

## PSCI 3810: Introduction to International Relations (*Coronavirus update of 3/30/20*)

**Dr. Paul Hensel**

phensel@unt.edu

<http://www.paulhensel.org>

Office: 165 Wooten Hall (Hours: MW 12-1, F 1-2)

**Spring 2020**

MWF 11:00-11:50 AM

073 Business Leadership Bldg.

*The online version of this course will be "asynchronous," meaning that much of the course can be managed at your own pace; with the disruptions caused by the Coronavirus, many students may have family members to care for, may have slow Internet connections at home, may have to share devices with roommates or family members, and may have other obstacles to deal with. Exams will still be held at the scheduled times, but assignments will be due in 24 hour windows (ending at midnight on the due date) rather than at an exact time, and course lecture videos can be viewed when time and circumstances permit. This means a number of changes to the course from the original syllabus:*

- **Lectures**: class lectures will be presented as videos of the PowerPoint slides with my voiceover to explain concepts and link everything together. Rather than a massive 50-minute video, topics will be broken up into a series of shorter presentations. All videos will be posted on Canvas on the day when they are scheduled in the syllabus, and will be left up on Canvas for the entire semester.
- **Discussion**: since we won't be in the classroom together or online at the same time, class discussion will need to change. Each day's lecture video(s) will include at least one discussion prompt, which will be addressed in a Canvas discussion board. Each student will be expected to make at least one serious point in one of these discussion boards for each distinct topic covered in the syllabus (i.e., each Canvas module).
- **Quizzes**: since we won't be in the classroom together or online at the same time, I can't do random quizzes at the start of class. Online quizzes have thus been scheduled in advance (listed in this syllabus), and will be available on Canvas until midnight on the listed date. I will obviously have no way to prevent students from consulting books or notes during these quizzes, so these will be open-book/open-note -- which also means that I can ask more detailed questions than I would have asked for in-class quizzes where I could be sure that nobody was using other resources.
- **Discussion papers**: all discussion papers will be turned in through Turnitin, following the links provided in Canvas. As with quizzes, these will be due in a 24-hour window, ending at midnight on the assigned date..
- **Exams**: exams for the course will be offered through Canvas, and will only be available during the time when the exam would have been held face-to-face (11-11:50 AM for exam #2, or 10:30-12:30 for the final). Note that these online exams will be multiple choice only -- they won't have a map or short answer component, as those won't work easily online.
- **Office hours**: now that UNT has banned all non-essential personnel from campus for the foreseeable future, traditional office hours no longer make sense. The best way to reach me is still via email (phensel@unt.edu). During my previously scheduled office hours, I will be near my computer (unless otherwise noted) so that I can respond to any emailed questions quickly; otherwise, I will still respond as quickly as practical.

*Note that there may need to be additional changes to the syllabus to work around problems or to adjust to future changes by UNT. Any revisions to the syllabus will be announced via Canvas.*

### Course Description

This course is meant to acquaint students with the core concepts, processes, and issues of international relations (IR). The first portion of the course explores essential concepts: the actors in international relations, how foreign policy is made, the role of power, and the most prominent general approaches to understanding IR. The remaining sections of the course examine contemporary and future problems in the international system, particularly armed conflict, cooperation, and economics. It should be noted that this is not a course in current

events, although some reference will be made to current events in discussing the theories and topics covered in the course. Also, I do not seek to indoctrinate students with my own opinions about international relations (whatever those may be); rather, my goal is to provide students with the tools to evaluate events themselves and form their own opinions.

Students are expected to attend every class meeting, having already done the assigned reading and thought about the discussion points listed in the syllabus. Class performance will be measured with three (non-cumulative) exams that combine multiple choice, short answer, and map identification questions; occasional quizzes that are meant to measure attendance and preparation for class (drawing from the assigned readings and the discussion questions listed in this syllabus); and four short (2-3 page) discussion papers that are meant to make students think about topics to be discussed in class. Upon completion of this course, students should have a strong basic understanding of international relations and a foundation for taking upper-division courses on the subject.

This course will help you develop several important learning objectives that will help you in your career. Analytical thinking, or applying ideas and evidence to draw conclusions, is an important part of the class lecture and discussion. The discussion papers, which are focused on drawing lessons from current news stories about topics covered in the course, will also help you develop analytical skills and bridge between current events and theories. Critical thinking, or questioning evidence and considering multiple perspectives before drawing a conclusion, is also important. This course will analyze major problems of international conflict and cooperation from multiple perspectives, ranging from world views like realism and liberalism to many different causes of war or solutions to conflict, and we will consider the strengths and weaknesses of each of these before attempting to draw conclusions. As it turns out, in many cases there will be several different perspectives that each have valuable insights to offer about part of the topic, while no single perspective can explain everything adequately by itself.

### Required Texts

- "SCD": James M. Scott, Ralph G. Carter, and A. Cooper Drury (2019). *IR*, 3rd edition. Boston, MA: Wadsworth. ISBN 978-1-5063-9708-5.
- **Canvas:** The remaining readings are made available through this course's Canvas page.

