

POLS 231 — Fall 2012
International Relations

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Class: TuTh 9:00–10:15pm, Eng. Building 110
Office Hours: Tu 3:00-5:00, Th 3:00-4:00
and by appointment.

Course Description

This course is designed to give students an understanding of the important actors throughout world politics, the goals those actors have, and the problems they encounter. To understand these areas, students examine the various frameworks that political scientists use to evaluate actors, interests, and events in world politics. Thus, the course not only examines the theoretical approaches to understanding world politics, but how political science is a social science and evaluates the world. The areas this course covers include power, security, war, peace, international economics (trade, monetary policy, finance, and development), international organizations, and the role of non-state actors. As an introductory class, this covers a breadth of topics and encourages students to follow up on any particular thread further in more advanced courses offered in the department.

Course Format

The course is primarily in a lecture format. As such, students are expected to attend lectures each day. Additionally, the lectures are not purely drawn from the course readings and students will be responsible for knowing both written materials as well as what is covered in lecture for any quiz, test, and written assignment.

Required Text

There are three books required for the course:

1. Jeffrey Frieden, David Lake, Kenneth Schultz. 2012. 2nd Edition. *World Politics: Interests, Interactions, Institutions*. New York: W.W. Norton.
2. Nagl, John A. 2002. *Learning to Eat Soup with a Knife: Counterinsurgency Lessons from Malaya and Vietnam*. Chicago, IL: University of Chicago Press.
3. Bates, Robert H. 2011. *Prosperity & Violence: The Political Economy of Development*. New York: W. W. Norton

In addition to the books, there will be several articles required throughout the course. These articles will be available on blackboard under the **Course Documents** section.

This course does not require to subscribe to a newspaper or a magazine, but being knowledgeable about current events will certainly help your performance in the class as it will become easier to relate the topics we are discussing to ongoing events. A few recommended sources include:

- *The New York Times*
- *The Wall Street Journal*

- *The Economist*

Additionally, academic political science blogs can provide a wealth of information on specific topics. A few blogs worth following are (click to go to the website):

- The Quantitative Peace
- The Monkey Cage
- The Duck of Minerva

Finally, if you are a reddit users, there are several useful subreddits that can enhance your knowledge about world politics or international relations. Two academically inclined subreddits include:

- r/IRStudies
- r/PoliticalScience

Course Requirements

1. Geography Quizzes: 10%

Students should come out of this class with a broader understanding of how the international arena looks and how actors behave. In addition to this, it is prudent for students to understand where countries are physically located and what their neighbors look like. States are more likely to go to war with their neighbors than with any other state in the international system, and knowing what regions look like is important. There will be five geography quizzes throughout the course. The quiz will point to a set of countries and students will have to write down the names of the countries marked on the map. The quizzes will usually occur at the start of class, so punctuality for those days are important. The five regions are Europe, Asia, Africa, the Americas, and the Middle East. The list of countries for each region is available on Blackboard.

2. Three Major Tests: 45%

There will be three non-cumulative exams covering the material that occurs prior to the test itself. Two of the exams will happen during normal lecture periods while the 3rd will take place during the final day and time for the course.

3. Hypothesis Testing Paper 25%

Each student will be required to write a 4-5 page paper (double space, 12 pt. Times New Roman font, 1" margins) that applies the study of political science to an area of world politics that they are interested in. Students will be required to formulate a hypothesis with regards to two types of variables, explain why they believe this relationship exists, collect the data for at least 50 countries, present the relationship between the variables, and discuss whether or not their hypothesis was supported. 5% of the project will be from a one-page proposal where the students state their hypotheses and where they expect to get the data from for their test (**Due 3/21**). The remaining 20% of the project will be from the final paper which is due on the last day of class **Due 5/9**.

4. Reaction Paper 20%

For one of the books (Bates and Nagl), you will write a short 3-4 page paper (Double space, 12 pt font, 1" margins) focusing on one particular aspect of the book and analyzing it. The reaction paper should either be critical of some particular point or embrace the argument and expand it to another region not covered by the book. **The paper is due the day the book is assigned to be due.** For Nagl, this is 2/21. For Bates, this is 4/25.

