

INTRODUCTION TO INTERNATIONAL RELATIONS

POLI 211, Fall 2013

1070 Duncan Hall

11:00-11:50 MW plus discussion section

INSTRUCTORS:

Professor Ashley Leeds

119 Herzstein Hall, (713) 348-3037

email: leeds@rice.edu

web: www.ruf.rice.edu/~leeds

Office Hours: Monday and Wednesday 2:00-3:30 pm, or by appointment.

Teaching Assistant Jaewook Chung

121 Herzstein Hall

email: jaewook.chung@rice.edu

Office Hours: Monday 1:00-2:00 pm, Thursday 2:00-3:00 pm, or by appointment.

Teaching Assistant Naoko Matsumura

121 Herzstein Hall

email: naoko.matsumura@rice.edu

Office Hours: Monday and Friday 1:00-2:00 pm, or by appointment.

COURSE CONTENT:

This course will expose you to many of the problems and issues of world politics and the main theories that scholars believe explain the events we witness. We will discuss the nature of the international system, the causes and effects of international conflict, and the difficulties faced by countries in establishing international cooperation. In addition to the traditional focus on war and peace, we will consider political dimensions of the international economy, the role of international organizations and international law, and prospects for global development. The purpose of this course is to provide a theoretical and historical basis for analyzing and understanding international politics. It is not primarily a current events or a history course, but current and historical events will be discussed. You will be encouraged to develop your analytical skills and to clarify your own views regarding policy options in world politics. The course should prepare you for more advanced classes in international relations and help you to think critically and analytically about current events. You should leave this course feeling that you are a more informed citizen of the world.

COURSE STRUCTURE:

This course is structured in two parts. On Monday and Wednesday mornings, the entire class will meet together for lectures related to assigned readings. Each student will also attend one of five smaller discussion sections scheduled on Wednesday, Thursday, or Friday. During the discussion sections, students will discuss current events and debate policy options. The discussion sections are scheduled as follows:

SECTION	DAY/TIME	INSTRUCTOR	LOCATION
Section 1	Wed. 4:00-4:50 pm	Leeds	120 Humanities Building
Section 2	Thu. 4:00-4:50 pm	Matsumura	120 Humanities Building
Section 3	Thu. 7:00-7:50 pm	Chung	226 Humanities Building
Section 4	Fri. 11:00-11:50 am	Matsumura	126 Herring Hall
Section 5	Fri. 11:00-11:50 am	Chung	226 Humanities Building

EVALUATION:

Grades will be determined in the manner described below. The Rice University Honor Code applies to all written assignments for this course.

The grading scale for this course is as follows:

97-100	A+	87-89	B+	77-79	C+	67-69	D+
93-96	A	83-86	B	73-76	C	60-66	D
90-92	A-	80-82	B-	70-72	C-	0-59	F

10% -- Participation in Discussion Sections

Because this is a large introductory course, discussion sections are your best opportunity to engage in active discussion of current issues with your peers. In order for the experience to be beneficial for everyone, we need full participation. As a result, attendance and participation in discussion sections are required. Your participation in class discussions contributes to the quality of the course for your colleagues; your comments help to create the course. Participating in class discussions by asking questions, answering questions, and offering opinions is one of your responsibilities as a student in this course, and this is reflected in your final grade.

No outside knowledge of international relations or political science scholarship, of history, or of current events will be necessary for effective participation. Discussion of other scholarship, history, and current events will certainly be welcome when it is relevant, but careful reading of the materials assigned for this course, attention to major news stories relating to international politics, and concentrated thinking about the ideas raised in class will be a sufficient basis from which to contribute profitably to class discussion.

During class discussions, classroom etiquette is vital. Please recognize that our classroom includes people with various life experiences, different perspectives, and divergent strategies for defending their views. Please state your opinions constructively and respectfully, listen carefully when your colleagues are speaking, and speak to the instructor if you are offended by something that is said in class.