### Optional Materials:

- Students are encouraged to invest in a world atlas (available at any bookstore) to help get a better sense of where events are happening. This will also be helpful in studying for the map component of this course's exams.
- Students are also encouraged to follow international news by regularly reading at least one reputable news source. Many newspapers and news wire services are available online (the "Internet Resources" page on the online syllabus lists some of these); I especially recommend the BBC.

### Course Requirements

(1) **Examinations:** three (non-cumulative) exams will be given in class. The first two will be given in class, and the third will be given in the regular class room on the day and time that UNT assigns for the course's final exam. Each exam counts for **25%** of the course grade, and will draw roughly equally from the assigned readings and the instructor's lectures. *The two post-Coronavirus exams will each contain 40 multiple choice questions, with no short answer/fill-in-the-blank or map questions, due to complications from online examinations.*

(2) **Preparation, Attendance, and Participation:** Students are expected to complete the assigned readings before class, attend class regularly, and participate actively in class discussion. Class preparation will be measured through approximately 6-10 (unannounced) quizzes given at the very beginning or ending of class periods, which together will be worth **10%** of the total course grade; each student's quiz grade will be determined by dropping his/her lowest quiz score. *Quizzes for the post-Coronavirus period of the course are*

*scheduled in the syllabus, will be offered through Canvas, and will be made available for 24 hours (the full day on which they are listed in the syllabus).*

*For the post-Coronavirus portion of the course, a new component will be added to calculation of the course grade: participation in class discussion, which now counts for 5% of the course grade. The video lectures for each topic in the course will include discussion prompts, and there will be a Canvas discussion page near the video download link where students can discuss these prompts or related thoughts on the topic. There are a total of 9 modules in the post-Coronavirus portion of the syllabus (each with a separate folder on Canvas containing video lectures, discussion pages, and the like - this syllabus lists the grade number for each one, like "discussion grade #3," and the date when the forum closes at midnight). To get an A (100%) you must make at least one constructive comment in at least eight of these modules' discussion pages (either new posts or replies to other posts qualify). For each one less than eight modules that you comment on, your discussion grade will be lowered by one letter grade (e.g. seven means a B, six means a C, and so on).*

**(3) Discussion Papers:** Students are required to complete four 2-3 page discussion papers during the course of the semester, as described at the end of this syllabus (all students must complete the two required papers as well as any two of the five optional papers). Taken together, these papers will account for **10%** of the total course grade. *Discussion papers for the post-Coronavirus period of the course are scheduled in the syllabus, will be handed in via Turnitin links in Canvas, and may be turned in up to midnight on the due date listed in the syllabus. Note that these discussion papers are now worth 10% of the course grade, not 15%, to make room for grading on actual participation in class discussions (which is, of course, the main goal of the discussion papers anyway).*

*Please note that I will not keep an updated gradebook in Canvas, because that doesn't handle this type of grading scheme very well. Canvas is best at handling a predetermined number of assignments that all count toward the final grade for the course, and it struggles with assignments like this course's quizzes (where I do not know in advance how many there will be, and at least one quiz grade will be dropped from calculation of the course grade). In the past I have seen too many students get a misleading expectation of their course grade based on Canvas (or its predecessor Blackboard), so I have stopped using the online gradebook. All assignments for the course are returned once graded (even if I usually end up with dozens of quizzes, papers, and exams that students never bothered to pick up), and this syllabus tells you which assignments count for how much of the overall course grade; if you are having problems determining your grade, you are always welcome to talk with me during office hours (but remember that I can not discuss grades over phone or email).*

### **Course Rules**

(1) Makeup exams, whether for full credit or not, can take place only on UNT's designated "Reading Day" at the end of the last week of classes. Only one time slot on Reading Day will be offered for all makeup exams in any of the instructor's courses; students seeking to take a makeup exam in this time slot must contact the instructor no later than 5 PM on Tuesday of the last week of classes. Makeup exams in classes that usually use multiple choice tests will be offered as short answer/essay examinations (regardless of the type of exam that is being made up) over the same material that would have been covered by the original exam.

Full-credit makeup examinations are given only with prior instructor approval (if at all possible) and with appropriate documentation. Note that the documentation must indicate why you could not be in class *at the exact time of the originally scheduled test*. If appropriate documentation is not provided, the makeup examination can still be taken, but will face a grade penalty of five letter grades, equivalent to showing up late at the original exam after one or more students have already finished and left the room. Makeup exams (whether full or reduced credit) are only available for students who missed the original exam; this is not an option for trying to retake an exam to get a higher score.

(2) The scheduled final exam time represents the conclusion of the course. No late assignments or documenta-

tion will be accepted after the conclusion of this two-hour period, and no makeup exams will be offered after this time.

(3) Students must keep an extra copy of each assignment until the instructor has returned the graded copy of that assignment. Students must also keep graded, returned copies of all assignments. Failure to do so will invalidate any potential question or protest about grades.

Also, students are responsible for maintaining backups of any written work for this course, preferably in a location away from the main computer that is being used (such as online backup through Dropbox). No extensions will be granted for work that is not turned in on time because of computer, hard drive, or printer failure, theft, power surge, or similar causes.