If students are unhappy with their first grade (this only applies to those who write the Nagl paper), they can write the second hypothesis paper (Bates). The two grades will be averaged, thus making each reaction paper worth 10%.

General Guidelines and Information

1. **Lectures will begin on time.** Avoid arriving late to class; otherwise, you may miss important material, quizzes, or information about class assignments. However, being late is better than not showing up at all. If you do arrive late, attempt to arrive quietly into class and avoid making too much of a disruption. The same is true if you have to leave class early. If you miss any information due to your absence, ask a classmate for notes and to help you catch up. In general, it is a good policy to find people within the class that you can share notes with and be able to study collectively.
2. **Study guides and extra credit.** I do not offer either of these.
3. **Please avoid classroom disruptions.** Turn your cellphones to silent before class begins.
4. **Use the APSA style of reference.** To standardize citations and references, follow the guidelines set out by the *American Political Science Association*. Information and guidelines can be found in the following pdf file: <http://www.apsanet.org/media/PDFs/Publications/APSASStyleManual2006.pdf>.
5. **Cheating and plagiarism will not be tolerated.** All written work is subject to being submitted to SafeAssignment through Blackboard. This is a program that will find copied work from both published sources, the internet, and other work by students. Student who are found to be plagiarizing or cheating on a given assignment or test will automatically fail that assignment or test. If you wish to use work from another class, you must obtain permission from both instructors. Doing so without permission is a form of plagiarism.
6. **SafeAssignment:** All written assignments must be turned in through SafeAssignment given the appropriate links on Blackboard. The digital copy is due by the start of class on the day the assignment is due to be turned in. Assignments not turned in digitally will not be graded and receive a zero for that assignment. If you have trouble with submitting an assignment, contact the instructor immediately.
7. **Missing exams and late assignments:** There will not be makeup exams or quizzes. Late paper assignments will be severely penalized—as such, having work completed early will increase your chances of avoiding penalties to your grade. The standard deduction will be one full letter grade per day that the assignment is late. That is, an B– will become a C–.
8. **Camtasia:** I intend to capture each lecture with the Camtasia software that is embedded in blackboard. The software captures both the audio from the lecture as well as the slides on the computer. This resource is intended to be a supplement to students to help them when they miss class, when they want to double check their notes, or are reviewing for an exam. However, there are a few caveats that come with the use of this software that students should be aware of:
 - (a) The lecture will be posted after the following class. A Tuesday lecture will be posted Thursday; a Thursday lecture will be posted the following Tuesday. In the case of an upcoming exam, I will post the lectures immediately.
 - (b) Recording quality is not guaranteed. The software relies on my internal microphone and, given the size of the classroom and my movement while lecturing, there will be times when the audio is not clear.
 - (c) Recording itself is not guaranteed either. The software partially relies on having a stable internet connection and if that goes out or is unaccessible, then I will not be able to record the class. Other technical difficulties may make recording problematic and thus, students should not come to expect that there all lectures will be recorded. It will be there as a luxury when possible.
 - (d) Finally, if the recordings negatively impact class (attendance, participation, etc.), then I will discontinue recording the lecture sessions.

Given these issues, students are strongly encouraged to attend class during the regular session.

