

INR 2002: Intro to International Relations, Summer 2007
Department of Political Science, Florida State University

1 Instructor Information

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Office Hours: 10:00-11:00 AM
Class Location: BEL 004

2 Course Overview and Objectives

The purpose of this course is to explore the fundamental concepts in the field of international relations and how to think about the relationship among these concepts. You will learn the three major approaches to thinking about international relations and how these approaches explain terrorism, globalization, environmental cooperation, respect for human rights, and many other phenomena. You will learn how to sort through arguments about these topics and make informed decisions about these processes. You also will learn how these concepts have developed and evolved throughout history for the purposes of generating hypotheses about the future of international relations.

3 Course Format

The course is structured to consider various theoretical approaches in the study of international relations. In the first third of the term, we consider approaches to the study of international security. We look more closely at international political economy in the second third. The final portion explores the global environment, global governance, and ethnic conflict. The readings largely will be drawn from the textbook, although I will also assign short readings from journals like: *Foreign Policy* and *Foreign Affairs*.

I hope that our sessions will be engaging, informative, and participatory. I eschew a strict lecture format. Instead, we will engage in a variety of activities including lectures, personal writing exercises, partner and group work, class discussions, video clips, demonstrations, problem-solving activities, debates, and other critical thinking exercises. I value and will solicit your input on class activities both at the beginning of the semester as well as around midterm. I will make every reasonable effort to incorporate these ideas in the classroom.

4 Requirements

4.1 Required Texts

Nau, Henry R. 2007. *Perspectives on International Relations*. Washington, DC: Congressional Quarterly Press.

Drachman, Edward and Alan Shank. 2003. *You Decide! Controversial Global Issues*. Rowman & Littlefield.

Both books are available at the bookstore, but you can also find copies on Amazon.com or Ad-dall.com. While the Nau text serves as the core of the course, articles from sources such as *Foreign*

Affairs are also assigned throughout the semester. These articles are available online or through Blackboard.

4.2 Attendance and Participation

Attendance and participation are worth 15% of your grade. I expect all students to attend class regularly. Each day you receive two points, one for attending and one for participating. Please finish the assigned readings **by the date** they appear in the syllabus. Read critically and be prepared to comment on the readings in class. I may call on you randomly, so be prepared each day. To have an absence excused, or one that is not counted against your participation, you must provide documentation within 48 hours.

4.3 Geography and Reading Quizzes

We will have several map quizzes to ensure that each student has an adequate sense of where each country is in the world. In addition, I will occasionally give a quiz over the previous evening's material to encourage you to keep up with the readings. Quizzes make up 15% of your final grade.

4.4 Global Issues Debate

Over the course of the semester, we will have six formal debates over contentious issues in international relations. Each student must sign up for one debate. The debate will consist of three groups. The groups are made up of two or three people who advocate either the realist approach, the liberal approach, or the identity approach to the issue at hand. Each group will make a formal opening statement that is 8-10 minutes long. This opening statement should include a powerpoint presentation. After the opening statements, each group is given five minutes of time to address issues identified by other groups or specific criticisms of their approach. Finally, 30 minutes is provided to the audience and panel members to ask questions and offer rebuttals to claims made during the debate. Audience members receive their participation score for the day by asking a germane question of one of the groups. This assignment is worth 20% of the final grade.

4.5 Exams

The two exams and the final exams will account for 50% of your final grade (15% for each exam and 20% for the final). Both exams will consist of multiple choice, identifications, and essays. The final is the same format and is cumulative.

5 Course Policies

Assessment Scale

A+	97-100	B+	87-89	C+	77-79	D+	67-69	F	60 or below
A	93-96	B	83-86	C	73-76	D	63-66		
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

Make-up Exams and Assignments

Unexcused absences from exams, debates or quizzes will result in a 0 for the assignment. The format of make-up tests will be several long essays.

