

**Introduction to International Relations
Political Science (PSCI) 2223
Spring 2010**

Professor:

Professor Kim
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Office Hours: Mondays 10:00AM – 11:00AM and Tuesdays 4PM – 5PM

Course Description:

Day/Time: Mondays/Wednesdays 9:00AM – 9:50AM (plus a discussion section)
Location: Math 100
Website: <http://bit.ly/ps2223> [This is a shortened link to the CULearn course website.]

This is an introductory undergraduate course in international relations (IR). Taking this course will prepare you to take advanced and specialized courses in international relations with a better grasp of concepts, theories and problems. While the course assumes no prior background in the study of international relations, the teaching staff expects students to engage with all the course material with enthusiasm and effort. The course has three main goals:

1. To familiarize students with major problems in international politics. The course will focus on war and peace, economic cooperation and conflict, redistribution and regulation in development, human rights and the environment.
2. To train students to think systematically about explaining outcomes and policy choices in international politics. The course will introduce students to how to think like social scientists, who devise theories and evaluate them against evidence.
3. To encourage students to consider ethical concerns about international affairs in conjunction with but separate from the scientific analysis of international politics. Class discussions and a writing assignment will provide students opportunities to engage in normative debates.

Course Requirements:

1. Midterm Exam (20%): An in-class midterm exam will be administered on Wednesday, February 17. The exam will be closed-book/closed-notes and cover the readings, lectures and discussions through Monday, February 15. The format of and the expectations for the exam will be discussed prior to the exam.

2. Final Exam (30%): A comprehensive final exam will be administered on Thursday, May 6 between 7:30AM and 10:00AM. The location of the exam will be announced later in the semester. The exam will be closed-book/closed-notes and cover all material in the course with a greater emphasis on topics since the midterm. Although the exam will be longer and contain more questions, the format of and the expectations for the final will be the same as the midterm exam.
3. Data Analysis (15%): During the early part of the semester, we will conduct a public opinion survey about U.S. foreign policy. Students will be expected to devise an explanation for classmates' foreign policy stances and evaluate the explanations with the results of the survey, using scientific methods discussed in class. Detailed guidelines for the assignment will be posted on the course website on January 27. The data analysis paper is due at the beginning of lecture on Wednesday, March 3. In addition to the printed copy submission, you will upload an electronic version of your paper to the SafeAssign system on the CULearn course website *before coming to class*. Late submissions on *either the hard copy or the electronic copy* will be penalized at a rate of 10% for every 24 hours.
4. Policy Brief (15%): You will write a policy memorandum for the U.S. President. Choose a major international political problem covered in the class that the U.S. faces. Describe what the problem is and advise how the president should address the problem. The memo should use material you independently gather through research as well as theories and evidence covered in the class. In addition you will discuss the ethical values on which you base your policy recommendation. Detailed guidelines for the assignment will be posted on the course website on March 8. The policy brief is due at the beginning of lecture on Wednesday, April 28. In addition to the printed copy submission, you will upload an electronic version of your paper to the SafeAssign system on the CULearn course website *before coming to class*. Late submissions on *either the hard copy or the electronic copy* will be penalized at a rate of 10% for every 24 hours.
5. Section Participation and Assignments (15%): Please see the teaching assistant (TA) for your discussion section for their expectations on participation and additional assignments.
6. Attendance and Participation (5%): During lectures, students will respond to various multiple choice questions. The questions will 1) motivate students to remain engaged and participate in a large lecture setting and 2) allow the teaching staff to assess student learning. While the answers will not be graded, students are expected to answer them consistently. Out of 29 lectures, you will be allowed five absences. Please purchase a CUClicker remote at the CU Bookstore and register it online at
 - <http://www.colorado.edu/its/cuclickers/students/register.html>.

It is your responsibility to bring your clicker to class and to make sure it functions correctly. Here are additional guidelines to promote your and your classmates' learning:

- Turn off your cell phone when you enter the lecture hall.
- Do not read newspapers, check e-mail/Facebook/blogs or otherwise engage in activities that distract you from paying full attention.
- While I will post lecture slides on the course website, the best way to catch up when you are absent is to get notes from a classmate.