9. **Collective Note-taking:** To encourage collaboration in studying, I am trying something new semester in facilitating the sharing of notes.
- (a) For each class topic, there will be a Google document associated with it. Students using the document should log into it using their Boise email address.
 - (b) The link for each topic will be on Blackboard.
 - (c) These notes will be publicly available. Everything that is available will remain available to everyone else. If you delete things, do so carefully. Also, I can see the notes as well.
 - (d) For students who have a grade on the precipice of a higher mark, evidence of taking the class seriously is something I consider. As such, active participation in the public notes can provide that extra consideration in your grade.
 - (e) For the last point, not all students have access to laptops or can bring them to class. This should not discourage you from participating. You can backfill notes with additional thoughts, questions, and information from the book later on when you are reviewing the course material.
 - (f) Finally, at some point after the semester concludes, I will delete the notes on each page. As such, if you want to keep the public notes, make sure to save a local copy for yourself.
 - (g) There exists an inherent collective action problems with these notes: Will you be able to overcome it?
10. **Lecture Pace:** I speak quickly. Some thoughts on how to deal with this:
- (a) Ask questions.
 - (b) Ask me to go over or to give more detail about a particular issue.
 - (c) Use the recorded lecture format to fill in notes (discussed above).
 - (d) Use group notes so you can worry less about the slides and more about what is being talked about.
11. **Grade appeals.** If you believe that you were not graded appropriately for a given assignment and wish to contest that grade, you must do so in writing. Appeals will not be accepted for 48 hours from which the assignment was returned. The appeal should clearly state your objection and request that your work be re-evaluated. Re-evaluated work will be graded from scratch and the grade can be increase or decrease from the grade originally assigned.
12. **The syllabus.** the syllabus is a living document that can and will be altered throughout the duration of the course based both on need and design. Generally, this may means readings will be removed or added as needed. All changes will be listed on Blackboard, so make sure to check announcements for any such change.
13. **Contacting the instructor.** The best way to get in touch with me is either through email. Any question that is of general interest to the entire class should may be answered in a way that provides the answer to the entire class.
14. **Accommodations:** To request academic accommodations for a disability contact the Disability Resource Center by phone, (208) 426-1583, or e-mail, drcinfo@boisestate.edu. Students are required to meet with a Disability Specialist prior to receiving accommodations and may be required to provide documentation to clarify accommodation requests. Information about a disability is confidential. More information on the accommodation process can be found at <http://drc.boisestate.edu>.

Final Grades

A: 93+
A-: 90–93
B+: 88–90
B: 83–88
B-: 80–83
C+: 78–80
C: 70–78
D: 60–70
F: 0–60

Clarification: The upper limit is a boundary. For example, if a student's final grade is an 82.3, they will get a B-; however, if they get an 83, they will receive a B.

Course Schedule

This is the reading you are expected to have done *by the day it is assigned*. As mentioned earlier, the books are going to be the longest part and you should start reading them well in advance of the due date for discussion. Suggestions for readings will also be welcomed if they are offered early enough.

Note: Any author year listed in parentheses (e.g. (Waltz 1959)) will be found in the reference list at the very end of this document. These are usually articles or books chapters and can be found on Blackboard.

Week 1

Introduction and Getting to the Modern State

January 22nd	Introduction, Syllabus, State of Nature Game
January 24th	From Hunting and Gathering to Empires and Nation-States; the history of violence
Weekly Reading	FLS Introduction, (Tilly 1985)
Recommended Reading	(Diamond 1999, Spruyt 1996)
Recommended Listening	Link to Stuff You Should Know Podcast on “What was the most peaceful time in history?”

Week 2

Interests, Institutions, and the State

January 29th	Game Theory, The Prisoner's Dilemma, Rock-Paper-Scissors
January 31st	Game Theory II
Weekly Reading	FLS Chapter 1, (Huntington 1993)
Recommended Reading	(Pinker 2011)
Recommended Viewing	Link to Game Theory 101
	Film: <i>A Beautiful Mind</i>
	Film: <i>Doctor Strangelove</i>

Week 3

International Relations and the Scientific Method

February 5th Political Science as a Science I, Europe Quiz
February 7th Political Science as a Science II
Weekly Reading FLS Chapter 2, (Bull 1966, Singer 1969)
Recommended Reading

Week 4

Theories of War

February 12th Introduction to realism and liberalism
February 14th Introduction to bargaining
Weekly Reading FLS Chapter 3, (Thucydides 1910)
Recommended Reading

