

PSCI 3193: INTERNATIONAL BEHAVIOR
ANALYZING CURRENT EVENTS IN INTERNATIONAL RELATIONS
SPRING 2017/ONLINE COURSE

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OFFICE: KETCHUM 234
HOURS: M 3:00-5:45
or by appointment

COURSE DESCRIPTION

This is an upper-division course in international relations focusing on systematically and rigorously understanding current events in international relations. The first-half of the course will examine state behavior in international security conflicts and the second-half of the course will examine state behavior in international political economy. Readings, lectures, assignments and assessments will assume at least introductory-level knowledge of the study of international relations (PSCI 2223 or equivalent).

COURSE OBJECTIVES

- understand and explain a variety of contemporary challenges facing the global community
- reproduce key IR concepts, IR explanations, and social scientific methodology
- analyze current events by applying concepts and frameworks from the course
- offer critical and informed policy recommendations for addressing contemporary international problems, including in areas not offered in this course.

COMMUNICATION POLICY

I will communicate with you through your Colorado email account and D2L. Please be in a habit of checking these accounts on a daily basis. Students are responsible for any and all information sent via these mediums, including any changes made to the syllabus, schedule or assignments. Students should contact me via my email provided above and expect a response from me within 24 hours. Additionally, students may come to my scheduled office hours or make an appointment for another time.

COURSE READINGS

There is one required textbook for the class. It is available at the CU Bookstore and most online stores of your choice. You MUST use the 6th edition of this book.

Snow, Donald M. 2015. *Cases in International Relations*. 6th Edition. Pearson Publishers.
(ISBN 13: 978-0-205-98353-7)

All other readings I will post on D2L. **The course is not self-paced**, and it is essential that students remain current with required readings.

Students will also read and post current event articles from around the world related to class topics. I recommend the following sources, although there are many others:

- The New York Times (<http://www.nytimes.com/pages/world>)
- The Economist (<http://www.economist.com/world>)
- The BBC (<http://www.bbc.co.uk/news/world>)
- National Public Radio (<http://www.npr.org/sections/world>)

TECHNICAL REQUIREMENTS

You need a consistent, high-speed Internet connection to view the online content in this course. Below are more specific technical requirements, by operating system:

- Microsoft Windows
 - Windows XP (Service Pack 2), Vista, or Windows 7 and above
 - Minimum 2GB RAM
 - High speed internet connection: 500 kbps or above (Cable, DSL, FiOS)
 - Working sound card and speakers/headphones
 - Mozilla Firefox browser is recommended with Java and cookies enabled (Internet Explorer 10 and 11 are not supported by D2L)
 - Sun Java Runtime Environment (JRE)
- Macintosh
 - Mac OS X (Lion 10.7 and above)
 - Minimum 2GB RAM
 - High speed internet connection: 500 kbps or above (Cable, DSL, FiOS)
 - Working sound card and speakers/headphones
 - Mozilla Firefox browser is recommended with Java and cookies enabled
 - Sun Java Runtime Environment (JRE)

Personal technical issues are not acceptable as excuses for failing to satisfy course policies. Please ensure in advance that you have reliable and consistent access to the internet, including especially your CU email address and D2L.

Also please note that *Technical Support* is available via CU's Help Desk at 303-735-4357, or help@colorado.edu. Services are available Monday through Friday from 7:30am to 7:00pm, and Saturday and Sunday from noon to 6:00pm. If you anticipate requiring technical support services, please plan accordingly.

ASSESSMENT

Online Discussions (40%): While we will not be meeting regularly in a classroom, students are expected to remain engaged and to participate actively and frequently in online class discussions throughout the semester. It is the primary venue through which students will interact with the instructor and with their peers. The purpose of our online discussions is for students to demonstrate a mastery of the assigned readings by discussing and critiquing the ideas presented therein, to propose alternate questions, comments, or ideas about the topics raised, and to respond to comments and questions raised by others.

