Course Description: Why do states cooperate or go to war? What produces tension in the society of states? Through the systematic study of international relations (IR) we seek to identify patterns of state interactions and the reasons those patterns exist. The international world is among the most complex topics that social scientists attempt to explain. This class will explore the origins of international relations, important issues in world politics, and give students tools to better analyze the interactions of states and non-state actors. Upon completion of the course, students should be able to better understand the complexity of world politics from a variety of theoretical perspectives and to think systematically about global politics.

Goals: For students to have theoretical tools with which to analyze and understand both cooperation and conflict in international affairs, as well as to understand the various actors in international politics.

Required Text: Charles Kegley & Shannon Blanton, *World Politics: Trends and Transformation 2014-2015 Edition*. Other selected readings will be made available to students online. Note: Students are expected to read the material prior to our class sessions.

Course Requirements: The major assessments in this course will consist of a 1) midterm and 2) final exam, frequent 3) reading questions, and 4) three periodic conceptual summaries. Reading questions will be due whenever we have readings, will be posted online at least 24hrs prior to our readings being due, and will briefly cover the major points of the assigned readings. The periodic summaries will be collected from each student and will consist of answers to a series of central questions about the unit’s readings that I will pose. Summaries will be graded for completion at first, but will be graded a second time for content as a component of the final grade. Students will have one chance to revise their weekly summaries and turn them back in prior to the final exam. The midterm and final exams are designed to show how well students can use theory to understand world politics. Therefore, they will both require critical thinking and efficient writing from students. As we approach both tests I will give further details.

Note: On all assignments, tests, and quizzes, unless the question states to “list” something, all answers should be in complete sentences.

Grade Calculation: Reading Questions and Online Activities = 25 points (each is equally weighed and total % earned is scaled to 25pnts)
Midterm = 30 points
Periodic Summaries = 20 points
Final = 25 points
Total = 100

Grade Scale:
100-90 = A 89-80 = B 79-70 = C 69-60 = D 59-0 = F

Class Structure: Each class meeting will consist of an informal presentation related to the day’s readings, or related topic, with significant input expected from the students about their thoughts and questions about the readings. It should be stressed that student thoughts and questions are a large component of the entire classroom learning experience. We will also use simulations of decision making on occasion to illustrate course concepts. Attending class regularly is of the utmost importance.

Doing well in this class: Given that this course meets for one hour only, it is imperative that you read the course material. At every point in the syllabus it has been tailored to afford a breadth of exposure to IR theory. For that reason, every effort has been made to make readings succinct. Taking simple notes about each reading that identify the major conclusions and points will improve quiz scores. Using these notes to complete the posed questions in each weekly wrap-up will assure an excellent collection of study notes for the midterm and final exams. In short, read and take notes, refine those notes before the final exam, and bring questions and comments to class. Reading notes can also be helpful ways to identify questions you can pose during class discussions.
Course Policies

Mutual Distractions: Cell phones should be on silent and stowed for the duration of our class sessions. Using them, though tempting, is rude to both instructor and fellow students who are speaking, participating, and listening in class. The use of laptops or tablets is permitted for notes, but not surfing and multitasking. Please let me know if you need to use a device for notes etc. and I’ll make a note of it. I do not prohibit devices entirely, however, because questions do emerge in class that I and your classmates may not know the answer to and students with devices can often find answers for us during the class. I encourage these types of productive uses of electronic devices and will discourage and identify rude or non-productive uses.

Make-up Work: Make-up privileges, where make-up is possible, will be granted to students with officially excused absences only. It is the student’s responsibility to initiate plans for make-up work and complete the work promptly. If you know you are going to be absent, to submit any reading questions the day you miss, you must contact the instructor prior to the absence and arrangements will be made if reading questions are scheduled.

Grief Absence Policy for Students: Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). GAPS Policy: Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for misses assignments or assessments in the event of the death of a member of the student’s family.

Academic Integrity: Students are expected to maintain principles of academic integrity and conduct. Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]. For more details and clarity on academic integrity and plagiarism see Purdue's student guide for academic integrity <http://www.purdue.edu/odos/aboutodos/academicintegrity.php>.

Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University Facility or while participating in any university activity.

Students with Disabilities: Purdue University is required to respond to the needs of the students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 through the provision of auxiliary aids and services that allow a student with a disability to fully access and participate in the programs, services, and activities at Purdue University.

If you have a disability that requires special academic accommodation, please make an appointment to speak with me within the first three (3) weeks of the semester in order to discuss any adjustments. It is important that we talk about this at the beginning of the semester. It is the student's responsibility to notify the Disability Resource Center (http://www.purdue.edu/drc) of an impairment/condition that may require accommodations and/or classroom modifications.

Emergencies: In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor’s control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. You are expected to read your @purdue.edu email on a frequent basis.

Nondiscrimination: Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Executive Memorandum No. D-1, which provides specific contractual rights and remedies. Any student who believes they have been
discriminated against may visit www.purdue.edu/report-hate to submit a complaint to the Office of Institutional Equity. Information may be reported anonymously.

Course Schedule

[Any changes to our class schedule will be posted online]

24-Aug: Vocabulary of International Relations, Intros, and Conflict
   Reading: Syllabus

Unit 1: Methods, Scope, History, and Theories

26-Aug: What is IR as a Science? Is it different than just talking politics?
   Reading 1: Kegley & Blanton pp. 3-11. (Exploring World Politics)
   Reading 2: Little (Online: Selected sections only)
   Reading 3: John Lewis Gaddis (Online: pp. 75-85)

   Reading questions: Think about classes you have taken in the natural sciences (chemistry, physics, etc.). How were “theories” and “laws” presented in these classes? Are laws in these disciplines iron-clad? Is Little saying social science is that same or different? Kegley & Blanton talk about “images” and “perceptions” as important concepts in understanding global politics. If “images” are pervasive and influential, what hope do people and researchers have of agreeing on anything? Gaddis argues against IR modeling physics as a science and for evolutionary biology or geology. What drawbacks to science does he see if we follow physics? What advantages are there to following biology? What in the world does this have to do with politics?

28-Aug: Levels- of- Analysis- Thinking about politics at the individual, state, and system level.
   Reading 1: Kegley & Blanton pp. 11-19

   Reading: Putnam (Online)

2-Sept: International Rivalries and Conflict
   Reading: Kegley & Blanton Cpt. 4

Unit 2: Major Theories in IR

4-Sept: Realism: Classical and Neorealism?
   Reading: Kegley & Blanton Cpt 2.
   Reading 2 (short): “Melian Dialogue” (links to text and video below, also posted Online)
   http://www.mtholyoke.edu/acad/intrel/melian.htm OR http://www.youtube.com/watch?v=PNzHOqiMHWY

7-Sept: No Class

9-Sept: Liberalism: Classical and Neoliberalism
   Reading: Doyle (Online)
   Reading 2: Moravcsik (Online pp. 516-523)

11-Sept: Constructivism
   Reading 1: Wendt (Online) [tough reading, but we’ll dissect it in class]

14-Sept: Theory Born of Critique: Feminism & IR
   Reading 1: Tickner (Online) [skim where appropriate]
   Reading 2: (Online) [skim where appropriate]

16-Sept: Theories of Foreign Policy
   Reading: Kegley & Blanton Cpt. 3
18-Sept: Being States and Interacting. What is the meaning of life... for a state?
   Reading: Rules Handout
   Item Due: State Name and Flag
   **Item Due 2: Units 1 & 2 Wrap-up**

**Unit 3: The Problem of War**
21-Sept: Levels of Analysis and War
   Reading 1: Kegley & Blanton Cpt. 7 (up to page 210)

23-Sept: Individuals and War
   Reading: [Online]
   Podcast: [Online]

25-Sept: States & War
   Reading: Doyle [Online]

28-Sept: War & the System: Power Transition Theory
   Reading: [Online]

30-Sept: Bargaining Into War
   Reading: Reiter [Online]
   **Midterm Available Online**