Week 5

Domestic Politics and War

February 19th Breaking Down the State, Asia Quiz
February 21st Domestic Politics and the Iraq War , Democracy Simulation
Weekly Reading FLS Chapter 4, Nagl Book
Due: Nagl Paper, 2/21
Recommended Reading

Week 6

Test, Civil War

February 26th **Test #1**
February 28th Civil War
Weekly Reading FLS Chapter 6 (Civil War Section), (Fearon 2007)
Recommended Reading

Week 7

International Institutions and Regimes

March 5th Alliances
March 7th Reigning in other states, Africa Quiz
Weekly Reading Chapter 5
Recommended Reading

Week 8

States Versus Non-state Actors

March 12th Extra-state actors
March 14th Terrorism, Pape
Weekly Reading FLS Chapter 6 (Terrorism Parts), (Pape 2003)
Recommended Listening Link to Stuff You Should Know Podcast on “No Fly Zones”

Week 9

Globalization and Trade

March 19th

March 21st

Weekly Reading

Due:

Recommended Reading

Trade I

Trade II, America's Quiz

FLS Chapter 7

Hypothesis Proposal 3/21

Spring Break

Week 10

International Monetary Relations

April 2nd

April 4th

Weekly Reading

Recommended Reading

Test #2

Introduction Monetary Relations

FLS Chapter 9

(Rogowski 1987)

Comic: *Link to SMBC*

Week 11

International Finance

April 9th

April 11th

Weekly Reading

Recommended Reading

International Financial Relations I, Middle East Quiz

No Class, MPSA

FLS Chapter 8

Week 12

Finance II, Development I

April 16th

April 18th

Weekly Reading

Recommended Reading

International Financial Relations II

Development I

FLS Chapter 10 FLS

Week 13

International Development II, Environment

April 23rd

April 25th

Weekly Reading

Due:

Recommended Reading

Development II, Discuss Bates

The Environment

Finish Bates

FLS Chapter 13, Bates Paper, 4/25

Week 14

Human Rights

April 30th

May 2nd

Weekly Reading

Recommended Reading

The Practice of Human Rights

The Study of Human Rights

FLS Chapter 11-12

Week 15

Other Areas

May 7th

May 9th

Weekly Reading

Due:

Recommended Reading

Weapons of Mass Destruction/Rise of China

Wrap up class

FLS Chapter 14

Hypo paper due 5/9

Final

Tuesday, May 14th, 2012

9:30am–11:30am

List of Articles

Bull, Hedley. 1966. "International theory: the case for a classical approach." *World Politics* 18(3):361–77.

Diamond, Jared M. 1999. *Guns, germs, and steel*. New York, NY: W. W. Norton.

Fearon, James D. 2007. "Iraq's civil war." *Foreign Affairs* 86(2):2–15.

Huntington, Samuel P. 1993. "The clash of civilizations." *Foreign Affairs* 72(3):22–49.

Pape, Robert A. 2003. "The strategic logic of suicide terrorism." *American Political Science Review* 97(3):343–361.

Pinker, Stephen. 2011. *The better angels of our nature: Why violence has declined*. New York, NY: Viking Adult.

Rogowski, Ronald. 1987. "Political cleavages and changing exposure to trade." *American Political Science Review* 81(4):1121–1137.

Singer, J. David. 1969. The incomplete theorist: Insight with evidence. In *Contending Approaches to International Politics*, ed. James N. Rosenau & Klaus Knorr. Princeton, NJ: Princeton University Press.

Spruyt, Hendrik. 1996. *The sovereign state and its competitors: An analysis of systems change*. Princeton, NJ: Princeton University Press Princeton Univ Pr.

Thucydides. 1910. *The peloponnesian war*. New York: E.P. Dutton.

Tilly, Charles. 1985. War making and state making as organized crime. In *Bringing the state back*, ed. Peter Evans, Dietrich Rueschemeyer & Theda Skocpol. Cambridge: Cambridge University Press.

Waltz, Kenneth N. 1959. *Man, the state and war*. New York: Columbia University Press.