This portion of your grade will be based both on your attendance and the quality of your contribution to discussion in your section. Obviously, you cannot participate in discussion if you are not present. Thus, regular attendance is expected and will not raise your participation grade. If you do not attend, however, your participation grade will be reduced; consistent attendance is a prerequisite for effective participation. Attendance will be taken at each discussion period. You must attend the section for

which you are registered unless you have prior permission from the instructor to attend a different discussion section during a given week. Each student may miss one session during the semester without penalty. In other words, if you miss no more than one meeting of your section, you will have attended 100% of the class sessions for the purpose of grade calculation. At the end of the semester, each student will receive a grade on a scale of 1-100 for the quality of his or her contribution to discussion. This grade will be multiplied by the percentage of classes attended to determine the final grade for class participation. Students with more than one unexcused absence will find that not attending class reduces their participation grades.

Here are some illustrative examples. Mary Smith participates regularly and effectively in her discussion section and has no more than one unexcused absence. Her grade for participation is 95%, and her grade for attendance is 100%. Her participation and attendance grade is an A, 95%. Her sister Sherry Smith also participates effectively in discussion when she attends. She earns a 95% for participation, but has attended only 70% of her section meetings. Her grade for participation and attendance is 66.5%, a D. Mary's best friend, Alice Jones, always comes to class, but is very shy and contributes to discussion only rarely. She earns a 75% for participation, but attends 100% of the meetings. Her grade for participation and attendance is a C, 75%. Finally, Mary and Sherry's cousin Laura Smith also participates rarely and has missed a number of class meetings. She earns a 75% for participation and a 60% for attendance. Her resulting grade for participation and attendance is an F, 45%.

As you can see, doing well on this portion of your final grade requires both attending class and participating in discussion. If you find that you are uncomfortable speaking in class, please speak to the instructor as soon as possible. Students are welcome to discuss their performance in class discussions with the instructor at any time during the semester.

Attendance will not be taken at the lectures on Monday and Wednesday, but most students find that attending lectures enhances their understanding of the course material and provides for a more fulfilling experience. The readings listed for each day on the syllabus should be completed before class begins. Even when material is presented in lecture format, your active participation is very important. Always feel free to ask questions and state your opinions in a way that invites discussion.

24% -- Analytical Papers (2 @ 12% each)

The discussion sections will be devoted to contemporary policy debates in world politics. Each week we will discuss four to six readings that present different points of view or discuss different aspects of a common problem; the topics relate to theories we discuss in class. All students are required to complete the assigned reading (between 50 and 100 pages) before their discussion section each week and to arrive prepared to discuss the issue. In addition, twice during the semester, each student must turn in an analytical paper of no more than five pages (double spaced) in response to a question based on the readings. The paper questions will be posted on OWL-Space ahead of time. Each student may choose the two issues that he or she wishes to write on, but papers on a given issue are due at the beginning of the class period in which the issue is discussed. Late papers will not be accepted. Please upload your paper as an attachment in the "assignments" section on OWL-Space *before* attending your discussion section. We prefer attachments in Microsoft word format, but if this is not available to you, you may post a .pdf document.

The questions will require you to make an argument. Your paper should not merely summarize the

assigned readings. At the same time, however, you will be expected to address issues raised in the readings, and we do expect you to cite the relevant articles in your paper. In grading these papers, we will evaluate the following: (1) Does the student demonstrate an understanding of the assigned readings? (2) Does the student offer an insightful analysis of the readings? Does the student see ways in which different pieces fit together and/or contrast with one another? (3) Does the student make a compelling argument in response to the question posed? (4) Is the paper well organized, coherent, clear, and concise? Is the writing grammatically correct and stylistically appropriate?

