

**Introduction to International Politics**  
**INTS 1700-2**  
**Spring 2019**

**Course time and location:** Monday and Wednesday 12 pm-1:50 pm

**Instructor:** Dr. Kelsey Norman

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**Office:** 1120B (Sié Center research offices)

**Office Hours:** Monday (2-4 pm), Wednesday (10 am-12 pm), and by appointment

### **Course Description**

In this class we focus on *politics*—or the power and influence—directing the actions of the international system, states, and individuals. We examine theories that attempt to explain aspects of international politics including system dynamics, institutions, and the construction, destruction, and reconstruction of disparate social orders. To do so we link the headlines of today to the events of the past through historical review and analysis, with the expectation that the dynamics of the past have much to do with what the future portends. That said, no single theory or historical analog can sufficiently explain all aspects of international politics for a given time and location. Therefore, the purpose of this course is to provide students with a ‘toolkit’ of contending and conflicting theories that can help explain global events and enable students to develop their own world view.

### **Course Objectives**

There are three core objectives of the course. First, students will review and extend their knowledge of key historical events relevant to international politics. Second, students will develop a basic understanding of the concepts and theories of international relations that can be used to explain global political developments. Third, students will be able to apply these theories to relevant issue areas and understand why and how global issues emerge, persist, and (occasionally) are resolved. These issues include the causes of war, human rights, international economics and development, environmental politics, migration, international organizations, and terrorism, amongst others. Beyond these core objectives, students are further expected to practice and develop analytical, writing, and presentation skills through continual application of the theories and concepts discussed throughout the course.

### **Required Text**

There is one required textbook for this course: *Essentials of International Relations* by Karen Mingst and Ivan Arreguin-Toft. The most recent edition of this text (the 7th edition) is available in the bookstore. This most recent edition is quite expensive, so feel free to purchase an older version (the 6th and 5th editions are both available at Amazon and various other online venues for much less money). The core content of these older editions is mostly the same, however, the examples and illustrations will be less timely and the page numbers will not be exactly the same as listed here in the syllabus. If you do choose to purchase an older edition, you will be responsible for making sure you are reading the correct page numbers. In addition to chapters from the textbook, various additional readings will be available on Canvas. All of these readings are

required unless specifically marked 'recommended' in the syllabus. You should complete the reading before the class period where it is listed on the schedule to be prepared to discuss it during that class time

## Grading

Your final grade is based on your performance in five areas: quizzes, exams, a response paper, current events presentation, and class participation. Specific assignments and their relative contribution to your final grade follow:

- *Attendance (20%)*
  - Students are expected and required to attend lectures. An attendance sheet will be circulated at the beginning of class. Students may accrue one unexcused absence without penalty (to their grade).
  - Please understand that 'unexcused' does not necessarily imply 'unjustified.' I expect that most students will incur at least one unexcused absence due to illness. So long as you have not exceeded your limit on unexcused absences, there is no need to obtain an excuse, especially since the university clinic does not provide absence notes.
  - Part of your grade will also involve you actively participating in class discussions and small group activities. This is more about 'quality' than 'quantity.'
- *Quizzes – 10%*
  - Four reading quizzes will be administered during the course. Each will be multiple-choice and open-note/open-book and will be taken via Canvas. The deadline for taking the quiz will be on midnight the day the quiz is assigned.
- *Midterm exam – 20%*
  - The mid-term will be in-class and open-note. Students will choose two essay questions to answer from a longer list of possible questions. Each question will give students an opportunity to draw from a narrow selection of material covered during the course.
- *Final exam – 25%*
  - Students will complete a final exam on Canvas, focusing on material covered after the midterm but including material from the entire quarter's readings, lectures, and discussions. The exam will be open-book and can be taken any time after the last class session up until 10:00 AM on Friday June 14th. The exam will be timed—students will have two hours from the time they begin the exam to complete it, and the exam cannot be re-taken. The exam must be taken by yourself.
- *Response paper – 15%*
  - Students will write a 1500-2000 word analytical paper on a topic of their choosing relevant to international relations. An analytical paper is a paper that tries to explain why something happened the way that it did or is the way that it is, making an argument with evidence to support your explanation. A paper could, for instance, try to explain a specific historical event such as World War II; a current world political problem, like the proliferation of nuclear weapons, an interesting empirical phenomenon, such as "Why do democratic countries tend not to go to war with each other?" Or even a fictional phenomenon such as: "Why is war so common in