Grading Policies:

1. The following is the general guidelines on the percentage breakdowns for determining your final letter grade in the course: 100-94 A, 93-90 A-, 89-87 B+, 86-84 B, 83-80 B-, 79-77 C+, 76-74 C, 73-70 C-, 69-67 D+, 66-64 D, 63-60 D-, 59 and lower F. The teaching staff may alter the breakdowns to ensure fairness and consistency across discussion sections. There are no extra credit projects available in the course. Your final grade will be based on the six assignments/components laid out above.
2. We hope that all grades given on your assignments and exams will be fair and accurately reflect the quality of your work. If you strongly disagree with a grade you receive, however, we will use the following procedure:
 - Write a memo that explains in detail why you think your assignment/exam should have received a different grade.
 - Write a letter in which you formally request a re-grade of your assignment/exam.
 - Submit the memo, the letter and your assignment/exam to your teaching assistant within one week of receiving your assignment/exam with a grade. If you and your TA reach an agreement, the process stops here.
 - If you and your TA do not reach an agreement, your re-grade request will be automatically forwarded to another member of the teaching staff, selected at random.
 - The new grade assigned by a different teaching staff member, which may be higher, lower or the same as your original grade, will be your final grade on the assignment/exam.

University and Campus Policies:

These policies apply to *both the lecture and the recitation section components* of the course.

1. Special Accommodations:

The teaching staff will be happy, whenever possible, to accommodate students' special needs. Please note, however, that requests for special accommodations need to be presented in a timely manner—at least two weeks prior to scheduled exams and assignment deadlines.

2. Disability Accommodations:

If you qualify for accommodations because of a disability, please submit to your TA a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and at

- <http://www.colorado.edu/disabilityservices>

3. Campus policy Regarding Religious Observances:

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please follow the special accommodations procedure stated above. See full details at

- http://www.colorado.edu/policies/fac_relig.html

4. Campus "Classroom Behavior" Policy:

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. The teaching staff will gladly honor your request to address you by an alternate name or gender pronoun. Please advise us of this preference early in the semester so that we may make appropriate changes to my records. See policies at

- <http://www.colorado.edu/policies/classbehavior.html>
- http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

5. Discrimination and Sexual Harassment:

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at

- <http://www.colorado.edu/odh/>

6. Academic Integrity:

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at

- <http://www.colorado.edu/policies/honor.html>
- <http://www.colorado.edu/academics/honorcode/>

Readings:

- Frieden, Jeffry A., David A. Lake, and Kenneth A. Schultz (2010) *World Politics: Interests, Interactions, Institutions*. 1st edition. New York, NY: W. W. Norton and Company. [This book is available at the CU Bookstore and is marked [FLS] on the reading schedule.]
- Hoover, Kenneth and Todd Donovan (2008) *The Elements of Social Scientific Thinking*. 9th edition. Boston, MA: Thomson Higher Education. [This book in an electronic form can be purchased online at <http://bit.ly/8y3hnx>. You need to purchase chapters 2, 3 and 4. This book is marked [HD] on the reading schedule.]
- All other readings are available online through the CULearn course website and are marked with [CL] on this syllabus.

Course and Reading Schedule:

Reading assignments are to be done *before* the class on the assigned dates.

Part I: Introduction and Tools

Week 1: Introduction

Class 1: Introduction and Course Overview (January 11)

- * Read through the entire syllabus and download an electronic copy of it from the course website.

Class 2: Historical Overview and Motivating Questions (January 13)

- * [FLS] Ch. 1: What Shaped Our World? A Historical Introduction

Week 2: Thinking Systematically

Martin Luther King, Jr. Day. No Class. (January 18)

Class 3: Making Theories about International Politics (January 20)

- * [FLS] Ch. 2: Understanding Interests, Interactions, and Institutions
- * [HD] Ch. 2: The Elements of Science

Part II: War and Peace

Week 3: Thinking Systematically (continued)

Class 4: Theories about Democracy and War (January 25)

- * [CL] Russett, Bruce (1993) *Grasping the Democratic Peace: Principles for a Post-Cold War World*. Princeton: Princeton University Press. [Ch. 2]

Class 5: Evidence about Democracy and War (January 27)

- * [CL] Russett. [Ch. 1]
- * [HD] Ch. 3: Strategies
- * [HD] Ch. 4: Refinements

Week 4: Why Do States Go to War?

Class 6: Anarchy and Security Dilemma (February 1)

- * [CL] Jervis, Robert (1978) Cooperation Under the Security Dilemma. *World Politics*. 30(2): January, 167-214. [Read pp. 167-170, pp. 186-214]

Class 7: Bargaining and Deterrence (February 3)

- * [FLS] Ch. 3: Why Are There Wars?
- * [FLS] Ch. 10: Transnational Networks [Read pp. 381-407]

Week 5: Domestic Politics and International Institutions

Class 8: Domestic Politics (February 8)

- * [FLS] Ch. 4: Domestic Politics and War

Class 9: International Institutions (February 10)

- * [FLS] Ch. 5: International Institutions and War

Week 6: Just War Theory and Midterm Exam

Class 10: Just War Theory (February 15)

- * [CL] Crawford, Neta C. (2003) Just War Theory and the U.S. Counterterror War. *Perspectives on Politics*. 1(1): March, 5-25.

