

# Intro to International Relations

PSCI 2223-130R

Fall 2019

University of Colorado Boulder

Dr. Svet Derderyan

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Classroom: ARNT N200; T&Th 11:00am-12:15pm

Office: Ketchum 232, Arnett N-201C

Office hours: Fri 2pm-3pm (Arnett N-201C)

MWF 9:30am-10:00am; and by appointment (Ketchum 232)

## COURSE DESCRIPTION

This is an introductory course on international politics and the relations between actors in the global political system. The purpose of this course is to systematically study international interactions between actors with different interests and ideas. In this course we will explore topics, encounter puzzles, examine theories, and evaluate evidence to try to gain a greater understanding of world politics. The overarching goal of the course is to understand how the contemporary global political system originated, and what historical processes and actors drove its development and change.

The course has three parts. The first part provides a historical overview of international politics and will equip you with the theoretical and conceptual tools to understand the fascinating and evolving world of international politics. We will discuss the main theories of International Relations (IR) that have been used to explain relations among states and other global actors. Here we will learn concepts such as anarchy, order, and hegemony/polarity. We will consider why the United Nations was created, how it works, and we will evaluate how effective it has been in providing global security.

The second part of the course focuses on the causes and consequences of armed conflict. Violence and war continue to plague many parts of the world and our quest to provide human security and freedom from fear requires a deep understanding of some of the most important conflicts of our time. We will analyze fateful episodes from the last one hundred years and we will discuss such topics as great power wars, terrorism, civil conflict, and humanitarian intervention.

The third part of this course deals with the economic side of international relations. Here you will learn about free trade, global finance, and economic development. We will consider the costs and benefits of global capital movements in the light of the recent financial crisis and discuss the impact of global capitalism on the environment. We will also discuss the inevitable role that international institutions play in domestic economic outcomes and how they can affect international investments. We will seek to explain why some countries are wealthy while others

are poor, and discuss the role of the World Bank and the International Monetary Fund (IMF) in fostering development.

## LEARNING OBJECTIVES

The overarching goal of this course is to help you become a citizen-scholar, with honed critical thinking skills and a healthy dose of reflective skepticism. At the end of the course you will approach international politics in a more sophisticated and theoretically grounded manner using time-tested concepts, theories, and frameworks of thinking from IR about the social world we inhabit. You will understand how theory influences policy-making in the international system by focusing on key actors, their decisions, and the dilemmas they face. Furthermore, my hope is that this course will instill in you an appreciation for the inherent moral ambiguities associated with the most pressing global issues and the need to critically evaluate beliefs and worldviews. Finally, I hope this course will inspire you to become a lifelong learner and help you identify opportunities to participate at various levels in the international system through civic engagement and participation in the policy process.

## STUDENT RESPONSIBILITIES

**Absences:** Regular class attendance is your obligation, and you are responsible for all the work of all class meetings. While I will not take attendance for every class, I suggest you attend all classes because I introduce new material in them that is not covered in the readings.

**Lateness Policy:** Late assignments are not acceptable and they will be graded down 10% for each day they are late. You should back-up all your work on your hard drive and on a free cloud service such as Dropbox that allows you to retrieve documents and changes made more easily than Word.

## DISABILITY SERVICES

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website.

## THE WRITING CENTER

The CU-Boulder Writing Center offers writers from all academic disciplines and skill levels the opportunity to work one-on-one with professionally trained writing consultants. We help writers at all stages of the writing process from brainstorming through revision. Writing Center sessions strive to address writers' stated needs while attending to relevant disciplinary, rhetorical, grammatical, and stylistic concerns. Consultants provide feedback and advice that promote writers' abilities to communicate successfully and think critically in response to

complex, evolving expectations of readers in academia, the workplace, and society.  
(<https://www.colorado.edu/pwr/writing-center>)

## **CLASSROOM BEHAVIOR**

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 race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

## **HONOR CODE**

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code ([honor@colorado.edu](mailto:honor@colorado.edu); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

## **SEXUAL MISCONDUCT, DISCRIMINATION, HARASSMENT AND/OR RELATED RETALIATION**

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

## RELIGIOUS HOLIDAYS

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please let me know as soon as possible whether arrangements along these lines are in order.

