Introduction to International Relations, Honors  
POL 13000-H01  
Dr. Natasha Duncan

Class Location: BRNG B206  
Class Meeting Days/Time: TTH 9:00-10:15AM

PROFESSOR'S CONTACT INFORMATION
Office Hours: M 9:30-11:00AM; TTH 10:30AM-12:30PM; and by appointment  
Office Location: BRNG 2216H  
Phone: 496-0069  
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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 various actors—namely states—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. To that end, we will analyze major international relations paradigms and uncover their perspectives on various aspects of international relations including important actors in the international system, anarchy, security, cooperation, institutions, and power.

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.

  ➢ Departing class early (though you may have signed in) without a valid excuse, translates into an absence.
• 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, teaching assistant, 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 are two required textbooks for this course. They are:

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.fp.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 (25%):** 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 your readings 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. You will be expected to lead discussion on the readings, pose questions to the class based on the readings and current events, and respond to questions posed by the instructor and your colleagues.

You will be assigned discussions/readings to lead. The goal of this is to hone your communications and critical thinking skills. On assigned days, students leading the discussion must submit an analysis and summary of the reading(s) (minimum one page).

➢ Please note: Even if it is not your day to lead discussion, you are still expected to come to class prepared and actively participate.

Overall, the participation grade is based solely on students’ leading of discussions, their submitted analyses/summaries and their overall contributions to course discussions. Participation is evaluated based on the quality of submissions, discussion questions posed and responses contributed. 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

**Creative Project (35%):** In keeping with the objectives of this course, this assignment is meant to hone your critical thinking, communicative, and collaborative skills. It also is an opportunity which permits you to engage in an interdisciplinary creative and analytic endeavor. You will work in pairs and come up with a creative way of communicating ideas and an analysis of a pressing international relations issue to the public (this may include children, lay people, governmental officials, for example). A tangible product must be submitted as the final submission. The project must demonstrate that students engaged in thorough research.
to formulate and substantiate their ideas/claims. The timeline and the grade allocation for the development of the project are as follows:

1. Teams will be assigned by the second week of classes.
2. Teams must present a topic (a pressing international relations issue) to the class on Thursday, **February 19**. This entails a 5 minute presentation on what the topic is and why is it important. (5%)
3. On **March 24**, teams must present to the class, the method through which they will communicate this issue to the public (e.g. story book for children, a documentary for all audiences, a policy brief for the president). As part of this 5 minute presentation, teams must inform the class of what the medium is, the audience it is targeting, and why their choice of medium is effective for delivering information to and reaching their target audience. (5%)
4. An annotated bibliography of no less than 8 academic sources must be submitted by **April 21**. This bibliography will describe the academic resources that groups have consulted and/or will consult for background on and evidence for their projects. (5%)
5. The final project must be submitted by **Thursday, May 7 at 10:00AM** in my office (BRNG 2216H). No late projects will be accepted, so plan accordingly to have your projects completed in time. (20%)

**Simulation and Analytical Exercise (15%):** These assessments are to aid you in reflecting on, analyzing, and applying course material. You will engage in a simulation and a reflective writing assignment. Together, they will encourage you to think critically and analyze content from the course holistically.

After reading, Drezner’s *Theories of International Politics and Zombies*, the class will engage in an interactive exercise which would allow you to apply theoretical concepts discussed over the course of the semester to the simulated scenario. The simulation will take place in class. A well-developed, cogent position paper will accompany this exercise. The paper will be a reflection on your experiences during the simulation and analysis of the applicability of concepts and theories studied in the course. The paper must be a **no less than 3 pages**, excluding bibliography. *Failure to participate in the simulation will result in an F on this exercise.*

**Exam (25%):** 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). 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://www.mycourses.purdue.edu.

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COURSE SCHEDULE

Week 1 (Jan. 13-15)
- Course introduction
  - (1/15) Foreign Policy, “A World Disrupted.”
    (http://globalthinkers.foreignpolicy.com/#agitators).

Week 2 (Jan. 20-22)
- Introduction to the Study of IR
  - (1/20) Lawson, Stephanie. “Chapter 1: Introducing International Relations.”
  - (1/22) Bull, Hedley. “Does Order Exist in World Politics.” (available on Blackboard)
    ▪ Film: Lord of the Flies

Weeks 3 and 4 (Jan. 27-29, Feb. 3-5)
- The State
    (available on Blackboard)
  - (2/5) Berger, Carol. “Old Enmities in the Newest Nation: Behind the Fighting in South Sudan.” (available on Blackboard)
(2/5) Wimmer, Andreas. “States of War: How the Nation-State Made Modern Conflict.” (available on Blackboard)

Weeks 5 and 6 (Feb. 10-12, 17-19)
- **Survey of International Relations: Change and Continuity**
  - (2/10) Lawson, Stephanie. “Chapter 4: International Relations in the Twentieth Century.”
  - (2/12) Lawson, Stephanie. “Chapter 8: International Relations in a Globalizing World.”

Weeks 7 and 8 (Feb. 24-26, Mar. 3-5)
- **The International System**

Week 9 (Mar. 10-12)
- **Realism**
  - Classical Realism
  - (3/12) Lawson, Stephanie. “Chapter 3: Theorizing International Relations.” (pp. 38-51)
  - (3/12) Thucydides. “The Origins of the War” and “Melian Dialogue.” (available on Blackboard)

Week 10 (Mar. 17-19)
- **Spring Break**

Week 11 (Mar. 24-26)
- **Neorealism**
  - (3/24) Waltz, Kenneth. “Political Structures” and “Anarchic Orders and Balances of Power” (available on Blackboard)

Week 12 (Mar. 31-Apr. 2)
- **Liberalism**
  - (4/2) Doyle, Michael. “Liberalism and World Politics.” (available on Blackboard)
  - (4/2) Kant, Immanuel. “To Perpetual Peace: A Philosophical Sketch” (available on Blackboard)

Week 13 (Apr. 7-9)
- **Cooperation**
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- (4/9) Grieco, Joseph M. “Anarchy and the Limits of Cooperation: A Realist Critique of the Newest Liberal Institutionalism.” (available on Blackboard)

Week 14 (Apr. 14-16)
- **Constructivism**
  - (4/14) Checkel, Jeffrey. “The Constructivist Turn in International Relations Theory.” (available on Blackboard)
- (4/16) Exam

Weeks 15 and 16 (Apr. 21-23, 28-30)
- **Paradigms and Explaining Challenges**
  - Drezner, Daniel. *Theories of International Politics and Zombies.*
- Simulation

Week 17 (Finals Week)
- **Final Project Due, Thursday, May 7 by 10:00AM.**
  - Projects must be submitted in my office, BRNG 2216H