



PSC 2700: Principles of International Relations
Spring 2020
Tuesday and Thursday, 9:35 - 10:55
RH 1569

“Most people, in fact, will not take the trouble in finding out the truth, but are much more inclined to accept the first story they hear.” — Thucydides

Professor:

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Office Hours:

Tuesdays and Thursdays from 12:30- 14:15, 16:00 - 17:30, & by appointment.

Course Description:

An examination of such basic forces as nationalism, ideology and power that promote conflict and cooperation among states in the international community. This course is worth three (3) credit hours.

Course Overview:

The purpose of this course is to introduce students to the key concepts and issues within the field of international relations in order to help students better understand how states and non-state actors interact with each other in the global community. The first half of the course will focus on foundational concepts and issues, such as the history of international relations, understanding levels of analysis in studying international relations, and finally theories of international relations. The second part of the course will focus on practical issues facing the world and how international relations helps understand and potentially solve these problems. Key issues include international institutions, human rights, the environment, and international political economy.

Learning Objectives:

- Students will gain a practical and theoretical understanding of the field of International Relations.
- Students will be able to synthesize readings and apply concepts to multiple contexts, including day to day examples.
- Students will increase competence and confidence in both oral and written communication through practice.

Teaching Methodology:

PSC 3730 is an in-person seminar course. Students are expected to participate heavily through informed discussion. Students are expected to be intellectually challenged.

Course Expectations:

Students are expected to attend class on time, read and participate regularly. Students are expected to be open-minded and approach issues in good faith and in the spirit of social science.

Prerequisites:

There are no prerequisites for this course.

Technology Requirements:

There are no technology requirements in-class. Students should have access to the internet outside of class.

Textbooks:

The book is required. Any additional readings are available on Blackboard. Please also follow the news on a daily basis.

1. Frieden, Lake, and Schultz, 2016. *World Politics: Interests, Interactions, and Institutions* (4th edition). WN Norton

University Policies

The University is an equal opportunity educational institution. Please read *The University's Policy Statement on Nondiscrimination on the Basis of the Americans with Disability Act Compliance*.

Academic Accommodations The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the *Student Disability Services Office*.

Grade Policy:

Unexcused, late assignments will be assessed a penalty of 1/3 a letter grade per 24 hours late.

Grading Scale:

| Numerical Grade | Letter Grade | Performance |
|-----------------|--------------|--|
| 93 - 100 | A | Achievement of Exceptional or Outstanding quality. |
| 90 - 92 | A- | Achievement of slightly less than outstanding quality. |
| 87 - 89 | B+ | Achievement of slightly more than high quality. |
| 83 - 86 | B | Achievement of high quality. |
| 80 - 82 | B- | Achievement of slightly less than high quality. |
| 77 - 79 | C+ | Work of slightly more than acceptable quality. |
| 73 - 76 | C | Work of acceptable quality. |
| 70 - 72 | C- | Work of slightly less than acceptable quality. |
| 67 - 69 | D+ | Work slightly below the quality expected. |
| 63 - 66 | D | Below the quality expected. |
| 60 - 62 | D- | Barely above failing. |
| 59 or less | F | Failure |

Grading:

Test I 30%

- This in-class exam will consist short answer questions. Please email me to show that you have read this syllabus. If you do, you will receive extra credit.

Test II 30%

- This in-class exam will consist of short answer short answer questions. This exam is not cumulative. You must email me for extra credit related to reading this syllabus before the 3rd class.

Test III 30%

- This in-class exam will consist of short answer questions. This exam is not cumulative. Students who have an A going into the final may skip the final exam.

Attendance 10%

- Students are expected to attend class. Each student will receive two unexcused absences. After two unexcused absences, student's will be penalized with 1/3 letter grade deduction for attendance.

Academic Honesty:

“The free exchange of ideas depends on the participants’ trust that others’ work is their own and that it was done and is being reported honestly. Intellectual progress in all the disciplines demands the truthfulness of all participants. Plagiarism and cheating are attacks on the very foundation of academic life, and cannot be tolerated within universities.”

If you cheat, you will receive a zero on the assignment.

Extra Help and Office Hours:

Please feel free to come by my office hours if you need help understanding assignments or readings. It is best to come see me as soon as possible if you need any additional help.

Important Dates:

| | |
|----------------|---------------------------|
| Test I | 5 March 2020 |
| Test II | 2 April 2020 |
| Test III | 10:15 - 12:15, 5 May 2020 |

Course Schedule:

21 January: Introductions

1. Course overview, general expectations, etc.

23 January: What Shaped Our World

- SLO1: Students shall identify how history has shaped our world
- SLO2: Students shall discuss how history impacts international relations

1. FLS, chapter 1

28 January: Constructing and Evaluating Theories

- SLO1: Students shall define key words in constructing and evaluating theories
- SLO2: Students shall discuss best and worst practices in theory building

1. Van Evera, Guide to Methods for Students of Political Science, chapter 1 (available on Blackboard).

30 January: Contending Perspectives in IR, Part I: Realism

- SLO1: Students shall define major aspects of realism
- SLO2: Students shall discuss strong and weak elements of realist theory

1. Thucydides, The Melian Dialogue (available on Blackboard).
2. Waltz, The Anarchic Structure of World Politics (available on Blackboard).