See the [campus policy regarding religious observances](#) for full details.

## ASSIGNMENTS

**A: 2 reaction entries (5% each for a total of 10%):** As you can see there are 8 recommended movies this semester and 3 in-class showings. You are expected to write 2 short (between 1/2 and 1 page single-spaced) reaction entries connecting your impressions from a specific movie with the class readings. These movies and documentaries serve an important goal – to demonstrate the real world applications of the theories and concepts we will be discussing in class. You will submit these in a single word document whenever you have completed 2 reaction entries.

**B: Paper assignment (10%):** You will research, synthesize, and apply basic concepts and theories you learn in this course to global problems. Specifically, each of you will choose to represent a particular country and you will be asked to research your country's worldview and take on global problems using a specific IR approach. You will then propose concise and effective policy solutions to the identified global problems that will be discussed at an upcoming global summit (e.g. human rights issues, war, poverty, illegal immigration, environmental degradation etc.). You will represent diverse countries, so you should explain your country's perspective on the causes of global problems and propose solutions that are consistent with your country's interests and priorities. The goal is to give you the opportunity to explore alternative views of global problems by conducting careful research using academic journals, official websites of countries, reports by NGOs and think tanks etc. The final product will be a paper which will be considered the take-home component of your final exam. The assignment is due on December 10<sup>th</sup>, the last day of classes.

**C: "Learning to Doing": Model UN Exercise Participation (10%):** This component of your grade is contingent on your participation in a mock Model UN (MUN) conference dedicated to the Syrian Refugee Crisis. The conference will take place in class. Our class will be divided into several committees that represent states and non-state actors. The committees will be working up action orders to interject themselves in pursuit of country goals, and engaging in diplomatic discussions with other committees.

Each student will write a short paper/talking points/notes due in class and he/she will be able to use them in the plenary discussions.

**D: Exams:** There will be a **midterm (35%)** and a **final (25%)**: The final exam is **cumulative**, although at least half of the exam will be on the material covered since the midterm. Your final paper will serve as the take-home component of your final exam.

**E: Participation (10%):**

It is crucial that you come prepared to class, having done all the readings in time and ready to participate through meaningful contributions to class discussions and active involvement in class activities. In order for participation to be substantive, it must be consistent, informed and delivered respectfully. Debate is encouraged and expected, and everyone’s opinion is important.

*Letter Grades and Percentages*

I will grade your work on the following (standard) scale.

		<b>B+</b>	87-	<b>C+</b>	77-	<b>D+</b>	67-		
			89		79		69		
<b>A</b>	94-	<b>B</b>	83-	<b>C</b>	73-	<b>D</b>	63-	<b>F</b>	0-
	100		86		76		66		59
<b>A-</b>	90-	<b>B-</b>	80-	<b>C-</b>	70-	<b>D-</b>	60-		
	93		82		72		62		

**READINGS**

You are required to obtain one for this course (see below). The rest of the readings will be available on Moodle.

Lamy, Steven L, John Baylis, Steve Smith, and Patricia Owens. 2012. *Introduction to Global Politics*. 2nd ed. New York: Oxford University Press.

In addition to the mandatory readings, I expect you to keep abreast of current political and economic events in the world by regular and extensive reading of quality international magazines and dailies such as *The New York Times*, *The Wall Street Journal*, *Der Spiegel* on-line English version, and, especially, *The Economist*.

**COURSE SCHEDULE**

(Each reading is due on the day it appears on the schedule)

**Note:** The instructor reserves the right to make changes to the syllabus and review dates when unforeseen circumstances occur. These changes will be announced as early as possible so that students can adjust their schedules.