(4) All students must treat the instructor, the other students, and the classroom setting with respect. This includes arriving on time and staying for the entire class (or notifying the instructor in advance if this will not be possible), turning off cell phones and similar devices during class, and refraining from reading, passing notes, talking with friends, and any other potentially disruptive activities. This also means showing respect for alternative opinions and points of view, listening when either the instructor or a fellow student is speaking to the class, and refraining from insulting language and gestures.

Following departmental policy, any student engaging in unacceptable behavior may be directed to leave the classroom. Additionally, the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated UNT's Code of Student Conduct (which may be found at <http://deanofstudents.unt.edu/conduct>).

(5) The instructor's lecture notes and PowerPoint slides will not be posted online or otherwise handed out to students under any circumstances. If you are unable to attend one or more class meetings, make arrangements with another student to borrow or copy their notes.

Also be aware that any PowerPoint slides presented to the class will not contain all material that will be necessary for an "A" grade on course exams. The instructor's verbal lecture will also include important information that is not presented directly on the slides, so students should be careful to take notes on verbal lecture material as well as the brief overviews presented on the slides.

(6) Failure to abide by these policies will be dealt with in an appropriate manner, which may include a reduction in the course grade. Any exceptions are given at the instructor's discretion, only with prior approval where possible, and only with appropriate documentation.

Before asking for an exception, be aware that I will not grant exceptions that might be perceived as giving one student an unfair advantage or an opportunity that was not available to the remaining students who followed the rules correctly, turned in their work on time, and so on.

(7) The instructor's teaching-related policies and expectations are described in more detail in his web site at <http://www.paulhensel.org/teachgrade.html>. Failure to visit that web site does not constitute a valid excuse for ignorance of these policies. In particular, note that I do not "round up" grades -- an 89.9 counts as a B rather than an A -- and the only extra credit opportunity will be offered in class on the last class period before Thanksgiving (for fall semesters) or spring break (for spring semesters).

(8) Consistent with UNT rules, instructors (whether professors, teaching fellows, or teaching assistants) may not discuss student grades over email, telephone, or in any other setting that is not face-to-face due to privacy and security concerns. If you have questions about your grades, you may meet with me during office hours, or I will be glad to make an appointment at a more convenient time.

(9) I will never cancel class on my own for weather-related reasons; unless you hear official word through

UNT's Eagle Alert service, class will be held at the regular time and place. Students who are unable to make it to class due to weather are still responsible for any material covered in lecture that day. If class is canceled, the next class meeting after school resumes will cover the material that would have been covered in the canceled class meeting, and a revised syllabus will be posted as soon as practical to adjust the schedule of remaining class meetings. More detail on the instructor's weather-related policies is provided on his web site at <<http://www.paulhensel.org/teaching.html>>.

(10) The content of this syllabus may be modified by the instructor at any time during the semester if deemed necessary. Any such changes will be announced in class as well as via Canvas's class email list; students are responsible for making sure that they check the email account that is on file with Canvas.

(11) Class recordings are reserved for use only by students in this class for educational purposes. The recordings should not be shared outside the class in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

### **Academic Integrity**

Academic integrity is defined in the UNT Policy on Student Standards for Academic Integrity, which is located at: <<http://policy.unt.edu/policy/06-003>>. This includes such issues as cheating (including use of unauthorized materials or other assistance on course assignments or examinations), plagiarism (whether intentional or negligent), forgery, fabrication, facilitating academic dishonesty, and sabotage. All students should review the policy carefully; failure to read or understand the policy does not protect you from sanctions for violating it.

Any suspected case of academic dishonesty will be handled in accordance with current University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of "F" in the course; further sanctions may apply to incidents involving major violations. You will find the policy and procedures at <<http://facultysuccess.unt.edu/academic-integrity>>.

### **Americans with Disabilities Act**

UNT is committed to making reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must register with the Office of Disability Access (ODA) each semester to verify their eligibility. If a disability is verified, the ODA will contact me with a letter listing recommended accommodations; you will then need to discuss these with me so we can decide how to meet your specific needs in the course. It is advisable to discuss these issues as early as possible in the semester to avoid any delay in implementation. Note that if we agree that you can take exams at the ODA testing center, I will need to fill out an online form notifying them, but you will also need to notify them and request exam space at least a week before the test. For additional information see the Office of Disability Accommodation website at <<http://www.unt.edu/oda>>. You may also contact them by phone at (940) 565-4323.

### **Sexual Discrimination, Harassment, and Assault**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students web site at <<http://deanofstudents.unt.edu/resources>> offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs. The Student Advocate may be reached through email at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students' office at (940) 565-2648. You are not alone; we are here to help.