Planning is crucial to writing a good essay. Your papers are limited to five pages, so it is important for you to determine what information is relevant. Each paper should include an introduction, a body, and a conclusion. The introduction should introduce the topic, capture the interest of the reader, and explain what you intend to accomplish in the text. Your introduction should preview what you will argue in the paper and should include a thesis statement that states your argument succinctly. In the body of the essay, you should present your argument logically and provide evidence to support it. Each paragraph should address a single point and include a beginning, a middle, and an end. The paper should flow from one paragraph to the next with clear transitions; a paragraph should always be related to the previous and the following paragraph. The conclusion should summarize and reinforce the argument and explain what you believe that you have proven. It is often helpful as well to draw out the implications of your argument for future trends, for policy options, and/or for groups of people.

Very few people, regardless of their level of experience, write excellent essays in one draft. Editing is very important. You are strongly encouraged to reread and revise your work. It is often beneficial to ask another person to read your essay as well. Look carefully for weaknesses in your argument and for places where you do not explain your point clearly. Avoid excessive reliance on direct quotations; paraphrase where possible. Check for continuity and clear transitions, and remove awkward phrasing. Most computer programs help you to check grammar and spelling. Papers with several grammatical and spelling errors will be penalized. Having good ideas is very important, but being able to express them well is also crucial. Your paper grades will reflect both the points that you make and the way in which you convey the information.

It is essential that you provide appropriate citations when reporting the ideas of others. Plagiarism is a crime and a violation of Rice University Honor Code. For an explanation of plagiarism, every student should read the publication provided by the Rice Honor Council entitled "Academic Fraud and the Honor System". It is available on the World Wide Web at <http://honor.rice.edu>. You must offer acknowledgement whenever you reference an author's ideas, whether or not you are quoting an author directly. If you have any questions about the circumstances under which citations are required or about the extent to which your work must be independent and distinguishable from your reference sources, please be sure to ask for assistance.

Rice is fortunate to have a Center for Written, Oral, and Visual Communication. I encourage you to take advantage of this resource for improving your writing, both on your papers for this class and during your time at Rice overall. You can find information about the Center, which is located on the second floor of Fondren Library, here: <http://cwovc.rice.edu/>.

While you may choose to write on any two topics, we recommend that you hand in your first paper early enough in the semester to receive feedback before completing the later paper. We will do our very best to return graded papers within one week after they have been turned in.

66% -- Exams (3 @ 22% each)

There will be three one hour in-class exams during the semester. Each exam will cover material from approximately one-third of the course. The exams will require you to demonstrate knowledge of material from readings, lectures, and class discussions. Further information regarding the structure of the exams will be conveyed before the exams, but most likely they will involve some combination of multiple choice questions and essay questions.

In evaluating your exam answers, your instructors are trying to determine what you know and understand and how well you can form and present an argument. If you leave out “obvious” points or logical connections or do not define important terms, we cannot be sure if you understand the material. Please keep this in mind in writing your essays.

Exams may be made up only in the case of medical excuse or verified emergency; make-up exams may differ from those taken at the scheduled exam time. In order to be eligible for a make-up exam, you must obtain permission from Dr. Leeds *before* the exam is held unless this is physically impossible. The exams are tentatively scheduled for **Monday, October 7, Wednesday, November 6, and Wednesday, December 4.**

Questions About Grades:

We will do our best to make assignments clear and to provide plenty of information about how grades are determined; an answer key will be returned with each exam. If you receive a grade on an exam or assignment that you think is inappropriate given the requirements of the course, we encourage you to discuss it with us as soon as the question arises. During the week after an exam or assignment is returned, you are welcome to return your work to Dr. Leeds with a written explanation of what aspects you would like reviewed, and she will regrade those portions. Be aware, however, that grades can be adjusted both up and down in regrading. Only Dr. Leeds can change grades; while Naoko and Jae will be happy to discuss your work with you, they are not empowered to adjust grades. Once a week has passed after the return of the assignment, no further grade changes will be allowed.

