

PSCI 2223
Introduction to International Relations
University of Colorado at Boulder

Session B**TA: Komal Preet Kaur****Office Hours: Wed 3-5pm****Email: Komal.Kaur@colorado.edu****Office: Ketchum 412****Professor Aysegul Aydin****Office: Ketchum 228****Voice: (303) 492-7802****Office Hours: Monday 10-12am****E-mail: aydin@colorado.edu**

Communication Policy:

My and the class TA Komal's preferred communication policy is email. We will respond to you within one business day. Please remember to include both of us in your email (cc me or Komal in your email) and we will make sure that you get a response in one business day. In addition, both of us have designated times for office hours conducted through Zoom which will happen once a week. There will be a waiting room in these meetings where you can wait until our meeting starts.

Instructor's Bio:

Aydin's expertise is in the areas of the political economy of civil war, counterinsurgency and conflict resolution. She studies civil wars with systematic and original data and focus on the effects of economic variables on insurgent violence and counterinsurgency success. Her work is informed by extensive fieldwork in the Middle East where Aydin collected historical data on the Turkish civil war. In ongoing work, she and a co-author looks at the relationship between the role of violence on consumer prices (CPI) in the Syrian civil war; the effect of civil wars on tariff rates and protectionist measures; and, whether development projects or pre-war political preferences better predict insurgent violence. In addition to several scholarly articles, Aydin's book on the political economy of conflict management is published by *Stanford University Press Security Studies* (2012). Her second book on the Turkish civil war was recently published by *Cornell University Press* in 2015.

Teaching Assistant's Bio:

Komal is a graduate student in the Department of Political Science pursuing her interests in public policy. Her research interests include analyzing the impacts of developmental policies and the issues in natural resource governance. Her most recent work explores the impact of gender quotas and state reorganizations on historically disadvantaged communities in India. Prior to joining CU Boulder, she has worked for six years in the environmental consultancy sector for the Indian government, international funding agencies, and non-profit organizations.

Course Description:

This course is designed to introduce students to the fundamentals of international relations. The syllabus covers the key concepts and theories of international security and international political economy which are the two core areas of the field. Most of these concepts and theories are the cornerstone of more advanced classes that students will take in their college education. The major questions that this course addresses are also those that received the greatest attention in international relations research: Who are the major actors in world politics? What are the certain forms that their behavior can take? What are the causes of their behavior? Can we develop theoretical frameworks that can accurately capture the decision-making processes of these actors? We will answer these questions by drawing from the central debates in international relations and expanding them in ways that reflect traditional approaches as well as new trends in the field.

Course Objectives:

- 1) Define the basic concepts in International Relations, such as state, power, and anarchy,
- 2) Explain state behavior (find the causes of state behavior) by analyzing the core perspectives in International Relations theory and contrasting them,
- 3) Work on two main areas of research in the field, Security Studies and International Political Economy, categorizing the issues that we are interested in exploring in one of these areas of study,
- 4) Evaluate our level of knowledge of research areas and International Relations theory by responding to recent debates in foreign policy.

Method of Instruction:

This course is designed to be conducted online. All lectures are recorded and posted on Canvas. In addition, there are detailed weekly schedules on Canvas that will help us better understand that week's goals and navigate through readings, quizzes and discussion threads. Instructors hold weekly meetings with students over Zoom, once every week and students are welcomed to ask questions, make comments and share their online experiences as we move forward.

Class Expectations:

(1) Exams: All exams will consist of multiple choice, short answer and fill-in-the-blank type questions that draw on the readings, and lectures (the quiz will only consist of multiple choice and fill in the blank questions). You will be responsible for all the course material regardless of whether they are covered in the lecture or not. All exams are cumulative. We will have a quiz, a midterm and a final exam. We have three quizzes to be held on July 10, July 17 and July 31; the midterm is scheduled for July 24; and, the final will be held on the day that will be announced by the University administration. The material assigned for the exam day WILL NOT BE included in the exam.