## Instructor's Web Site

The instructor maintains a web site at <<http://www.paulhensel.org>> that includes -- among other things -- teaching policies, solutions to common student writing problems, syllabi for my other courses, and Internet resources for students of international relations. Students are strongly encouraged to become familiar with this web site during the semester. The online version of this syllabus can be found at:

<<http://www.paulhensel.org/Teaching/psci3810.html>>

### Schedule of Topics and Assigned Readings

*Please note that for some topics that take more than one day to cover, I have separated the assigned readings by day, to allow students to focus on material that will be relevant to each day's class. Where I list a sub-section of a chapter (e.g. "Chapter 1-1," please note that this includes any sub-subsections under that heading (e.g. "Chapter 1-1a" and "Chapter 1-1b"); where I list an entire chapter (e.g. "Chapter 1") this means that you are expected to read that entire chapter before class that day; and where I do not list separate readings for each day of a multi-day topic, you are expected to complete the entire assigned reading before the first day of that topic.*

## I. STUDYING INTERNATIONAL RELATIONS

1. Monday, Jan. 13: Introduction / Overview of Course

2-5. Wednesday, Jan. 15 - Wednesday, Jan. 22: Core Concepts in International Relations (IR)

- Assigned Readings (day 1 of this topic): SCD Chapter 1 Intro, 1-1 ("A Complex World Connected to You"), 1-2 ("The Search for Security in a Challenging Environment")

- Assigned Readings (day 2): SCD Chapter 2 ("The Players and the Playing Field")

  - Canvas: BBC News (1/5/2015). "Islamic State and the idea of statehood."

- **Monday, Jan. 20: NO CLASS (Martin Luther King, Jr. Day)**

- Assigned Readings (day 3): None

- *Discussion Points*: This first section of the course will introduce students to IR (or more accurately "world politics") and explore some of the most important differences between domestic politics and IR. Before class, think carefully about what "international relations" is and how it differs from domestic politics. That is, how are relations between countries (or other actors) in IR different from events within a single country?

6-9. Friday, Jan. 24 - Friday, Jan. 31: Approaches to International Relations

- Assigned Readings (day 1 of this topic): SCD Chapter 1-3 ("The Levels of Analysis and International Relations"), 1-4 ("Explaining the Patterns of World Politics"), 3 Intro ("Powerful Ideas"), 3-1 ("Theory and International Relations")

- Assigned Readings (day 2): SCD Chapter 3-2 ("The Realist Perspective on World Politics")

  - Canvas: Thucydides (431 BC). "The Melian Dialogue." *History of the Peloponnesian War*.

  - Canvas: Hans J. Morgenthau (1978). "Six Principles of Political Realism." *Politics Among Nations: The Struggle for Power and Peace*, 5th edition. New York: Alfred A. Knopf, pp. 4-15.

- Assigned Readings (day 3): SCD Chapter 3-3 ("The Liberal Perspective on World Politics")

  - Canvas: Woodrow Wilson (1/18/1918). "Fourteen Points" Speech to Joint Session of Congress.

  - Canvas: George H. W. Bush (9/11/1990). "New World Order" Speech to Joint Session of Congress.

- Assigned Readings (day 4): SCD Chapter 3-4 ("The Constructivist Perspective on World Politics"), 4-2 ("Marxist Theory"), 4-3 ("World Systems Theory"), 4-4 ("Feminism"), 3 Conclusion ("Duelling Theories?")

  - Canvas: James Rupert (2015). "Sweden's Foreign Minister Explains Feminist Foreign Policy." *The Olive Branch* (US Institute of Peace).

- *Discussion Points*: This topic will address the ways that IR scholars approach and study the field. We will begin with the scientific approach, which characterizes most political science research. We will then consider the central elements of political realism (or "realpolitik"), including two classic realist readings from Thucydides and Morgenthau, and political liberalism (or "idealism"), including a classic idealist speech by President

Wilson. These are the two most prominent theoretical perspectives employed in the study of international relations; after finishing them, we will discuss several other perspectives that are gaining in popularity and importance. Before class, students should think about which (if any) elements of international relations seem to fit best with each of these approaches, and which (if any) do not seem to fit either of them very well.

10-12. Monday, Feb. 3 - Friday, Feb. 7: Power

**\*\*\*Optional Paper #1 due on the first day of this topic\*\*\***

- Assigned Readings (day 1 of this topic): Re-read SCD Chapter 3-2c ("Realism and the Important Resources of International Relations"), 3-3c ("Liberalism and the Important Resources of International Relations")
- Assigned Readings (days 2-3): None
- Discussion Points: This topic will examine the concept of power, which some have described as "the currency of world politics." We will define power, consider various ways it might be measured, and think about problems in measuring and using it. Students should try to think about which countries they think are the most powerful in the world, why they think this, and why these countries might not always be able to get their way despite being so powerful. We will then examine the structure of the international system, which is closely linked to the number of "major powers" or "great powers" and the relationships among them. Students should try to think about which type of international system structure is likely to be the safest or most stable -- unipolar (with one dominant power or group of powers), bipolar (with two dominant powers or groups), or multipolar (with three or more) -- and why.

13-15. Monday, Feb. 10 - Friday, Feb. 14: Foreign Policy

**\*\*\*Optional Paper #2 due on the first day of this topic\*\*\***

- Assigned Readings (day 1 of this topic): SCD Chapter 4-1 ("Foreign Policy Analysis")
- Assigned Readings (days 2-3): None
- Discussion Points: This section of the course will examine how foreign policy is made. Students should try to think about how the various non-state actors that we discussed earlier can influence the making of policy, as well as how foreign policy decisions translate into outcomes (who wins/loses, who gets what, and so on). Also, try to think about how the foreign policy process differs across countries -- are there certain types of countries or political systems where policies are made in a different way, with different actors and different influences on policies?