SPECIAL PROVISIONS:

Students with documented disabilities who require special accommodations should meet with Dr. Leeds and express their needs during the first two weeks of class. All discussions will remain confidential. Students with disabilities must also contact Disability Support Services in the Allen Center. The Department of Political Science is happy to do whatever we can to assure each student full and rewarding participation in classes.

INSTRUCTOR CONTACT:

Most students attend office hours only immediately before exams or after grades are returned. These are times when long lines form. We are very happy to answer questions about exams, but we also encourage you to use our office time throughout the semester to discuss the course. Because this is an introductory course, we cover a broad range of material in a short time. As a result, there may be topics that you wish were covered in more detail. It is important to us that this course enriches your

educational experience. We hope that you will feel free to visit during our office hours whenever you think discussion on an individual basis would be helpful. Take responsibility for your learning and ask for individual attention when you need it. Dr. Leeds will hold office hours Monday and Wednesday from 2:00-3:30 pm. Naoko will hold office hours Monday and Friday from 1:00-2:00 pm, and Jae will hold office hours Monday from 1:00-2:00 pm and Thursday from 2:00-3:00 pm. If you cannot attend office hours, we will make appointments to meet with you at other times.

OWL-SPACE:

Many course materials will be made available on OWL-Space, so students are expected to check the course site frequently. We will post copies of the power point slides from lectures, links to the articles assigned for discussion sections, paper assignments, course announcements, and more. In addition, you are required to turn in your analytical paper assignments on OWL-Space.

REQUIRED READING:

The textbook for this course is:

Frieden, Jeffrey A., David A. Lake, and Kenneth A. Schultz. 2013. *World Politics: Interests, Interactions, Institutions*. 2nd edition. New York: W. W. Norton. ISBN 978-0393912388

The book is available at the campus bookstore and from several online retailers. Norton also provides an option to purchase an e-book—either one you can read on the web for a given number of days or one you can download—at considerable savings. Go to <http://books.wwnorton.com/nortonebooks/> to learn more about the ebook options.

The readings for discussion sections come from journals that are available online through Fondren Library. The urls for the assigned reading are posted on OWL-Space, and you can access them from any Rice computer or from any other location through Rice Proxy or a VPN connection.

We also encourage you to keep up to date on current events by reading articles relating to foreign policy and international relations in a major news media source. Two good sources are *The New York Times* and *The Washington Post*. A major weekly news magazine, such as *The Economist*, will also provide strong coverage of international events.

DISCUSSION AND READING SCHEDULE:

Readings listed for each day should be completed *before* the class meeting. This schedule may be subject to change. If any changes are necessary, you will be notified through OWL-Space with as much advance notice as possible.

Week 1:

Mon. 8/26 Introduction to Course: Read syllabus thoroughly

Wed. 8/28 Studying International Relations: Frieden, Lake, and Schultz (FL&S) Introduction

No discussion sections

Week 2:

Mon. 9/2 No class: Labor Day

Wed. 9/4 The Development of the Current International System: FL&S Chapter 1

Discussion: Introduction to Sections and Discussion of Current Events

Week 3:

Mon. 9/9 Thinking About International Politics: FL&S Chapter 2

Wed. 9/11 Why War? FL&S Chapter 3

Discussion: American Foreign Policy (63 pages)

Indyk, Martin S., Kenneth G. Lieberthal, and Michael E. O'Hanlon. 2012. Scoring Obama's Foreign Policy. *Foreign Affairs* 91 (3): 29-43.

Drezner, Daniel W. 2011. Does Obama Have a Grand Strategy? *Foreign Affairs* 90 (4): 57-68.

Zenko, Micah and Michael A. Cohen. 2012. Clear and Present Safety. *Foreign Affairs* 91 (2): 79-93.

Posen, Barry R. 2013. Pull Back: The Case for a Less Activist Foreign Policy. *Foreign Affairs* 92 (1): 116-128.