Class 11: Midterm Exam (February 17)

- * The exam will be administered in class (Math 100) during the regular class time (9-9:50AM).

Part III: Economic Cooperation and Conflict

Week 7: Why Do States Restrict International Trade?

Class 12: Economics of Trade (February 22)

- * [FLS] Ch. 6: International Trade

Class 13: Domestic Politics and Trade (February 24)

- * [CL] Rogowski, Ronald (1987) Political Cleavages and Changing Exposure to Trade. *American Political Science Review*. 81(4): December, 1121–1137.

Week 8: International Institutions and Trade

Class 14: Hegemony and International Trade (March 1)

- * [CL] Goldstein, Judith and Joanne Gowa (2002) US National Power and the Post-War Trading Regime. *World Trade Review*. 1(2):, 153–170.

Class 15: Multilateral Institutions (March 3)

- * **Data Analysis assignment due at the beginning of lecture.**
- * [CL] Sutherland, Peter D. (2008) Transforming Nations: How the WTO Boosts Economies and Opens Societies. *Foreign Affairs*. 87(2):, 125–136.
- * [CL] Rodrik, Dani (2001) Trading in Illusions. *Foreign Policy*. (123):, 54–62.

Week 9: International Money and Finance

Class 16: International Financial Relations (March 8)

- * [FLS] Ch. 7: International Financial Relations

Class 17: International Monetary Relations (March 10)

- * [FLS] Ch. 8: International Monetary Relations

Week 10: International Economic Crises and Ethics in Trade

Class 18: Economic Crises (March 15)

- * [CL] Eichengreen, Barry (2009) Bad Credit History. *Current History*. 108(714): January, 14–19.

Class 19: Ethics and International Trade (March 17)

- * [CL] Kapstein, Ethan B. (1999) Distributive Justice and International Trade. *Ethics and International Affairs*. 13(1):, 175–204.

Part IV: Redistribution and Regulation

Week 11: Poverty and Aid

Class 20: Causes of Economic Development (March 22)

- * [FLS] Ch. 9: Development: Causes of the Wealth and Poverty of Nations

Class 21: Foreign Aid (March 24)

- * [FLS] Ch. 10: Transnational Networks [Read pp. 366-380]
- * [CL] Sachs, Jeffrey D. (2005) The Development Challenge. *Foreign Affairs* 84(2): March/April.
- * [CL] Easterly, William (2005) The Utopian Nightmare. *Foreign Policy*.(150): September/October, 58-64.

Week 12: Violation and Protection of Human Rights

Class 22: Human Rights and International Politics (April 5)

- * [FLS] Ch. 11: Human Rights

Class 23: Promotion of Human Rights (April 7)

- * [CL] Hafner-Burton, Emilie M. (2005) Trading Human Rights: How Preferential Trade Agreements Influence Government Repression. *International Organization*. 59(3): Summer, 593-629.

Week 13: Protecting the Global Commons

Class 24: Tragedy of the Commons (April 12)

- * [FLS] Ch. 12: The Global Environment

Class 25: International Governance of the Environment (April 14)

- * [CL] Wapner, Paul (1995) Politics Beyond the State: Environmental Activism and World Civic Politics. *World Politics*. 47(3): April, 311-340.

Week 14: Climate Change and Ethics of Redistribution

Class 26: International Politics of Climate Change (April 19)

- * [CL] Bell, Ruth Greenspan (2006) What to Do About Climate Change. *Foreign Affairs*. 85May/June, 105-113.
- * [CL] Levi, Michael A. (2009) Copenhagen's Inconvenient Truth: How to Salvage the Climate Conference. *Foreign Affairs*. 88(1): January/February, 92-104.

Class 27: Ethics in Redistribution (April 21)

- * Faculty Course Questionnaire (FCQ) in class.
- * [CL] Singer, Peter (1972) Famine, Affluence, and Morality. *Philosophy and Public Affairs*. 1(3): Spring, 229-243.
- * [CL] Hardin, Garrett (1974) Lifeboat Ethics: The Case Against Helping the Poor. *Psychology Today* 8(4):.

Part V: Conclusion

Week 15: Review and the Future of International Politics

Class 28: Summary and Review (April 26)

Class 29: The Future of International Politics (April 28)

- * **Policy Brief assignment due at the beginning of lecture.**
- * **[FLS] Ch. 13: The Future of International Politics**

Final Exam: Thursday, May 6 7:30–10:00AM

- * The location of the exam will be announced later in the semester.