<b>Part I – Introduction to theories of International Relations and global actors</b>
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**WEEK 1**

T, Aug 27	Introduction
Th, Aug 29	Actors, Issues, and Levels of Analysis <ul style="list-style-type: none"><li>• Lamy et al. Ch.1, pp. 1-23</li><li>• Barber, Benjamin R. 1992. "Jihad vs. McWorld." <i>The Atlantic</i>, March.</li></ul>
T, Sept 3 + 5	History of Global Politics <ul style="list-style-type: none"><li>• Lamy et al. Ch. 2, pp. 27-62</li></ul>
Th, Sept 10 +12	The World as Seen by IR theorists: Liberalism and Realism <ul style="list-style-type: none"><li>• Lamy et al. Ch.3, pp. 67-99</li><li>• Thucydides' <i>Melian Dialogue</i></li><li>• Wilson's <i>Fourteen Points</i></li></ul> Realism and the Security Dilemma <ul style="list-style-type: none"><li>• Mearsheimer's World, Snyder (2002)</li><li>• Cooperation under the Security Dilemma, Jervis (1978)</li></ul> Liberalism: Democracy, Economic Interdependence, and International Institutions <ul style="list-style-type: none"><li>• The Promise of Institutional Theory, Keohane and Martin (1995)</li><li>• Liberalism and World Politics, Doyle (1986)</li><li>• Democratization and War, Mansfield and Snyder</li></ul>
T, Sept 17	The World as Seen by IR theorists: Constructivism, Marxism, Feminism <ul style="list-style-type: none"><li>• Lamy et al. Ch. 4, pp. 103-127</li><li>• <u>Excerpts from:</u> Wendt, Alexander. 1992. "Anarchy Is What States Make of It: The Social Construction of Power Politics." <i>International Organization</i> 46 (02): 391-425.</li></ul>
Th, Sept 19	States and Foreign Policy Making <ul style="list-style-type: none"><li>• Lamy et al. Ch. 5, pp. 133-167</li></ul>

**Recommended film: *Fog of War (Dailymotion 2003)***

- T, Sept 24                      Nonstate Actors
- Lamy et al. Ch. 7, pp. 209-238

- Th, Sept 26                    International and Regional Organizations
- Lamy et al. Ch. 6, pp. 171-205

<b>Part II – Causes and consequences of conflict</b>
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- T, Oct 1                         Civil War, Ethnic Cleansing and Human Rights
- Lamy et al. Ch. 10 pp. 309-340

**Recommended film: *No Man's Land (2001)***

- Th, Oct 3                        Terrorism
- Lamy et al. Ch. 9 pp. 283-305
  - Pape, Robert A. 2003. "The Strategic Logic of Suicide Terrorism." *American Political Science Review* 97 (03): 343-61.
  - Kurzman, Charles. 2011. "Why Is It So Hard to Find a Suicide Bomber These Days?" *Foreign Policy*, August 15.

**Recommended films: *The Cult of the Suicide Bomber (2005)***

- T, Oct 8                         In-class showing of: **The Islamic State (VICE NEWS – 2014)**  
Blindsided: How ISIS Shook the World  
(<http://www.dailymotion.com/video/x30rk9a>)

**Review**

- Th, Oct 10                      Midterm

- Th, Oct 15                      Malthusian Conflict?
- Collier, Paul. 2003. "The Market for Civil War." *Foreign Policy* May-June (136), 38-45.

- Diamond, Jarred. 2005. "Malthus in Africa: Rwanda's Genocide." In *Collapse: How Societies Choose to Fail or Succeed*. New York: Viking, 311-328.
- Klare, Michael T. 2001. "The New Geography of Conflict." *Foreign Affairs* 80 (3), 49-61.

**Recommended:**

Intervention and Responsibility to Protect (R2P)

- Power, Samantha. 2001. "Bystanders to Genocide." *The Atlantic*, September.
- Goldstein, Joshua S., and Jon Western. 2011. "Humanitarian intervention comes of age: lessons from Somalia to Libya." *Foreign Affairs* 90 (6).

T, Oct 17

**Model UN simulation: Participants: US, EU, Turkey, Hungary, Germany, Sweden, Russia. Intl Problem: The Syrian Refugee Crisis**

Th, Oct 22 + 24

In-class showing of: **Hotel Rwanda (2004)**

Learning From History

- Goldstein, Joshua S. 2011. "Think Again: War." *Foreign Policy* September/October.
- Pinker, Steven. 2007. "A History of Violence." *The New Republic*, March 19.
- Zenko, Micah, and Michael A. Cohen. 2012. "Clear and Present Safety." *Foreign Affairs*, April.