Brooks, Stephen G., G. John Ikenberry, and William C. Wohlforth. 2013. Lean Forward: In Defense of American Engagement. *Foreign Affairs* 92 (1): 130-142.

Week 4:

Mon. 9/16 War, continued: FL&S chapter 4

Wed. 9/18 War, continued: no new reading

Discussion: Nuclear Deterrence and Proliferation (75 pages)

Schell, Jonathan. 2000. The Folly of Arms Control. *Foreign Affairs* 79 (5): 22-46.

Lieber, Keir A. and Daryl G. Press. 2009. The Nukes We Need: Preserving the American Deterrent. *Foreign Affairs* 88 (6): 39-51.

Schulte, Gregory L. 2010. Stopping Proliferation Before it Starts. *Foreign Affairs* 89 (4): 85-95.

Sagan, Scott D. 2006. How to Keep the Bomb from Iran. *Foreign Affairs* 85 (5): 45-59.

Jervis, Robert. 2013. Getting to Yes with Iran. *Foreign Affairs* 92 (1): 105-115.

Week 5:

Mon. 9/23 International Institutions and War: FL&S chapter 5

Wed. 9/25 International Institutions, continued: no new reading

Discussion: Peacemaking (49 pages)

Evans, Gareth and Mohamed Sahnoun. 2002. The Responsibility to Protect. *Foreign Affairs* 81 (6): 99-110.

Western, Jon and Joshua S. Goldstein. 2011. Humanitarian Intervention Comes of Age. *Foreign Affairs* 90 (6): 48-59.

Valentino, Benjamin A. 2011. The True Costs of Humanitarian Intervention. *Foreign Affairs* 90 (6): 60-73.

Tabler, Andrew J. 2013. Syria's Collapse. *Foreign Affairs* 92 (4): 90-100.

Week 6:

Mon. 9/30 Civil War and Terrorism: FL&S chapter 6

Wed. 10/2 Review

Discussion: Terrorism (59 pages)

Byford, Grenville. 2002. The Wrong War. *Foreign Affairs* 81 (4): 34-43.
Mueller, John. 2006. Is There Still a Terrorist Threat? *Foreign Affairs* 85 (5): 2-8.
Byman, Daniel. 2006. Do Targeted Killings Work? *Foreign Affairs* 85 (2): 95-111.
Neumann, Peter. 2007. Negotiating With Terrorists. *Foreign Affairs* 86 (1): 128-138.
Stern, Jessica. 2010. Mind Over Martyr: How to Deradicalize Islamist Extremists. *Foreign Affairs* 89 (1): 95-108.

Week 7:

Mon. 10/7 **Exam 1**

Wed. 10/9 International Trade: FL&S chapter 7

Discussion: Human Rights (84 pages)

Falk, Richard. 2004. Human Rights. *Foreign Policy* 141: 18-28.
Ignatieff, Michael. 2001. The Attack on Human Rights. *Foreign Affairs* 80 (6): 102-116.
Bell, Daniel A. and Joseph H. Carens. 2004. The Ethical Dilemmas of International Human Rights and Humanitarian NGOs. *Human Rights Quarterly* 26 (2): 300-329.
Coleman, Isobel. 2004. The Payoff From Women's Rights. *Foreign Affairs* 83 (3): 80-95.
Haugen, Gary and Victor Boutros. 2010. And Justice for All: Enforcing Human Rights for the World's Poor. *Foreign Affairs* 89 (3): 51-62.

Week 8:

Mon. 10/14 No class: Fall Break

Wed. 10/16 International Trade, continued: no new reading

Discussion: International Trade and the Growth and Distribution of Income (64 pages)

Scott, Bruce R. 2001. The Great Divide in the Global Village. *Foreign Affairs* 80 (1): 160-177.
Ross, Robert and Anita Chen. 2002. From North-South to South-South. *Foreign Affairs* 81 (5): 8-13.
Sutherland, Peter D. 2008. Transforming Nations: How the WTO Boosts Economies and Opens Societies. *Foreign Affairs* 87 (2): 125-136.
Spence, Michael. 2011. The Impact of Globalization on Income and Employment. *Foreign Affairs* 90 (4): 28-41.
Schwab, Susan C. 2011. After Doha. *Foreign Affairs* 90 (3): 104-117.