**16. Monday, Feb. 17: EXAM #1 (in the regular classroom)**

## II. CONFLICT AND COOPERATION

17-18 Wednesday, Feb. 19 - Friday, Feb. 21: Armed Conflict and Cooperation

**\*\*\*Required Paper #1 due on the first day of this topic\*\*\***

- Assigned Readings (day 1 of this topic): SCD Chapter 5 Intro ("International Conflict"), 5-1 ("The Nature of Armed Conflict"), 5-2 ("The Nature and Evolution of War in World Politics")
- Assigned Readings (day 2): SCD Chapter 1-5 ("Dilemmas of Cooperation in International Relations: The Prisoner's Dilemma and the Stag Hunt"), 2-1b ("The Security Dilemma")
- Discussion Points: This section of the course will begin by defining conflict, thinking about why it happens, and discussing some general trends in conflict over recent centuries. Students should try to think about why states are willing to pay the costs and accept the risks that come with conflict; wouldn't they have been better off agreeing on the same solution that was eventually reached through a war, without all of the death and destruction?

19-21. Monday, Feb. 24 - Friday, Feb. 28: Causes of Interstate Conflict

- Assigned Readings (day 1 of this topic): SCD Chapter 5-3 ("Why Wars Begin")
- Assigned Readings (days 2-3): None

• *Discussion Points*: This section of the course will examine scholarly research on the causes of conflict and war between states. Do the causes that the book discusses seem plausible as sources of armed conflict? What other factors or influences can you think of that might also cause states to become involved in conflict and war?

22-23. Monday, Mar. 2 - Wednesday, Mar. 4: Intrastate Conflict, Terrorism, and Human Rights

• Assigned Readings (day 1 of this topic): None

• Assigned Readings (day 2): SCD Chapter 11 ("Human Rights")

• *Discussion Points*: Here we will switch from conflict between states to conflict within states (such as ethnic conflict, civil war, terrorism, and human rights violations), which can also have important implications for IR. Students should try to think about how intrastate conflicts such as these are likely to differ from the interstate conflicts that we discussed previously -- do many of the same factors seem likely to be relevant, or are the causes likely to be completely different?

24 & 31. Friday, Mar. 6 & Monday, Mar. 23: Realist Solutions to Conflict

• Assigned Readings (day 1 of this topic): SCD Chapter 6-1 ("The Challenge of International Security"), 6-2 ("Realist Approaches to Security and Conflict")

--*Canvas*: Eric Schmitt and Steven Lee Myers (6/13/2015). "U.S. Is Poised to Put Heavy Weaponry in Eastern Europe." *New York Times*.

---

**25-27. Monday, Mar. 9 - Friday, Mar. 13: NO CLASS (Spring Break)**

**28-30. Monday, Mar. 16 - Friday, Mar. 20: (Coronavirus cancellation / convert course to online format)**

**Realist Solutions to Conflict, continued** (*discussion grade #1, forums open until midnight 3/29/20*)

31. Monday, Mar. 23:

• Assigned Readings: None

• *Discussion Points*: We will now start to examine possible solutions to the problem of conflict and war, beginning with political realism -- which argues that IR is a self-help world and states need to do whatever it takes to preserve their own security. Students should think about whether these types of solutions are likely to help against the various causes of war that we have discussed in the past two weeks -- are there certain causes that these realist solutions seem likely to be able to solve, or are these solutions more likely to have no effect (or even be counterproductive and cause more conflict than they solve)?

**Liberal/Institutionalist Solutions** (*discussion grade #2, forums open until midnight 4/2/20*)

32. Wednesday, Mar. 25

• ***Optional Paper #3 due through Turnitin link in Canvas by midnight.***

• Assigned Readings: SCD Chapter 7 ("Building Peace: Structures and Institutions of Cooperation"), EXCEPT FOR 7-3 ("International Organizations")

33. Friday, Mar. 27:

• ***Quiz #3 will be available on Canvas until midnight.***

• Assigned Readings: SCD Chapter 7-3 ("International Organizations")

34. Monday, Mar. 30:

• Assigned Readings: SCD Chapter 6-3a ("Arms Control and Disarmament")

35. Wednesday, Apr. 1:

• ***Quiz #4 will be available on Canvas until midnight.***

• Assigned Readings: SCD Chapter 6-3b ("Collective Security"), 6-3c ("Security Communities and the Democratic and Capitalist Peace")

• *Discussion Points*: Now that we have examined the realist approach to conflict and war, we will consider the

solutions that are advocated by political liberalism, which are much more cooperative in nature (and, some would say, much more naive). We will start with international law, which has taken many forms over the past century. Students should try to think about which of these legal approaches seem most likely to be effective and which causes of war (if any) they might address best, as well as whether international law seems to be a better or worse overall solution than the realist ideas that we have already discussed. We will then consider intergovernmental organizations such as the United Nations (UN) as a path to peace. Students should be sure that they understand the structure of the UN system and the ways that it is intended to promote peace, as well as thinking about how effective this approach has been so far and what (if anything) could be done to make it more effective. We will conclude by examining the democratic/liberal peace as an attempt to create "zones of peace" where conflict is unlikely, as well as arms control and disarmament as ways to overcome some of the danger of anarchy and the security dilemma. Do any of these techniques seem likely to be effective at promoting peace and preventing conflict/war, either overall or under certain conditions?