Make-ups for the exams will be given only under extraordinary conditions which are health-related issues (should be documented by a physician to be considered by the instructor) and religious reasons (the instructors should be informed early in the semester to make appropriate accommodations, see pg. 3-4 of the syllabus). Quizzes and exams (except for the final) will open on Monday at 7am (except for the first quiz which opens on Tuesday at 7am) and close on Friday midnight.

(2) Discussions: Two discussion topics have been assigned to each of the five weeks of class. The first discussion thread on Canvas opens on Monday at 12:01am and closes on Tuesday at 11:59pm. The second discussion thread on Canvas opens on Thursday 12:01am and closes on Friday at 11:59pm. The discussions will be moderated by our TA who will initiate the discussion with a post of her own. Please peruse the reading before you start posting on the related discussion thread on Canvas. To claim your points, please tell your colleagues what you think and respond to two earlier comments also posted by your classmates.

(3) Research Paper: You are expected to write a research paper for this class, due on August 7, the last day of classes, by 11:59pm. Research papers will be written on a specific foreign policy issue. We put together a list of articles from *Foreign Affairs*, the leading journal on global issues that are pertinent to the United States. You are expected to find out 1) which specific policy/policies the US adopted in response, 2) which executive branch division, foreign policy actor, lawmaker or Congressional committee advocated this response, 3) which area of research your article belongs to (Security Studies or International Political Economy), 4) perhaps most important, which perspective in International relations theory (realism or liberalism) best explains the US's approach and why. The evidence can only be gathered from reputable newspapers, magazines, government websites, congressmen's websites and twitter accounts. Other internet sources will not be allowed. Papers should be approximately 2,000 words (excluding bibliography page) and the text must be double-spaced, written in Times New Roman font and 12-font size, leaving one inch space on each side of the page.

Grading Criteria:

Here is the breakdown of your final grade. Percentages indicate the contribution of each assignment to your final grade:

- 1) **Quizzes:** 5% each,
- 2) **Midterm:** 20%,
- 3) **Final exam:** 25%,
- 4) **Discussion threads:** Your participation in each thread is worth 2% and in total, discussions are 20% of your final grade,
- 5) **Paper:** 20%.

Grading Scale:

Grades will be assigned as follows:

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

Submission Policies:

All assignments in this course will be completed on Canvas. All of our quizzes and exams will be taken on Canvas. Multiple choice questions are graded automatically and the students can review their scores on this type of questions. However, fill in the blank and essay type questions will be graded manually by the instructors and can be reviewed on Canvas no later than a week after the assignment is completed. Discussion threads are also created on Canvas and will be graded by Sunday midnight of that week. Finally, students are expected to upload their final papers to the dropbox also on Canvas. Please review the deadlines for the assignments to make sure that you donot have any conflicts with the course schedule.

Reading Material:

There is one required textbook I have assigned for this course. The book is available in the University Bookstore. The title is:

World Politics: The Menu for Choice; Bruce Russett, Harvey Starr, and David Kinsella (Boston: Wadsworth).

Articles assigned for discussion thread will also be posted on Canvas every week on Sunday (for the first thread) and Tuesday (for the second thread).

Grade Appeals

All grade appeals should be made in writing. If you believe that a grade you were assigned does not reflect your performance, you can dispute it. You will be asked to write a brief memo explaining why you should have received a higher grade on that assignment. This should be done within a week after the grade is announced. You can email the memo and the related assignment to one of the instructors. We will respond to you in writing and address each of your concerns in detail.

Students with Disabilities

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 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.

Course Plagiarism Policy

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);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](#).

Religious Observances

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 review the syllabus closely and try to find out whether you have time conflicts with any of the assignments. We encourage you to do so in the first two weeks of the semester and inform us about your concerns either during our office hours or after lecture. See the [campus policy regarding religious observances](#) for full details.

Classroom Behavior (to be observed on discussion threads on Canvas)

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](#).

Discrimination and Harassment

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. 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.