4 February: Contending Perspectives in IR, Part II: Liberalism and NeoLiberalism

- SLO1: Students shall define major aspects of liberalism
- SLO2: Students shall discuss strong and weak elements of liberalism and neoliberalism theory

1. Doyle, Kant, Liberal Legacies, and Foreign Affairs (available on Blackboard)
2. Keohane, International Institutions: Can Interdependence Work? (available on Blackboard)

6 February: Contending Perspectives in IR, Part III: Constructivism

- SLO1: Students shall define major aspects of constructivism
- SLO2: Students shall discuss strong and weak elements of constructivism

1. Wendt, Anarchy is What States Make of It (available on Blackboard)

11 February: Understanding Interests, Interactions, and Institutions

-SLO1: Students shall identify how III shape international relations

-SLO2: Students shall compare III to previous theories

1. FLS, pp. 42-67

13 February: Understanding Interests, Interactions, and Institutions, Part II

-SLO1: Students shall identify how III shape international relations

-SLO2: Students shall compare III to previous theories

1. FLS, pp. 67-88

18 February: Why Are There Wars, Part I

-SLO1: Students shall identify key explanations for the onset of war

-SLO2: Students shall compare and contrast key explanations with prior theories

1. FLS, pp. 88-117

20 February: Why Are There Wars, Part II

-SLO1: Students shall identify key explanations for the onset of war

-SLO2: Students shall compare and contrast key explanations with prior theories

1. FLS, pp. 118-132

25 February: Domestic Politics and War

-SLO1: Students shall discuss how domestic politics affect war

-SLO2: Students shall compare and contrast domestic politics of multiple countries and the onset of war

1. FLS, chapter 4

27 February: International Institutions and War

-SLO1: Students shall discuss how international institutions affect war

-SLO2: Students shall identify key elements of international institutions

1. FLS, chapter 5

3 March: In class Exercise

5 March: Test I

10 March: Spring Break

12 March: Spring Break

17 March: International Trade

-SLO1: Students shall define key terms in international trade

-SLO2: Students shall identify how states make and enforce trade policies

1. FLS, chapter 7

19 March: International Financial Regulations

- SLO1: Students shall define key terms in international finance
- SLO2: Students shall identify how states make and enforce financial policies

1. FLS, chapter 8

24 March: No class - Dr. Voss is away at a conference.

26 March: International Development

- SLO1: Students shall define key terms in international development
- SLO2: Students shall identify how states make and enforce development policies

1. FLS, chapter 10

31 March: International Monetary Regulations

- SLO1: Students shall define key terms in international monetary policy
- SLO2: Students shall identify how states make and enforce monetary policies

1. FLS, chapter 9

2 April: Test II

7 April: Foreign Policy

- SLO1: Students will define key terms of foreign policy
- SLO2: Students shall discuss how theories of IR help explain foreign policy

1. Jack Levy, Psychology and Foreign Policy Decision-Making (available on Blackboard)
2. Jonathan Masters, U.S. Foreign Policy Powers: Congress and the President, Council on Foreign Relations (available on Blackboard)
3. What is Donald Trump's Foreign Policy?

9 April: Understanding Coups

- SLO1: Students will identify key factors in the onset of coups
- SLO2: Students shall discuss how theories of IR help explain coups

1. Understanding the Backdrop to Turkey's Failed Military Coup
2. Statistical Assessment of Coup Risk for 2015

14 April: Violence by Non-State Actors

- SLO1: Students shall identify different acts of violence by non-state actors
- SLO2: Students will discuss best and worst practices in mitigating violence by non-state actors

1. FLS, chapter 6

16 April: Ethnic Conflict

- SLO1: Students will define ethnic conflict
- SLO2: Students will discuss how theories of IR help explain ethnic conflict

1. James Fearon and David Laitin, "Ethnicity, Insurgency, and Civil War," (available on Blackboard)

21 April: International Law and Norms

- SLO1: Students will define key terms in international law
- SLO2: Students shall discuss how international norms impact international relations

1. FLS, chapter 11

23 April: Human Rights and humanitarian intervention

- SLO1: Students will define human rights
- SLO2: Students will discuss best and worst practices in humanitarian intervention

1. FLS, chapter 12
2. Jon Western and Joshua Goldstein, "Humanitarian Intervention Comes of Age..." (available on Blackboard)
3. Moises Naim, "Why Libya and Not Syria?" (available on Blackboard)

28 April: Global health and environment

- SLO1: Students will define key terms in global health and global environment
- SLO2: Students shall discuss how international relations impacts global health and environment

1. FLS, chapter 13
2. Richard Payne, Global Issues, chapter 13 (available on Blackboard)

30 April: The Future of International Politics

- SLO1: Students will identify key issues in the future of IR
- SLO2: Students will analyze how theories of IR help explain and predict future issues

1. FLS, chapter 14