### **36. Friday, April 3: EXAM #2**

#### **III. THE INTERNATIONAL POLITICAL ECONOMY (IPE)**

**Introduction to IPE** (*discussion grade #3, forums open until midnight 4/7/20*)

37. Monday, Apr. 6:

- **Required Paper #2 due through Turnitin link in Canvas by midnight.**
- **Assigned Readings:** SCD Chapter 8 ("The Pursuit of Economic Security"), EXCEPT FOR 8-4 ("The Global Economy Era")
- **Discussion Points:** The last third of this course will move from the more conflictual side of world politics to (potentially) more cooperative areas like economics. We will start by examining the three leading schools of economic thought (known by various names, but generally liberalism, mercantilism, and Marxism). Students should try to think about which dimensions (if any) of the world economy each school is likely to explain best, and which (if any) each is likely to be unable to explain at all.

**Trade and Protectionism** (*discussion grade #4, forums open until midnight 4/12/20*)

38. Wednesday, Apr. 8:

- **Quiz #5 will be available on Canvas until midnight.**
- **Assigned Readings:** *Canvas:* Hiroko Tabuchi (1/9/2014). "Japanese Begin to Question Protections Given to Homegrown Rice ." *New York Times*.

39. Friday, Apr. 10:

- **Assigned Readings:** None
- **Discussion Points:** For the remainder of the course, we will use the three leading schools of economic thought to investigate international trade, starting with the question of whether or not trade is desirable at all as well as the followup question of whether (or how) trade should be managed to protect national interests. Students should think about what each of the three schools would suggest about these questions, as well as what they personally believe about trade (are your views closer to one of the schools, are they a mixture, or are they completely different from all three?).

**Globalization & Interdependence** (*discussion grade #5, forums open until midnight 4/16/20*)

40. Monday, Apr. 13:

- **Optional Paper #4 due through Turnitin link in Canvas by midnight.**
- **Assigned Readings:** SCD Chapter 8-4 ("The Global Economy Era")

41. Wednesday, Apr. 15:

- **Assigned Readings:** None
- **Discussion Points:** This topic will examine the relatively noncontroversial concept of interdependence, as well as the related concept of globalization (which has become quite controversial in recent years). Students

should try to look past all the rhetoric to figure out exactly what globalization really is, and think about its potential benefits and costs for richer countries, poorer countries, multinational corporations, workers, and consumers.

### **Economic Development** (*discussion grade #6, forums open until midnight 4/21/20*)

42. Friday, Apr. 17:

- **Quiz #6 will be available on Canvas until midnight.**
- Assigned Readings: SCD Chapter 10 ("International Development")  
--*Canvas: Deutsche Welle* (6/29/2015). "A look at the China-led Asian Infrastructure Investment Bank ."

43. Monday, Apr. 20:

- Assigned Readings: SCD Chapter 9-3 ("Foreign Aid"), 12 ("The Global Environment"), re-read 8-3b ("Marxism") and 8-3c ("Marxism Implemented")
- *Discussion Points*: In this section of the course we will attempt to understand why the global South hasn't caught up to the global North yet, and consider the many types of solutions that have been proposed to help Southern states do so. Students should try to think about what each of the schools of economic thought would suggest and why, as well as how effective these various solutions are likely to be.

### **Regionalism and Integration** (*discussion grade #7, forums open until midnight 4/26/20*)

44. Wednesday, Apr. 22:

- Assigned Readings: re-read SCD Chapter 7-3 ("International Organizations")

45. Friday, Apr. 24:

- **Quiz #7 will be available on Canvas until midnight.**
- Assigned Readings: *Canvas*: Mitchell Schnurman (6/20/2015). "We Need More NAFTA, Not Less ." *Dallas Morning News*.
- *Discussion Points*: This section will consider the trend of increasing regional integration, as exemplified by the European Union (EU) and North American Free Trade Agreement (NAFTA). Students should try to think about why many states seem to be so willing to create and expand such organizations, as well as why there seems to be a backlash in others (as with Brexit). Also try to evaluate the strengths and weaknesses of these types of organizations or institutions (are the economic gains likely to be important enough to outweigh the loss of national sovereignty?)

### **Hegemony and Regimes** (*discussion grade #8, forums open until midnight 4/28/20*)

46. Monday, Apr. 27:

- **Optional Paper #5 due through Turnitin link in Canvas by midnight.**
- **Quiz #8 will be available on Canvas until midnight.**
- Assigned Readings: SCD Chapter 5-3 feature ("It's Lonely (and Temporary?) at the Top")  
--*Canvas*: Peter Ford (4/10/2015). "Does China-Led Development Bank Make Beijing Renegade or Mainstream?" *Christian Science Monitor*.
- *Discussion Points*: Here we will consider how important it is to have a strong world leader to maintain order in the international economy, and whether or not the leader's role can be replaced by a system of rules, norms, or institutions. Students should try to think about the role of the United States -- is a strong and active U.S. needed for a stable world economy, or can the same role be played by one or more other states or institutions if the U.S. is unable or unwilling?