Class Outline:***Week I. Preliminaries of International Relations***

Intro: This week, we will start with the basic concepts/approaches in International Relations such as “state” and “anarchy”, research questions of interests in our subfield and how we find answers to these questions.

Objectives: define basic concepts, identify important research topics and questions in IR, learn how to construct a research design to answer questions in IR.

July 7: Organizational Meeting.

DISCUSSION TOPIC: What are the issues in International Relations that you are particularly interested in exploring? Alliances? Trade Wars? Civil Wars? What do you think is the most pressing foreign policy issues for countries around the world? For the United States?

July 8: Scientific Study of International Relations 9th
Edition: Russett et al; Chapter 2, pg. 34-43. 10th
Edition: Russett et al; Chapter 2, pg. 28-35.

July 9: Levels of Analysis
9th Edition: Russett et al.; Chapter 1, pg. 13-21 and Chapter 7, pg. 180-189.
10th Edition: Russett et al.; Chapter 1, pg. 10-17 and Chapter 6, pg. 146-155.

DISCUSSION TOPIC: Who are the most important actors in International Relations today? States? Institutions? Non-governmental Organizations? Insurgent groups? Central Banks?

July 10: Actors
9th Edition: Russett et al.; Chapter 3.
10th Edition: Russett et al.; Chapter 3.

Week II. Looking for the Causes of State Behavior: IR Theory

Intro: In IR, we commonly try to understand what makes states (and other actors in IR) behave in ways that they do: in other words, we try to explain the causes behind foreign policy and decision-making. The perspectives we will talk about this week, propose general theories/explanations of state behavior.

Objectives: Evaluate states’ foreign policy choices, categorize the causes of foreign policy in perspectives, borrowing heavily from the levels of analysis tool we talked about last week.

July 13: Competing Perspectives
9th Edition: Russett et al.; Chapter 2, pg. 27-34.
10th Edition: Russett et al.; Chapter 2, pg. 21-28.

DISCUSSION TOPIC: What is soft power? Is there a 'soft-power index'? Which countries have high scores on this index? Where does the US stand? Why?

July 14: Power

9th Edition: Russett et al.; Chapter 5, pg. 105-123.

10th Edition: Russett et al.; Chapter 4, pg. 70-79.

July 15: Realism

9th Edition: Russett et al.; Chapter 4, pg. 78-103.

10th Edition: Russett et al.; Chapter 4, pg. 67-70, 79-88.

July 16: Liberalism

9th Edition: Russett et al.; Chapter 6.

10th Edition: Russett et al.; Chapter 5, pg. 99-123.

DISCUSSION TOPIC: Do foreign policymakers respond to international pressures or internal pressures? Are they more concerned about their political standing at home or their countries' international standing when they make foreign policy? Or do they play a "two-level game" where they take both into account?

July 17: Domestic Actors

9th Edition: Russett et al.; Chapter 7, pg. 163-180.

10th Edition: Russett et al.; Chapter 6, pg. 129-146

Week III. Security Studies

Intro: Research in security studies mainly concerns itself with the question, "what causes war?" This week, we will first define 'war' and then build on IR perspectives we studied last week as we talk about why states fight each other or are confronted with domestic groups armed to challenge them.

Objectives: Describe what war means according to conflict scholars, synthesize IR perspectives with security studies, examine widely used data in the security studies field.

July 20: Typology of Conflicts

Please explore the Correlates of War Project website (www.correlatesofwar.org) for an overview of conflict typology and an extensive collection of war cases.

DISCUSSION TOPIC: Which type of war is most relevant today? What does the data show? Why are states not fighting each other anymore? Does that mean that they no longer have disagreements? If yes, how do they resolve such disagreements?

July 21 Conflict Between States

9th Edition: Russett et al.; Chapter 8, pg. 198-208 and Chapter 9.

10th Edition: Russett et al.; Chapter 7, pg. 164-175 and Chapter 8.

July 22: Conflict Within States

9th Edition: Russett et al.; Chapter 8, pg. 208-218.

