Introduction to International Relations, Honors
POL 13000-H06
Dr. Natasha Duncan

Class Location: BRNG B206
Class Meeting Days/Time: MWF 10:30-11:20AM

CONTACT INFORMATION
Office Hours: MW 2:00-4:00PM, F 8:30-10:00AM; and by appointment
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COURSE DESCRIPTION
This course focuses on interactions between states and the factors which influence these interactions. Throughout the semester, we will analyze and discuss the theoretical underpinnings of goals including self-determination, security, and prosperity, various actors seek at home and abroad. Specifically, we will examine how states/leaders interpret the world and how this interpretation shapes their preferences and subsequent behavior. We will also explore the role of non-state actors such as the United Nations, multinational corporations, and terrorist groups, in influencing state behavior and subsequently international relations. To develop your critical thinking skills and ability to explain international events, we will examine a series of case studies that allow you to develop skills of analysis, application, integration, communication, and problem solving using real world events.

Course Objectives
The ultimate goal of this course is to introduce you to the various theoretical debates surrounding politics in the international system; to give you the tools to think critically about the interaction between and subsequent strategies of state and non-state actors in the international arena; and to hone your research and communication skills. By the end of the course, you should have an understanding of mainstream international relations paradigms and the factors that shape international relations.

Expectations
- I have a high expectation for reading and student participation in this course.
  - Students must come to class having completed readings and ready to contribute to discussions.

- I expect students to be present at all class meetings.
  - Only the professor can excuse you from a course requirement or responsibility. For unanticipated or emergency absences when advance notification is not possible, you should contact me as soon as possible by email or the main office of the political science department at 494-4161.
• You are expected to arrive on time and stay in class until the class period ends. If you know in advance that you have to leave early, notify me before the class period begins.
  ➢ Frequent (more than 3) early departures from the class will count against your participation grade.

• Students missing class because of university-related travel must inform me, in writing, of their absence BEFORE the date of travel.
  ➢ This is particularly imperative if travel precludes your taking an exam or participating in exercises in class at the designated times.

• You are expected to respect the professor and your classmates.
  ➢ Showing respect includes not disrupting class by leaving and reentering during class; not distracting class by making noise or via your cell phone; and being attentive to comments made by the professor and by your peers.

• Technology can be a wonderful thing! If used appropriately. While I will not ban the use of laptops in class, I STRONGLY discourage the use of it.
  ➢ Studies have shown that when used inappropriately (i.e., checking Facebook, watching movies, shopping, etc.) during class time, not only does this take away from your optimal learning experience (your grades suffer), your peers are also distracted. Thus, if you do your best note-taking using a laptop, bring it to class; otherwise, leave it at home.

Student Disabilities and Accommodations
Students needing academic accommodations or adaptations should see me. It is also important that you visit Purdue University’s Disability Resource Center (DRC), located in Young Hall, Room 830, during the first week of classes. The DRC’s office hours are Monday to Friday, 8:00AM-5:00PM. You may also make an appointment by calling (765) 494-1247.

College of Liberal Arts Classroom Civility Statement
Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please respect the different experiences, beliefs and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students.

COURSE REQUIREMENTS

Required Texts
There is one required textbook for this course. It is

In addition to the main texts, there are supplementary readings available on Blackboard. You may print these readings, unless otherwise noted.

I also encourage you to keep up with the news of international events as this would help you to understand the real-life applicability of the course material. Many news sources are available online, free of charge. Some publications of note are *The New York Times* (www.nytimes.com), *Financial Times* (www.ft.com), *Wall Street Journal* (www.wsj.com), and *The Economist* (www.economist.com). These are only suggestions; you may extend your reading beyond the sources listed here.

**Assessments and Grading**

**Participation (15%):** You are expected to be present at all class meetings. More importantly, when you are in class you are strongly encouraged and expected to participate in discussions about the readings. Participation is integral in the learning experience. It is through the exchange of ideas that you develop a critical eye toward the topic and are able to articulate your thoughts well. Our class is a learning community. As such, we will engage in dialogue about the reading material as they relate to the overarching topic on international relations. To participate effectively in class discussion you need to

- Prepare by reading/studying the material carefully before class;
- Attend class regularly;
- Listen to what others say during the discussion; and
- Speak (contribute your views/analysis) on topic during the discussion.