To qualify for a make-up test or quiz a student must:

1. notify me of the absence in advance (e-mail or call me)
2. provide documentation

Academic Honor Code

Students are expected to uphold the Academic Honor Code published in The Florida State University Bulletin and the Student Handbook. The Academic Honor System of The Florida State University is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community.

Please see the following web site for a complete explanation of the Academic Honor Code.
<http://www.fsu.edu/Books/Student-Handbook/codes/honor.html>

Americans with Disabilities Act

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to FSU students with disabilities, contact the Student Disability Resource Center, 97 Woodward Avenue, South, Florida State University, Tallahassee, FL 32306-4167, (850) 644-9566 (voice), (850) 644-8504 (TDD), sdrc@admin.fsu.edu
<http://www.fsu.edu/staffair/dean/StudentDisability/>

Classroom Courtesy

Classroom courtesy is an essential component of creating an effective learning environment. All students have the right to learn without unnecessary distractions. These distractions include: cell phones, talking during lectures (unless recognized by the instructor), reading newspapers, falling asleep, etc. If you need a cell phone for emergency purposes, leave it on vibrate. Entering and leaving are also significant sources of distraction. It is your responsibility to be on time and to stay for the entire period. In circumstances where you need to leave early, tell the instructor beforehand. Repeated disruptions of class will lead to a reduction in your final grade.

Most importantly, class discussions of the issues in political science can lead to strong feelings and heated debate. Because this is a college classroom, all discussion must be respectful and scholarly.

Scholarly Comments

- are respectful of diverse opinions and open to follow up questions and/or disagreement
- are related to class and/or the course material
- focus on advancing the discussion about issues related to the course and/or course material rather than personal beliefs, and

- are delivered in normal tones and a non-aggressive manner.

Unacceptable Comments

- are personal in nature. This includes attacks on a persons appearance, demeanor, or political beliefs.
- include interrupting the instructor or other students. Raise your hand and wait to be recognized.
- often use the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed in a scholarly way (see above).
- may include using raised tones, yelling, engaging in arguments with other students and being threatening in any manner.
- include ignoring the instructors authority to maintain the integrity of the classroom environment.

Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advanced notice.

6 *Tentative* Course and Reading Schedule

Readings for this course may be changed. For the most part this will not happen, but if so, I will give as much notice as possible. Items marked with a * are available on Blackboard.

Week 1–International Relations: Concepts, Methods, and Approaches

Mon. June 25–What is International Relations?

- Nau, Introduction 7–13, Chapter 1 14–25.

Recommended reading:

- Neorealism and its Critics–Robert Keohane
- Theory of International Politics–Kenneth Waltz
- Social Theory of International Politics–Alexander Wendt

Tues. June 26–Approaches to International Relations

- Nau, Chapter 1, 26–42.

Recommended Reading:

- Strategic Choice and International Relations–David Lake and Robert Powell
- After Hegemony–Robert Keohane
- The Tragedy of Great Power Politics–John Mearsheimer

Wed. June 27–Evaluating Arguments About International Relations

- *Bruce Bueno de Mesquita, *Principles of International Politics*, 53–68.

Recommended Reading:

- The Structure of Scientific Revolutions–Thomas Kuhn
- The Logic of Scientific Discovery–Karl Popper
- The Methodology of Scientific Research Programs–Imre Lakatos

Thurs, June 28–Evaluating Arguments About International Relations (Continued)

- *Bruce Bueno de Mesquita, *Principles of International Politics*, 69–83.

Fri, June 29–Debate: How Should Countries Respond to Terrorism?

- Drachman and Shank, 7-35.

Week 2–International Security**Mon. July 2–The Causes and Origins of World War I**

- Nau, Chapter 3

Tues. July 3–The Causes and Origins of World War II

- Nau, Chapter 4

Wed. July 4–No Class, Independence Day**Thurs. July 5–Debate: How Can Weapons of Mass Destruction be Controlled?**

- Drachman and Shank, 37–58.