Week 9:

Mon. 10/21 International Monetary Relations: FL&S chapter 9

Wed. 10/23 Guest Speaker—David Forsythe

Discussion: Attend public lecture by David Forsythe at 5:00 pm on Wednesday, October 23, Location TBA. Provisions will be made for those who can not attend at this time due to a scheduling conflict to watch the lecture on video.

Week 10:

Mon. 10/28 International Financial Relations: FL&S chapter 8

Wed. 10/30 Development: FL&S chapter 10

Discussion: Promoting Health Internationally (73 pages)

Garrett, Laurie. 2007. The Challenge of Global Health. *Foreign Affairs* 86 (1): 14-38.
Naim, Moises and Gro Harlem Brundtland. 2002. The FP Interview: The Global War for Public Health. *Foreign Policy* 128: 24-36.
Check, Erika. 2006. Quest for the Cure. *Foreign Policy* 155: 28-36.

Garrett, Laurie. 2005. The Lessons of HIV/AIDS. *Foreign Affairs* 84 (4): 51-64.
Lyman, Princeton N. and Stephen B. Wittels. 2010. No Good Deed Goes Unpunished: The Unintended Consequences of Washington's HIV/AIDS Programs. *Foreign Affairs* 89 (4): 74-85.

Week 11:

Mon. 11/4 Review
Wed. 11/6 **Exam #2**
No discussion sections

Week 12:

Mon. 11/11 International Law and Cooperation: FL&S pages 420-434, 49-72 (reread), and chapter 13
Wed. 11/13 International Law and Cooperation, continued: FL&S pages 434-450.
Discussion: Environmental Cooperation (53 pages)

McKibben, Bill. 2009. Climate Change. *Foreign Policy* 170: 32-38.
Pope, Carl and Bjorn Lomborg. 2005. The State of Nature. *Foreign Policy* 149: 67-73.
Levi, Michael A. 2009. Copenhagen's Inconvenient Truth: How to Salvage the Climate Conference. *Foreign Affairs* 88 (5): 92-104.
Grunwald, Michael. 2009. Seven Myths About Alternative Energy. *Foreign Policy* 174: 130-133.
Ball, Jeffrey. 2012. Tough Love for Renewable Energy. *Foreign Affairs* 91 (3): 122-133.
Tollefson, Jeff. 2013. A Light in the Forest. *Foreign Affairs* 92 (2): 141-151.

Week 13:

Mon. 11/18 Human Rights: FL&S chapter 12
Wed. 11/20 The Future: Power Transitions and Military Issues: FL&S chapter 14
Discussion: International Criminal Law (98 pages)

Bolton, John R. 2001. The Risks and Weaknesses of the International Criminal Court from America's Perspective. *Law and Contemporary Problems* 64 (1): 167-180.
Baker, Bruce. 2004. Twilight of Impunity for Africa's Presidential Criminals. *Third World Quarterly* 25 (8): 1487-1499.
Snyder, Jack and Leslie Vinjamuri. 2003/04. Trials and Errors: Principles and Pragmatism in Strategies of International Justice. *International Security* 28 (3): 5-44.
Akhavan, Payam. 2009. Are International Criminal Tribunals a Disincentive to Peace?: Reconciling Judicial Romanticism with Political Realism. *Human Rights Quarterly* 31 (3): 624-654.

Week 14:

Mon. 11/25 The Future: European Union and Global Governance: no new reading
Wed. 11/27 No class: Thanksgiving Break
No discussion sections (Thanksgiving Recess)

Week 15:

Mon. 12/2 Review
Wed. 12/4 **Exam #3**
No discussion sections