❖ At the beginning of each class meeting, you will be expected to submit at least two discussion questions based on the readings and/or current events that relate to the readings. *These questions will make up the pool from which questions for each class will be drawn. Failure to add to the discussion (i.e., submit questions) will count against your participation grade.*

Overall, the participation grade is based solely on students’ participation in discussions, the quality of submitted questions, and their overall contributions to course discussions. You are highly encouraged to share thoughtful points of view with the class.

In-class participation for each class meeting will be graded as follows:

Points scale:
0= absent; unresponsive
1=some effort made
2=well-prepared; thoughtful; indicated student have read/reflected on course readings/material

**Feature Article (20%):** In keeping with the objectives of this course, this assignment is meant to hone your research, critical thinking, and communicative skills. Students will write a feature article akin to one found in “academic” magazines such as *Foreign Policy*, *The Atlantic*, or *The Economist*, based on one of the post-exam topics covered in the course. The project must demonstrate that students engaged in thorough research to formulate and substantiate their ideas/claims. They must also indicate your ability to integrate course concepts. The layout of the feature should resemble the professional layout in one of the aforementioned magazines. As such, some illustrations/images will be expected. Articles must be a minimum of 10 pages, excluding images and bibliography.
The timeline and grade allocation for the development of the project are as follows:

1. An annotated bibliography of no less than 8 academic sources must be submitted by **Monday, November 23**. This bibliography will describe the academic resources that you have consulted and/or will consult for background and evidence for their projects. [5%]

2. The final project must be submitted by **Friday, December 11 in-class and via Blackboard**. No late projects will be accepted, so plan accordingly to have your projects completed in time. [15%]

**Case Studies (45%)**: These case studies are to aid you in reflecting on, analyzing, and applying course material. They will help you improve your ability to think critically, listen, communicate, and analyze content from the course holistically.

In this attempt, to prepare for and focus our discussion of cases, you will write a well-developed, cogent, and coherent analytical paper. Papers will be a reflection on case studies. You will be expected to integrate concepts and theories studied in the course as well as make comparisons or contrasts to a current event. Identifying current events will require additional research beyond that provided in case study materials. You will be required to submit one analysis per case study. Submissions must be a **minimum of 3 pages**, typed, double-spaced, with 1 inch margins and 12 point font. Over the course of the semester, you will read, analyze, and discuss six (6) cases which relate to the various themes covered in class. In the Appendix, please find tips and sample questions for preparing case studies.

**Exam (20%)**: There is one (1) exam for this course. This exam is meant to evaluate your mastery of course theories and concepts.

- **Please note**: You are allowed to make-up the exam only in the event of extra-ordinary circumstances.

**Grading Scale**

Grades will be assigned according to the scale below.

- A Grade of **A-, A, A+ (A- = 90–92; A = 93-96; A+ = 97-100%)** represents (1) Superior understanding of course material and evidence of ability to analyze critically and synthesize creatively. (2) Sound techniques of scholarship in all projects. (3) Creativity, imagination, sound judgment, and intellectual curiosity in relating the course material to other areas of intellectual investigation.

- A Grade of **B-, B, or B+ (B- = 80–82; B = 83-86; B+ = 87-89)** represents (1) Understanding of course material; evidence of ability to produce viable generalizations and insightful implications. (2) Understanding of techniques of scholarship in all projects. (3) Sustained interest and the ability to communicate the ideas and concepts, which are part of the subject matter of the course.

- A Grade of **C-, C, or C+ (C- = 70–72; C = 73-76; C+ = 77-79)** represents (1) Understanding of course material demonstrated by few errors in fact and judgment when discussing the materials. (2) Competence in the techniques of scholarship. (3) Satisfaction of the minimum stated requirements for the course in preparation, outside reading, and class participation.