10th Edition: Russett et al.; Chapter 7, pg. 175-183

July 23: Unconventional Warfare

9th Edition: Russett et al.; Chapter 8, pg. 218-225.

10th Edition: Russett et al.; Chapter 7, pg. 183-190

DISCUSSION TOPIC: Why are civil wars the most prevalent form of conflict in today's world? Why are common people arming themselves to challenge their government?

July 24: Conflict Management and the UN

9th Edition: Russett et al.; Chapter 10, pg. 279-298.

10th Edition: Russett et al.; Chapter 9, pg. 245-256; Chapter 10, 270-286.

Week IV. Conflict Management and Beyond

Intro: How can we cure war? This week, we will study theories, such as democratic peace and interdependence&conflict, that purport that some states can positively identify their security with each other. In addition, there are rules/norms in the international system that may restrain states from attacking others.

Objectives: Recognize the possibility of cooperation in the international system despite anarchy, investigate how international law/institutions are designed to prevent war and evaluate whether this institutional design is commensurate to stop/prevent civil wars.

July 27: Universal Jurisdiction

9th Edition: Russett et al.; Chapter 10, pg. 261-279

10th Edition: Russett et al.; Chapter 9, pg.227-245

DISCUSSION TOPIC: Can you think of any pitfalls of universal jurisdiction? What if national courts attempt to try other nations' leaders for grave human rights abuses? Do you see any problems with this approach? Is the International Criminal Court a way around these problems? What are the potential problems with a permanent court such as ICC?

July 28: Democratic Peace

9th Edition: Russett et al.; Chapter 11, pg. 302-306, 325-328

10th Edition: Russett et al.; Chapter 5, pg. 123-127.

July 29: Economic Interdependence and Its Implications

9th Edition: Russett et al.; Chapter 13, pg. 363-377.

10th Edition: Russett et al.; Chapter 10, pg. 263-270; Chapter 11, pg. 292-302.

July 30: Financial Crisis

Lawrence, Donald. "The Slumps that Shaped Modern Finance," *The Economist*, April 18, 2014. (on Canvas)

DISCUSSION TOPIC: Is economic interdependence always a peaceful relationship? Can you imagine scenarios in which states fight over economic reasons such as natural resources? Or protectionist trade policies (trade wars)?

July 31: Trade Wars

“Battle Lines Drawn: A full-blown Trade War between America and China Looks Likely,” *The Economist*, June 21, 2018. (on Canvas).

Week V. International Political Economy

Intro: IPE is the second largest field of study in IR. This week, we will look at trends in trade and finance as well as economic institutions/regimes perform a regulatory role in global economy.

Objectives: Interpret global trends in trade and finance, recognize and critique the role institutions play in global economy, employ IR perspectives in the study of IPE related topics.

Aug.3: Institutions

DISCUSSION TOPIC: In the post-1945 world, the US has championed institution building and is still at the forefront of renovating those institutions, recently the IMF. For the global order that the US created in the post-1945 to survive, how should the rising states be treated? Are they revisionists or stake-holders in the global order? Do you think that the global order can be revised under the US leadership to include multiple partners and encourage more economic integration/cooperation?

Aug. 4: Economic Regimes

9th Edition: Russett et al.; Chapter 13, pg. 378-395.

10th Edition: Russett et al.; Chapter 11, pg. 302-320.

Aug.5: Regional Economic Blocs

9th Edition: Russett et al.; Chapter 14.

10th Edition: Russett et al.; Chapter 12.

Aug.6: The Development Gap

9th Edition: Russett et al.; Chapter 15.

10th Edition: Russett et al.; Chapter 13.

DISCUSSION TOPIC: European Union is an extra-ordinary form that a regional bloc can take because it is not only an economic union, but it is also a political union where state sovereignty is pooled (?). Do you think Brexit was a challenge to the EU? Do you think other countries will also part their ways with the Union? Nexit? Scottish Exit?

Aug.7: Class Wrap-up