Fri. July 6–Exam #1**Week 3–International Security (Continued)****Mon. July 9–The Origins and End of the Cold War**

- Nau, Chapter 5

Recommended Reading/Watching:

- The Cold War: A New History–John Lewis Gaddis
- Thirteen Days
- Essence of Decision: Explaining the Cuban Missile Crisis–Graham T. Allison and Philip Zelikow

Tues. July 10–After the Cold War

- Nau, Chapter 6

Recommended Reading/Watching:

- The Clash of Civilizations and the Remaking of World Order Samuel P. Huntington
- Jihad Vs. McWorld–Benjamin Barber
- The End of History and the Last Man Francis Fukuyama
- Blackhawk Down

Wed. July 11–Simulation

- International Negotiations

Thurs. July 12–Explaining the Iraq War

- *John J. Mearsheimer and Stephen Walt. 2003. “An Unnecessary War,” *Foreign Policy*, Jan/Feb.
- Chaim Kaufman. 2004. “Threat inflation and the Failure of the Marketplace of Ideas: The Selling of the Iraq War.” *International Security* 29(1): 5-48.

Fri. July 13–Debate: When is Military-Led Humanitarian Intervention Justified?

- Drachman and Shank, 59–79.

Week 4–International Political Economy**Mon. July 16–How the West Became Rich**

- Nau, Chapter 7

Recommended Reading:

- Guns, Germs, and Steel: The Fates of Human Societies–Jared Diamond
- The General Theory of Employment, Interest, and Money–John Maynard Keynes
- The Protestant Ethic and the Spirit of Capitalism–Max Weber

Tues. July 17–Defining Globalization

- Nau, Chapter 8

Recommended Reading:

- The Lexus and the Olive Tree–Thomas Friedman
- Globalization and its Discontents–Joseph Stiglitz
- In Defense of Globalization–Jagdish Bhagwati

Wed, July 18–How Globalization Works

- Nau, Chapter 9

Recommended Reading:

- The IMF and Economic Development–James Raymond Vreeland
- Whose Trade Organization? A Comprehensive Guide to the World Trade Organization–Lori Wallach, Patrick Woodall, Ralph Nader
- The World is Flat–Thomas Friedman

Thurs, July 19–Film: *This is What Democracy Looks Like***Fri, July 20–Exam #2****Week 5–International Political Economy (Continued)****Mon. July 23–Debate: Are Global Institutions Necessary for Managing Globalization?**

- Drachman and Shank, 111-136.

Tues. July 24–Trade and Investment

- Nau, Chapter 10

Wed. July 25–Development in Asia and Latin America

- Nau, Chapter 11

Thurs. July 26–Foreign Aid and Domestic Governance

- Nau, Chapter 12

Fri. July 27–Debate: How Can the Gap Between Rich and Poor Countries Be Reduced?

- Drachman and Shank, 159-174.

Week 6–The Environment, the UN, Human Rights and Ethnic Conflict**Mon. July 30–The Global Environment**

- Nau, Chapter 14

Recommended Reading/Watching:

- An Inconvenient Truth–Al Gore
- Silent Spring–Rachel Carson
- Collapse: How Societies Choose to Fail or Succeed–Jared Diamond

Tues. July 31–Ethnic Conflict

- Nau, Chapter 13

Recommended Reading/Watching:

- We Wish to Inform You That Tomorrow We Will Be Killed with Our Families: Stories from Rwanda–Philip Gourevitch
- Sometimes in April (HBO Film)
- Ghosts of Rwanda (Frontline Special)
- Me Against My Brother–Scott Peterson
- A Problem From Hell–Samantha Power
- Ethnic Groups in Conflict–Donald Horowitz

Wed. Aug 1–Global Governance/UN

- Nau, Chapter 15

Thurs. Aug 2–Debate: How Should People Be Held Accountable for War Crimes and Human Rights Violations?

- Drachman and Shank, 201-220.

Fri., Aug. 3: Final Exam