I will open a **new discussion thread by 5:00 Monday of each school week**. Each thread will include five to ten discussion questions that address that week's readings. **You must respond to at least four of my questions by noon on Thursday each week. Then, you must respond to at least three other students' direct responses by midnight on Sunday each week.** You may choose any student and any response on which to comment. I encourage students to check in often during the week to respond to each other's posts and continue the conversation. You should not think about completing this activity in one day; rather, I expect you to comment several times a week. I strongly encourage you to pose additional discussion questions for your peers and respond directly to students who respond to your posts.

These discussions will be graded based on whether you completed the minimum number of responses and on the *quality* of your contributions. One way I assess the quality of your comments is whether it is clear to me that you have done the readings, so it may be helpful to describe an author's theory, use an example from the readings, provide page numbers, etc. I will provide you with your grade and written feedback each week and expect you to incorporate the feedback into future discussions.

Current Event Analysis Papers (15% each): Students will choose one current event dealing with a topic covered in each section of the course. Students will write a paper that analyzes and makes predictions about the event using the lessons from the course. The guidelines for the assignment are posted on the course website.

Exams (15% each): There will be a midterm exam that covers the first section of the course and a final exam that covers the second section of the course (so not cumulative). Both exams will be composed of multiple-choice questions, fill-in-the-blanks, short answers, and a short essay. It will cover all the material from the respective section, including readings, lectures, discussions, and current events. You will have 48 hours to complete the exam and you may use notes and readings but must work individually. I anticipate each exam taking about three hours.

Grading and Plagiarism Policies:

- You must complete all course requirements laid out above to receive a non-failing grade in the course.
- Late assignments are penalized 10% per day that it is late (includes weekends).
- There are no extra credit assignments in the course. Your course grade will be calculated based solely on the assessments/assignments described above.
- If I suspect plagiarism on an assignment or an assessment, I will turn the matter over to the CU Honors Council. Should you be found to have plagiarized, you will receive a zero on that assignment or assessment, in addition to whatever penalty that the Honors Council imposes.
- Final course grades will be assigned based on the following scale:
 - A: 94-100%
 - A-: 90-93%
 - B+: 87-89%
 - B: 84-86%
 - B-: 80-83%
 - C+: 77-79%

- C: 74-76%
- C-: 70-73%
- D+: 67-69%
- D: 64-66%
- D-: 60-63%
- F: 59 and lower

DUE DATES

Every Thursday by noon: Written answers to my online discussion questions

Every Sunday by midnight: Written responses to your colleagues' comments

Response Paper 1: Due anytime on or before March 12 at midnight (see paper guidelines)

Midterm Exam: Opens March 13 at 5 pm – Closes March 15 at 5 pm

Response Paper 2: Due anytime on or before April 21 at midnight (see paper guidelines)

Final Exam: Opens April 17 at 5 pm – Closes April 19 at 5 pm

COURSE SCHEDULE

SECTION I: INTERNATIONAL SECURITY

Week 1 (Feb 6-12): Sovereignty, Secession, & Self-Determination

- Snow. Chapter 1 and 15.
- Etzioni, Amitai. 1992. "The Evils of Self-Determination." *Foreign Policy* Winter, 21-35.
- "Saving South Sudan." <http://topdocumentaryfilms.com/saving-south-sudan/>

Week 2 (Feb 13-19) International Criminal Court

- Snow. Chapter 3
- Cobban, Helena. 2006. "Think Again: International Courts." *Foreign Policy* March, 22-28.
- Human Rights Watch. 2009. Section 1: Overview. "Selling Justice Short: Why Accountability Matters for Peace." New York, NY: Human Rights Watch.
- Syria Reading TBD
- For information about the ICC, I recommend scanning the ICC's webpage: <https://www.icc-cpi.int/about>

Week 3 (Feb 20-26): Nuclear Proliferation and Pivotal States

- Snow. Chapter 6 and 7.
- Waltz, Kenneth. 2012. 'Why Iran Should Get the Bomb.' *Foreign Affairs* 91.2: 2-5.
- Kroenig, Matthew. 2012. 'Time to Attack Iran: Why a Strike Is the Least Bad Option.' *Foreign Affairs* 91.1: 76-86.
- Kahl, Colin H. 2012. 'Not Time to Attack Iran: Why War Should Be a Last Resort.' *Foreign Affairs* 91.2: 166-73.
- Broad, William J. and Sergio Pecanha. 2015. 'The Iran Nuclear Deal: A Simple Guide.' *The New York Times* 15 January.