2-Oct: China’s Emergence vs. the Falklands: Theory Applied
   Reading 1: [Online]
   Reading 2: [Online]

**Unit 4: The Maintenance of Peace**
5-Oct: So What is the Problem of War Anyway?
   Reading: Kegley & Blanton Cpt. 8

7-Oct: States & Peace: Democratic Peace
   Reading: Kant [Online]
   Speech: G.W. Bush [Online]
   *****Item Due: Midterm Exam Due*****

9-Oct: Coordinating Peace: Collective Security
   Reading: Kegley & Blanton Cpt. 9
   Speech: Wilson 14 Points [Online] ← very short

12-Oct: Fall Break – No Class

14-Oct: Interdependence and Peace
   Reading: Keohane & Nye [Online]

16-Oct: Online Institutions and Peace Activity – The Skeptic(s) (class does not physically meet)
   Reading: Mearsheimer [Online]
   **Item Due: Online Activity**

**Unit 5: Global Coordination Prospects & Problems**
19-Oct: Coordination & Cooperation Under Anarchy
   Reading: Axelrod & Keohane [Online]
   **Item Due: Units 3-4 Wrap-up**
21-Oct: *Coordinating Markets: Background and Trends*  
Reading: Kegley & Blanton Cpt. 11

23-Oct: *Coordinating Finance: Successes & Failures*  
Reading: Kegley & Blanton Cpt. 10

26-Oct: *Commons Problems & Tragedies*  
Reading: Hardin (Online)

28-Oct: *Solving Global Commons Problems*  
Reading: Kegley & Blanton Cpt. 14

30-Oct: *Zombie Outbreaks as a Commons Problem*  
Reading: Drezner (Online)

2-Nov: *Development & the Commons*  
Reading: Sen (Online)

4-Nov: *Demographic Pressures & Response*  
Reading: Kegley & Blanton Cpt. 12

**Unit 6: Potential & Problems of Non-state Actors**

6-Nov: *Violent Non-state Actors: Does Terrorism Work?*  
Reading: Pape (Online)  
Reading 2: Kegley & Blanton 218-223 on Terrorism

9-Nov: *Mixing with States: Violent Actors as Entrepreneurs*  
Reading: C. Bob (Online)  
Reading 2: Kegley & Blanton 209-218

11-Nov: *Mixing with States: The Problem of Genocide and How Violence Scales*  
Reading: (Online)

13-Nov: *Responding to Genocide: Responsibility to Protect*  
Reading: Samantha Power (Online) [reading her wiki entry will illuminate some of this reading]

16-Nov: *Being a Smarter State*  
Reading: Revised Rules  
Item Due: Old Flag or New Flag

18-Nov: *Transnational Humanitarian Actors and War*  
Reading: Red Cross (Online)  
**Item Due: Units 5-6 Due**

**Unit 7: Human Rights as Global Problems**

20-Nov: *The Long Arch of Human Rights*  
Reading: (Online)

23-Nov: Online Human Rights Report Activity (class does not physically meet)  
Reading: Selected Human Rights Report (Online)  
Complete with Textbook Cht 13 as reference.  
**Item Due: Online Activity**
30-Nov: *Improving Human Rights at Their Worst*
   Reading: Risse & Sikkink (Online)
   ***Items Due: All Revised Wrap-ups due back for grading as Hard Copies Only***

2-Dec: *Domestic Compliance Mechanisms for Human Rights*
   Reading: Simmons (Online)

4-Dec: “Democracy” and Human Rights: U.S. & Human Rights Compliance
   Reading: Anderson (Online)
   Reading 2: (Online)

7-Dec: *Do NGOs Change the World? Norm Theory and Amnesty International*
   Reading: Clark (Online)

9-Dec: *Can Individuals Change the World?: Thinking Theoretically About It.*
   Reading: Sikkink (Online)

11-Dec: *Review Session*
   Reading: Preparatory questions

Exam Week: *Final Exam*
   ***Final Exam Date, Time, Place TBA***