Game of Thrones?” Outstanding papers will focus on a single, strong argument and weave in the tools and theories of International Relations. Papers are due before class on May 8 and will be turned in via Canvas. In addition, students must turn in a 250-word summary of their topic and the argument they wish to advance, with at least three sources no later than April 17. The summary will count for 10% of the overall paper grade.

- *Current events presentation – 10%*
  - Students will be placed in groups of five. Each group will be assigned to one of the class sessions following the midterm (May 6-June 5, 9 classes) and will present on a current event relating to the topic discussed in class that day. Each member of the group must participate in presenting and presentations should be approximately 30 minutes in total. The presentation can include the use of a PowerPoint or other audio-visual materials. The goal of the presentation is to connect the week’s topic and readings to real-world events and to encourage class discussion.

### **Assignment & Exam Policy**

All assignments and exams must be completed ON TIME in order to satisfactorily pass this course. Make-ups will only be granted under extraordinary circumstances such as medical or family emergencies that can be documented and verified. Personal reasons are insufficient excuses for making up missed assignments and/or exams. Quizzes and the midterm exam will be administered in class on the dates listed. The final exam will be administered online via Canvas and must be completed by the assigned date. The response paper will be submitted through Canvas. **Throughout this course you must abide by the University of Denver’s Honor Code and Student Conduct Policies. Please see the final section of this syllabus for further information.**

### **Class Policies**

In addition to submitting all assignments, all students should complete assigned readings, attend lectures, and engage in class discussion. Each of these components is a critical part of the learning process.

Students have a right to express their ideas in an environment of mutual respect, free from intimidation and ridicule. I invite students to challenge ideas expressed by myself, assigned authors, and other students, but disrespectful or distracting behavior, such as ad hominem attacks against fellow students, will not be tolerated.

The use of laptops and other mobile devices will not be permitted during class time. You are welcome to take written notes during class and I will post all PowerPoint lecture slides to Canvas after class. A preponderance of research indicates we will all benefit from this policy despite its drawbacks. Cellphones must also be silenced and rendered inaudible during class time.

## **Course Schedule and Readings**

**Mon April 1:** Course Introduction

**Wed April 3:** The Historical Background of International Relations

- (EIR) Chapters 1 & 2

**Mon April 8:** IR Theories: Realism

- (EIR) Chapter 3 pgs. 71-83, Chapter 4 pgs. 107-117
- Walt: "What Would a Realist World Have Looked Like?"

**Wed April 10:** IR Theories: Liberalism

- (EIR) Chapter 3 pgs. 83-89, Chapter 4 pgs. 117-118
- Oye: "Explaining Cooperation Under Anarchy: Hypotheses and Strategies"

**Mon April 15:** IR Theories: Constructivism

- (EIR) Chapter 3 pgs. 92-95, Chapter 4 pgs. 123-124
- Finnemore and Sikkink: "Taking Stock: The Constructivist Research Program in International Relations and Comparative Politics." (Read from the beginning of the article until the beginning of the section "Constructivist Analysis in Comparative Politics")
- **Quiz 1 due by midnight**

**Wed April 17:** IR Theories: Marxism and Feminism

- (EIR) Chapter 3 pgs. 89-92 and 95-97, Chapter 4 pgs. 118-119 and 122-123
- Marx and Engels: "The Communist Manifesto – Chapter 1: Bourgeois and Proletarians."
- Cohn. "Sex and Death in the Rational World of Defense Intellectuals."
- Hudson and Cohen. "Women's Rights Are a National Security Issue."
- **Topic for response paper due**

**Mon April 22:** The State

- (EIR) Chapter 4 pgs. 124-130, Chapter 5
- **Quiz 2 due by midnight**

**Wed April 24:** The Individual

- (EIR) Chapter 6
- Review for midterm

**Mon April 29: Midterm**

**Wed May 1:** 2019 Margolin Lecturer Bill Arkin in AAC 290

**Mon May 6:** IOs, NGOs, and International Law

- (EIR) Chapter 7
- Keohane: "International Institutions: Can Interdependence Work?"