- A Grade of **D-, D, or D+ (D- = 60-62; D = 63-66; D+ = 67-69)** represents (1) A general lack of understanding of the course material demonstrated by many errors in fact and judgment when discussing the material. (2) Below satisfactory completion of the minimum stated requirements for the course in preparation, outside reading, and class participation.
A Grade of **F** (below 60%) represents (1) An overall failure to meet the standards and fulfill the requirements of the course. (2) An inability to use sound techniques of scholarship.

**ACADEMIC INTEGRITY**
Students are required to adhere to Purdue University’s policies regarding academic integrity and plagiarism. Students caught engaging or facilitating the breaking of these rules will have their grades lowered to an F and will be reported to the Dean of Students. (See Purdue University’s Student Regulations, Regulations Governing Student Conduct, Disciplinary Proceedings, and Appeals, [http://www.purdue.edu/studentregulations/student_conduct/regulations.html](http://www.purdue.edu/studentregulations/student_conduct/regulations.html). Put simply, plagiarism and/or cheating will **NOT** be tolerated in this course.

**PURDUE’S BLACKBOARD**
In this course students will have access to Blackboard. Blackboard is a useful tool for communication between the professor and students. Here you will find the course syllabus, grades, announcements, and other supplementary materials. You can access Blackboard at [http://mycourses.purdue.edu](http://mycourses.purdue.edu).

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**COURSE SCHEDULE**

**Aug. 24-28**  
*Introduction to the Study of IR*  
- (8/26) In the news …  
- (8/28) Film: *Lord of the Flies*

**Aug. 31-Sep 11**  
*Anarchy*  
- (8/31) Thucydides, “Melian Dialogue, from the The Peloponnesian War” in Mingst and Snyder  
- (8/31) Bull, “Does Order Exist in World Politics” (PDF available on Blackboard)  
- (9/2) Snyder, “One World, Rival Theories” in Mingst and Snyder  
- (9/4) Morgenthau, A Realist Theory of International Politics and Political Power” in Mingst and Snyder  

*Monday (Sep. 7) No classes—Labor Day*  
- (9/9) Mearsheimer, “Anarchy and the Struggle for Power” in Mingst and Snyder  
- (9/11) Doyle, “Liberalism and World Politics” in Mingst and Snyder

**Sept. 14-25**  
- **(9/14) Case Study: A World Without Government**  
  o *Read Case: Frozen Assets* (PDF available on Blackboard)

*Survey of International Relations: Change and Continuity*  
- (9/16) Wilson, “The Fourteen Points” in Mingst and Snyder  
- (9/18) Kennan, “The Sources of Soviet Conduct” in Mingst and Snyder  
- (9/21) Fukuyama, “The Future of History” in Mingst and Snyder  
- (9/23) Khanna, “Waving Goodbye to Hegemony” (PDF available on Blackboard)  

**Sept. 28-Oct. 9**  
- **(9/28) Case Study: The Rise of the Rest**  
  o *Read case: China’s Soft Power Push* (PDF available on Blackboard)
The State
- (9/30) Krasner, “Sovereignty: Organized Hypocrisy” (PDF available on Blackboard)
- (10/2) Putnam, “Diplomacy and Domestic Politics: The Logic of Two-Level Games” in Mingst and Snyder
- (10/5) Wimmer, “States of War: How the Nation-State Made Modern Conflict” (PDF available on Blackboard)

❖ (10/7) Case Study: Toward Statehood
  o Watch video: Israeli-Palestinian Conflict (see Blackboard for link to New York Times videos)
  o Read case: Israel and the Palestinians (PDF available on Blackboard)
- (10/9) Roy, “The Transformation of the Arab World” in Mingst and Snyder

Oct. 12-23 Institutions and Non-State Actors
  Monday (Oct. 12) No classes—October Break
❖ (10/14) Exam
- (10/16) Mearsheimer, “The False Promise of Institutions” in Mingst and Snyder
- (10/19) Keohane, excerpt from “After Hegemony: Cooperation and Discord in the World Political Economy” in Mingst and Snyder
- (10/21) Hurd, “Is Humanitarian Intervention Legal? The Rule of Law in an Incoherent World” in Mingst and Snyder
- (10/23) Fortna, excerpt from “Does Peacekeeping Work?” in Mingst and Snyder