## **IV. LOOKING TO THE FUTURE**

### **Course Wrapup / Looking to the Future** (*discussion grade #9, forums open until midnight 5/3/20*)

47. Wednesday, Apr. 29:

- Assigned Readings: SCD Chapter 14 ("International, Economic, and Human Security in the Balance")
- *Discussion Points*: The final topic of the semester will examine a number of problems that scholars and

leaders see as major issues for the future, ranging from overpopulation to resource depletion and global warming. Students should consider how serious these problems are likely to be for the future, and think about what can (or should) be done right now for problems that may not affect many countries for many decades (if, indeed, they have any effect at all). We will also try to wrap up everything we have learned in the course, while looking ahead to the trends that scholars see as shaping the future of world politics. Students should think about how they think world politics will develop in coming years and decades -- do optimistic or pessimistic views seem more accurate, either overall or for certain types of countries or certain dimensions of world politics?

**48. Friday, May 1: NO CLASS (UNT Reading Day)**

**FINAL EXAM: Monday, May 4, 10:30-12:30**

**• *The final exam will be available in Canvas at the regular scheduled exam time for this course. It will end promptly at the end of that two-hour time.***

## Discussion Paper Assignments

Communicating one's ideas verbally and on paper makes up an important part of most college courses and most post-college careers, and this course is no exception. During the semester, students are required to hand in **four discussion papers**, including two that are required for all students in the course as well as any two of a series of optional papers. All papers will be collected **at the beginning of class** on the due date; because the purpose of these papers is to stimulate discussion during the class period, turning them in late will be penalized. The requirement of these discussion papers helps to improve the quality of in-class discussion by giving students an opportunity to think about important discussion topics in advance, and offers the instructor a concrete way to evaluate students' comprehension of the topics covered in the course and in the assigned readings. Each paper is expected to be **2-3 pages long** (no shorter than two full pages and no longer than three full pages, and be sure to use reasonable fonts and margins; papers that only reach the assigned length by using unusually wide margins or spacing or unusually large fonts will be penalized).

These papers should demonstrate that the student has done the assigned readings for the week when they are due and has thought about the assigned discussion question (beyond simply repeating material from lecture or from the readings). Each paper should also support important points with evidence drawn from the course readings or elsewhere (citing the source and page number any time you draw from a source besides your own thoughts), and should make coherent arguments that are logically consistent. Papers that are too short, do not demonstrate both comprehension of the readings and original thought on the assigned question, do not make factually correct statements, or do not make logical and coherent arguments will be graded accordingly.

*Please note that the exact due dates for each paper are listed in the daily schedule, earlier in the syllabus.*

### **Required Paper #1: Armed Conflict News (due at the start of the "Conflict" section of the syllabus)**

This paper should focus on a news article, published during the current semester, that deals with the writer's view about the cause(s) of some war, crisis, or other form of armed conflict somewhere in the world. Be sure to choose a case of conflict that involves at least one nation-state; a civil war or other conflict involving non-state actors is fine as long as a state government is on at least one side of the conflict. You should be sure to choose a case involving the threat or use of military force; cases marked by only political disagreement or economic conflict would not be appropriate. You should also be sure that the story is talking about some specific battle or incident that is currently going on; general background stories are not appropriate, nor are stories about a conflict that occurred before the current semester began.

In writing this paper, you need to (1) identify who the actors are that are involved in the conflict; (2) explain what form of conflict took place (which might be anything from a threat to attack the other side to a clash that left thousands dead); and (3) explain why the author of the news article believes the conflict occurred (in other words, what the author sees as the main factor(s), situation(s), or decision(s) that caused the conflict).

Please note that I am not asking you to critique the behavior or motivation of the actors described in the story or to propose solutions or responses that should be taken by some other actor. Instead, you are simply supposed to describe the author's explanation of what happened and why. This assignment is meant to help spur class discussion on the due date, and to help students learn to read beyond the headlines to try to see why actors seem to be acting the way they do.

Be sure to hand in the news story with your paper, or you will lose half of the possible points (I need to see the story to evaluate how well you have covered it). Feel free to find a news story online; the instructor's web site offers links to a number of possible sources (although you may also choose any other source as long as it includes an appropriate story):

<<https://paulhensel.org/Teaching/psci3810.html#news>>

### **Required Paper #2: International Economic News (due at the start of the "IPE" section of the syllabus)**

This paper should focus on a news article, published during the current semester, that deals with some international economic problem or situation somewhere in the world. This story can cover a problem within the

United States, in some other country, or a truly multinational situation affecting an entire region or international organization; the important thing is that the topic of this story must involve an international dimension (i.e., an international cause and/or effect) and it must be economic in nature rather than military or purely diplomatic.

