Iranians See Confirmation in Their History," *New York Times*, January 3, 2018.

Unit 1: Introduction to International Relations

September 11

International Relations, Ch. 1, pp. 1-19 (up to "The Evolving International System")

September 13

International Relations, Ch. 1, pp. 19-33, 35-36

John Ikenberry, "The Future of the Liberal World Order: Internationalism After America," *Foreign Affairs* 90:3 (May/June 2011), 56-68.

Gabriel Glickman, "Donald Trump and the End of the Liberal World Order?" *The Washington Post*, December 27, 2017.

Unit 2: Realism

September 18

International Relations, Ch. 2, pp. 37-54 (up to "Alliances")

Hans Morgenthau, [*Six Principles of Political Realism* \(1978\)](#)

September 20

International Relations, Ch. 2, pp. 54-70

Select and skim one of the works below:

Sun Tzu, [The Art of War](#) (4th century B.C.)

Thucydides, [History of the Peloponnesian War](#). (5th century B.C.)

Niccolo Machiavelli, [The Prince](#) (1515)

Thomas Hobbes, [The Leviathan](#) (1660). Here you can skip the first 12 chapters -- start with Chapter 13.

Unit 3: The Critique of Realism

September 25

International Relations, Ch. 3, pp. 71-89 (up to "Peace Studies")

Arch Puddington and Tyler Roylance, "Populists and Autocrats: The Dual Threat to Global Democracy," Freedom House, 2017. <https://freedomhouse.org/report/freedom-world/freedom-world-2017>

September 27

Ch. 3, pp. 89-105

J. Ann Tickner, "Han Morgenthau's Principles of Political Realism: A Feminist Reformulation," *Millennium: Journal of International Studies* 17:3 (1988) 429-440.

Unit 4: Foreign Policy Decision-Making

October 2

Ch. 4, pp. 106-116 (up to "Interest Groups")

Gideon Rose, "What Obama Gets Right," *Foreign Affairs* (September/October 2015), pp. 2-12.

Bret Stephens, "What Obama Gets Wrong," *Foreign Affairs* (September/October 2015), pp. 13-16.

October 4

Ch. 4, pp. 116-127

Elliot Abrams, "Trump the Traditionalist: A Surprisingly Standard Foreign Policy," *Foreign Affairs* (July/August 2017), pp. 10-16.

Unit 5: War, Theories and Concepts

October 9

Ch. 5, pp. 128-149 (up to “Conflicts of Interest”)

"Chilcot Report on Iraq War Offers Devastating Critique of Tony Blair," *New York Times*, July 6, 2016.

October 11

Ch. 5, pp. 150-162

Unit 6: Military Force, Capabilities and Control

October 16

Ch. 6, pp. 163-177 (up to “Weapons of Mass Destruction”)

Steven Lee Myers, “With Ships and Missiles, China is Ready to Challenge U.S. Navy in the Pacific,” *The New York Times* (August 29, 2018).

October 18

Ch. 6, pp. 177-196

Matthew Kroenig, “Trump and the Nuclear Triad,” *Foreign Affairs* (February 2017). [or something here on North Korea?]

Midterm Exam

October 23

Unit 7: International Organizations and International Law

October 25

Ch. 7, pp. 198-225 (up to “Human Rights”)

The Charter of the United Nations. Read the preamble, Ch. 1-10, and 14-16 (Roman numerals I-X, XIV-XVI).

October 30

Ch. 7, pp. 225-239

James Traub, "Unwilling and Unable: The Failed Response to Atrocities in Darfur."

Unit 8: International Political Economy and Trade

November 1

Ch. 8, pp. 240-257 (up to "Cartels")

November 6

Ch. 8, pp. 257-271

"In a Blow to Globalism, Trump Withdraws from TPP 'Trade' Regime," *The New American*, February 20, 2017.

Unit 9: Global Finance and Business

November 8

Ch. 9, pp. 272-286 (up to "The Position of the United States")

November 13

Ch. 9, pp. 286-301

Alberto Gallo, "Our Global Financial System is Broken: Here's a Plan for Fixing It," *World Economic Forum*. July 6, 2016.

Unit 10: International Integration

November 15

Ch. 10, pp. 302-318 (up to "The Power of Information")

Franco Pavoncello, "One for All, All for One: The Euro in Crisis," *World Affairs Journal*, May/June 2011.

November 20

Ch. 10, pp. 318-329

Brian Wheeler and Alex Hunt, "Brexit: All You Need to Know about the UK Leaving the EU," *BBC News*, 5 September, 2018.

Unit 11: The State of Planet Earth – Environment and Population

November 27

Ch. 11, pp. 330-344 (up to “Natural Resources”)

Coral Davenport, “Nations Approve Landmark Climate Accord in Paris,” *The New York Times*, December 12, 2015.

Robinson Meyer, “Trump and the Paris Agreement: What Just Happened?” *The Atlantic*, August 4, 2017.

November 29

Ch. 11, pp. 344-361

The [Millennium Project's 2015-16 State of the Future report](#) (executive summary)

Unit 12: Rich and Poor Nations – The Causes of Global Economic Disparities

December 4

Ch. 12, pp. 363-374

Lester R. Brown, ["The New Geopolitics of Food,"](#) *Foreign Policy* (April 2011).

December 6

Ch. 12, pp. 375-392

Unit 13: International Economic Development

December 11

Ch. 13, pp. 393-426

Nancy Birdsall and Ayah Maghoub, “America Should Aid Nations that Show Progress Toward Goals,” from *Opposing Viewpoints in Context* (2013)

Final Exam

Thursday, December 13
9 – 10:30 a.m.