<b>Part III – International Actors and the Global Political Economy</b>
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T, Oct 29

Introduction to International Political Economy

- Lamy et al. Ch. 11 pp. 347-371
- Naim, Moises. 2009. "Think Again: Globalization." *Foreign Policy* February.
- Sachs, Jeffrey D. 2011. "Need Versus Greed. The Global Economy Is Growing Quickly, But Too Much Wealth Is Siphoned Off By Well Connected Billionaires." *Al Jazeera*.

**Recommended film: *Commanding Heights: The Battle of Ideas (2003)***

- Th, Oct 31                      The power of IOs: Examples in regional economic cooperation: the EU
- What is the European Union, McCormick
  - The European Community from 1945 to 1985, Urwin
  - Time to work in groups on Model UN exercise. Revisions to UN paper/talking points/notes due.
- T, Nov 5                              How do International Actors affect domestic politics and the international economic landscape?
- Moravcsik, A. & M. Vachudova. 2003. "National Interests, State Power, and EU Enlargement," *East European Politics and Society* 17: 42-57.
  - Pop-Eleches, Grigore and Philip Levitz (2010). Why No Backsliding? The EU's Impact on Democracy and Governance Before and After Accession. *Comparative Political Studies* 43: 457.
- Th, Nov 7                              The Global Trading System
- Lamy et al. Ch. 12, pp. 375-389 only
  - Bhagwati, Jagdish N. 2002. "Coping with Antiglobalization: A Trilogy of Discontents." *Foreign Affairs* 81 (1), 2-7.
  - Drezner, Daniel W. 2004. "The Outsourcing Bogeyman." *Foreign Affairs* May/June.
  - Krugman, Paul R. 1993. "What Do Undergrads Need To Know About Trade?" *The American Economic Review*, 23-26.
- Recommended film: *Commanding Heights: The Agony of Reform* (2003)**
- T, Nov 12                              Paper Presentation
- Recommended Film: *Commanding Heights: The New Rules of the Game* (2003)**
- Th, Nov 14                              Foreign Direct Investment and International Institutions: case study - the EU
- Gray, Julia. (2009). "International Organization as a Seal of Approval: European Union Accession and Investor Risk."

American Journal of Political Science, Vol. 53, No. 4, October 2009, Pp. 931-949

- Bevan, A., Estrin, S., Grabbe, H. (2001). "The Impact of EU Accession Prospects on FDI Inflows to Central and Eastern Europe". Policy Paper, ESRC "One Europe or Several?" Programme, Nr. 06/01, University of Sussex, Brighton

T, Nov 19

Global Finance

In-class showing of: *The Madoff Affair* (PBS Home Video, 2009), 55 min. OR of *Power Trip (2001)*

- Lamy et al. Ch. 12, pp. 389-403 only

Th, Nov 21

Lamy et al. Ch. 12, pp. 403 to end.

### Thanksgiving

T, Dec 3

#### **Movie Entries Due**

Poverty, Development, and Hunger

- Lamy et al. Ch. 13, pp. 407-430
- Banerjee, Abhijit and Esther Duflo. 2011. "More Than 1 Billion People Are Hungry in the World." *Foreign Policy* May/June.
- Chavez, Hugo. 2004. "Speech by President Hugo Chavez." Delivered at the opening of the XII G-15 Summit.

**Recommended film: *Life and Debt (2001)***

Th, Dec 5

Climate Change

Final Paper Due

- Lamy et al. Ch. 14, pp. 435-460
- Walling, William . 1978. "Triage." In *International Relations Through Science Fiction*, eds. Martin H. Greenberg, and Joseph D. Olander. New York: New Viewpoints, 142-160.

**Recommended film: *An Inconvenient Truth (2006)***

T, Dec 10

Review

**Final Exam: Tue, Dec 17, 1:30-4:00pm**