Oct. 26-Nov. 6
❖ (10/26) Case Study: The International Community and Humanitarian Intervention
  o Read case: The Rwandan Genocide (PDF available on Blackboard)

The International System
- (10/28) Ikenberry et al, “Unipolarity, State Behavior, and Systemic Consequences” in Mingst and Snyder
- (11/2) Finnemore, “Legitimacy, Hypocrisy, and the Social Structure of Unipolarity: Why being a Unipole isn’t all it’s cracked up to be” in Mingst and Snyder
- (11/4 and 11/6) Schweller and Pu, “After Unipolarity: China’s Visions of International Order in an Era of U.S. Decline” in Mingst and Snyder

Nov. 9-23 War: Conventional and Unconventional
- (11/9) Von Clausewitz, “War as an Instrument of Policy” in Mingst and Snyder
- (11/9) Schelling, “The Diplomacy of Violence” in Mingst and Snyder
- (11/11) Fearon, “Rationalist Explanations for War” in Mingst and Snyder
❖ (11/13) Case Study: Iraq War
  o Watch film: Why we Fight (DVD available on reserve in HSSE)
- (11/16) Posen, “A Nuclear-Armed Iran: A Difficult but not Impossible Policy Problem” in Mingst and Snyder
- (11/20) Waltz, “Why Iran Should get the Bomb: Nuclear Balancing would mean Stability” in Mingst and Snyder
- (11/23) Kydd and Walter, “The Strategies of Terrorism” in Mingst and Snyder
**Wednesday and Friday (Nov. 25 and 27) No classes—Thanksgiving Break**

Nov. 30-Dec. 9  **International Political Economy**
- (11/30) Gilpin, “The Nature of Political Economy” in Mingst and Snyder
- (12/2) Milner, “Globalization, Development, and International Institutions: Normative and Positive Perspectives” in Mingst and Snyder
- (12/4) **Case Study: IFIs, Liberalization, and Debt**
  - **Watch Film: Life and Debt** (DVD on reserve in HSSE)
- (12/7) Gruber, “Globalisation with Growth and Equity” in Mingst and Snyder
- (12/9) Margalit, “Lost in Globalization: International Economic Integration and the Sources of Popular Discontent” in Mingst and Snyder

Dec. 11  **Course Wrap-up**
- **Final Project Due Friday, December 11**
  - Projects must be submitted in-class and via Blackboard.
Appendix

Some Tips for Preparing Cases

- Peruse the case first.
- What are the broad issues
- Are there data appendices to consider
- Reread the case carefully.
- Make margin notes.
- What are the key problems in the case? Make a list.
- Prioritize these problems.
- Develop a set of recommendations vs. alternatives.
- Discuss your analysis with other in the class.
Sample Case Questions

- What is the situation?
- What are the possibilities for action?
- What are the consequences of each?
- What action, then, should be taken?
- What general principles and concepts seem to follow from this analysis?
Participation Experience Inventory

Please take a few moments to respond to the following statements. Based on your previous classroom-related experiences, circle the number that best indicates the extent of your involvement in the activities indicated.

**Part A: Extent of Involvement**

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<th>Statement</th>
<th>N</th>
<th>R</th>
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<td>1. I have asked questions in class</td>
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<td>2. I have asked the instructor questions before/after class</td>
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<td>3. I have led a class discussion</td>
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<td>4. I have participated in a class discussion</td>
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<td>5. I have given an individual presentation in class</td>
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<td>6. I have participated in a group presentation in class</td>
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<td>7. I have participated in a learning exercise in class</td>
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<td>8. I have worked with a group of students on a project outside of class</td>
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**Part B. Your Experience of Participation in Other Classes**

Please complete the following open-ended statements:

1. When an instructor says, “You are expected to participate in this class,” I understand this to mean

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2. I would be more inclined to participate in classes if

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Adopted from: *The ABCs of Teaching Cases Studies* (Golich, Boyer, Franko, Lamy 2000).