Week 4 (Feb 27 – Mar 5): Terrorism: Violent Transnational Networks

- Snow. Chapter 16.
- Laub, Zachary. 2015. 'The Islamic State.' Council on Foreign Relations Backgrounders. 18 May.
- Hanieh, Adam. 2015. "A Brief History of ISIS." *Jacobin* 11-12.
- Obama, Barack. 2014. 'Statement by the President on ISIL.' The White House. 10 September.
- Boot, Max. 2014. 'Defeating ISIS.' Council on Foreign Relations. Policy Innovation Memorandum No. 51. 14 November.
- Cronin, Audrey Kurth. 2015. 'ISIS Is Not a Terrorist Group: Why Counterterrorism Won't Stop the Latest Jihadist Threat.' *Foreign Affairs* 94: 87-98.

Week 5 (Mar 6-12)**International Migration**

- Snow. Chapter 14.
- Economist. July 30, 2016. "Drawbridges Up."
- Economist. May 28, 2016. "Looking for a Home."
- Watch one (or all!) of the following videos (you will be responsible for the content of each on the exam):
 - The Guardian. Sep 10, 2015. "We Walk Together: a Syrian refugee family's journey to the heart of Europe."
 - Top Documentary Films. "Salam Alaikum Sweden."
 - Vice News. Feb. 26, 2015. "Freezing and Fighting for Aid: Syrian Refugees in Lebanon."

SECTION II: INTERNATIONAL POLITICAL ECONOMY**Week 6 (Mar 13-19)****Free Trade**

- Snow. Chapter 9 and 11
- Wheelan, Charles. 2004. "Trade and Globalization: The Good News about Asian Sweatshops." *Naked Economics*.
- Krugman, Paul. 1997. 'In Praise of Cheap Labor: Bad Jobs at Bad Wages are Better than No Jobs at All.' *Slate* 27 March.
- TPP Reading TBD

Week 7 (Mar 20-26)**Development & Foreign Aid**

- Snow. Chapter 12, pages 222-233.
- Easterly, William. 2005. 'The Utopian Nightmare.' *Foreign Policy* 150: 58-64.
- Sachs, Jeffrey D. 2005. 'The Development Challenge.' *Foreign Affairs* 84.2: 78-90.
- Rahman, Aminur. 1999. 'Micro-credit Initiatives for Equitable and Sustainable Development: Who Pays?' *World Development* 27.1: 67-82.
- Poor Economis, selections

March 27 – April 2**Spring Break****Week 8 (Apr 3-9)****Regional Integration**

- Snow. Chapter 10.
- Porter, Henry. 2016. "Terrorism, Migrants, and Crippling Debt: Is This the End of Europe?" *Vanity Fair*, February 20, 2016.
- Brexit Reading TBD
- Vox. "Brexit: 9 Questions you were too embarrassed to ask." June 25, 2016.

Week 9 (*Apr 10-16*)

Climate Change, Energy, & the Environment

- Snow. Chapter 2 and 13.
- ([YouTube](#)) Climate 101 with Bill Nye.
- Economist. 2015. "The Paris agreement marks an unprecedented political recognition of the risks of climate change."
- Podesta, John and Peter Ogden. 2007/2008. "The security implications of climate change." *Washington Quarterly* 31 (1): 115-138.

Week 10 (*Apr 17-23*)

- No Readings
- Final Exam

UNIVERSITY POLICIES

1. Disability Accommodations

If you qualify for accommodations because of a disability, please submit to me 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>

2. 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

3. 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> and <http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#studentcode>

4. 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/>

5. 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 nonacademic 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> and <http://www.colorado.edu/academics/honorcode>