In writing this paper, you need to (1) identify who the actors are that are involved in the economic problem or situation; (2) explain what is involved in this situation and how this is an economic problem (which may involve trade, development, outsourcing of jobs, or some other economic topic); and (3) explain how this situation is international in nature (which may involve international causes, effects, or both).

As with the first required paper, please note that I am not asking you to critique the behavior or motivation of the actors described in the story or to suggest solutions or responses. Instead, you are simply supposed to describe the author's explanation of what happened and why. This assignment is meant to help spur class discussion on the due date, and to help students learn to read beyond the headlines to try to see why actors seem to be acting the way they do.

Be sure to hand in the news story with your paper, or you will lose half of the possible points (I need to see the story to evaluate how well you have covered it). Feel free to find a news story online; the instructor's web site offers links to a number of possible sources (although you may also choose any other source as long as it includes an appropriate story):

<<https://paulhensel.org/Teaching/psci3810.html#news>>

**Optional Papers: Choose any two (2) of the following five paper topics**

***Optional Paper #1. Power in IR (due at the start of the "Power" topic)***

The United States is often described as the only superpower in the post-Cold War world. Do you agree or not, and what are the factors or elements of power that lead you to this conclusion? Based on these factors or elements, which three countries would you consider to be the most powerful (behind the U.S.) right now, and which of these (if any) might ultimately be able to catch up and achieve superpower status in the foreseeable future?

Be sure to support your answer and cite any sources you consulted in reaching these conclusions. Feel free to refer to the textbook or sources such as the following, which offer useful lists comparing countries on many potentially relevant dimensions:

<<https://www.cia.gov/library/publications/the-world-factbook/rankorder/rankorderguide.html>>

<[https://en.wikipedia.org/wiki/List\\_of\\_international\\_rankings](https://en.wikipedia.org/wiki/List_of_international_rankings)>

***Optional Paper #2. Foreign Policymaking (due at the start of the "Foreign Policy" topic)***

This paper should focus on a news article, published during the current semester, that deals with the making of some specific foreign policy decision somewhere in the world. This story can cover a decision made in the United States government, in some other country, or in an international organization; the important thing is that the decision must involve foreign policy (with a clear international dimension). The idea of this paper is to think about how and why foreign policy decisions are made.

In writing this paper, you need to (1) explain how this decision and the situation it addresses are international in nature; (2) identify which actor(s) were involved in making the decision (such as the U.S. president or the British parliament) and what process was used to make the decision; and (3) explain the news story's summary of why the decision was made the way that it was (perhaps due to the influence of a specific lobbying group or other domestic actors, or in reaction to a decision by another international actor).

Be sure to hand in the news story with your paper, or you will lose half of the possible points (I need to see the story to evaluate how well you have covered it). Feel free to find a news story online; the instructor's web site offers links to a number of possible sources (although you may also choose any other source as long as it includes an appropriate story):

<<https://paulhensel.org/Teaching/psci3810.html#news>>

***Optional Paper #3. International Organizations (due at the start of the "Liberal/Institutionalist Solutions"***

*topic)*

International organizations play a prominent role in international relations. The international organization with the broadest current authority, the United Nations (UN), has been attacked by some U.S. politicians for allegedly surrendering control over U.S. funds and military forces to a foreign authority that may not have U.S. interests in mind (and may even oppose U.S. interests in some cases). Similar criticisms have also been raised against the European Union (EU) by some in Europe.

Considering such criticisms, do you feel that international organizations such as the UN or EU are useful ways to promote cooperation between nation states -- that is, do they help states reach cooperative solutions that they would be unlikely to reach on their own? On the other hand, do you feel that international organizations are too dangerous -- that is, are these possible benefits outweighed by the costs and risks associated with the loss of state sovereignty from joining such organizations? Considering both of these angles, should states continue to pursue international organizations or not, and should any organizations that they pursue be general in nature (like the UN) or focus only on more specific issue areas?

***Optional Paper #4. Globalization (due at the start of the "Globalization" topic)***

This assignment requires you to think about the global origins of products that you use every day, as a way to investigate the ways that globalization affects your daily life. To do this, choose ten items that you use regularly -- pieces of clothing, electronics, furniture, and so on. For each one, determine the country in which it was made (if you can not determine this, choose another item). Record this in a table in your paper, briefly identifying the item and listing the country where it was made.

After listing your ten items and their origins, you will need to answer the following questions. How many of these ten items were made in the USA, and how many countries are represented in this list overall? What type(s) of countries are these -- rich countries of the North, poor countries of the South, or both? Are there differences between these country types based on the types of items (for example, are different countries responsible for your clothes than for your electronics)? What does this exercise tell you about globalization in today's world economy and how this affects our daily lives?

***Optional Paper #5. Approaches to the IPE (due at the end of the "IPE" section of the course)***

The lectures and textbook have presented several distinct schools of economic thought, and have examined their application to a number of different topics in the international political economy. Which of these schools do you find to be the best description of how the international political economy works -- either overall or in a specific issue area of your choosing -- and which (not necessarily the same one) do you think offers the best advice for economic policymakers? Be sure to explain why you chose the school(s) that you did.