**Wed May 8:** War, Civil War, and Terrorism

- (EIR) Chapter 8

- Fearon and Laitin: “Ethnicity, Insurgency, and Civil War” (skim or even skip the section that begins with the header “Empirical Analysis” and ends with the header “Conclusion”)
- Sjoberg: “Gender, Structure, and War: What Waltz Couldn’t See”
- **Response papers due**

**Mon May 13:** International Political Economy

- **(EIR)** Chapter 9
- Snider: “International Political Economy and the New Middle East”

**Wed May 15:** Human Rights and Transnational Advocacy

- **(EIR)** Chapter 10
- Keck and Sikkink. “Transnational Advocacy Networks.”
- **Quiz 3 due by midnight**

**Mon May 20:** Development

- Barnett and Walker: “Regime Change for Humanitarian Aid”
- Hickel: “Enough of Aid—Let’s Talk Reparations”
- Escobar: “Power and Visibility: Development and the Invention and Management of the Third World”

**Wed May 22:** American Foreign Policy: Trade and War

- Glaser: “Will China’s Rise Lead to War? Why Realism Does Not Mean Pessimism”
- The Daily Podcast: “What the West Got Wrong About China: Part 1” and “What the West Got Wrong About China: Part 2”
- **(EIR)** pgs. 97-104
- Documentary in class: “Hubris: Selling the Iraq War”

**Mon May 27:** Memorial Day, University Closed

**Wed May 29:** International Migration and Refugees

- Adamson: “Crossing Borders: International Migration and National Security”
- Cone and Norman: “Migration in the Mediterranean: A Second Crisis of Europe’s Making”
- Tsourapas: “How Migration Deals Lead to Refugee Commodification”

**Mon June 3:** Climate Change

- **(EIR)** Chapter 11 pgs. 398-417
- Busby: “Who Cares about the Weather?: Climate Change and U.S. National Security”
- **Quiz 4 due by midnight**

**Wed June 5:** Gender, Race, and Sexuality in IR

- Búzás: “The Color of Threat: Race, Threat Perception, and the Demise of the Anglo-Japanese Alliance (1902–1923)”
- Sjoberg: “Seeing Sex, Gender, and Sexuality in International Security”
- Wrap-up and review for final

## **DU Policies and Resources**

*Professional Writing:* Obtaining feedback benefits writers at all skill levels, as communicating effectively both verbally and in writing are absolutely critical for any career path. The Writing Center offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit: <http://www.du.edu/writing/writingcenter/>

*Ethical note:* During this class, you are expected to follow the DU Honor code. All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of violating the Academic Misconduct policy, refer to the University of Denver website on the Honor Code ([www.du.edu/honorcode](http://www.du.edu/honorcode)). See also <http://www.du.edu/studentconduct> for general information about conduct expectations from the Office of Student Conduct. The full honor code, including consequences of academic dishonesty can be found at: <http://www.du.edu/honorcode/studentprocedure.htm>

*Equitable Access:* DU is committed to equal access and participation for all persons. This includes providing reasonable accommodations pursuant to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008 (ADAAA). To request a new accommodation, or modification to an existing accommodation, contact Disability Services Program at x12278 or <http://www.du.edu/studentlife/disability/dsp/>

*Research Support:* The University Research Center at the Anderson Academic Commons offers “expert guidance through the research process: from refining a topic, to finding and evaluating relevant sources, to creating a bibliography”. For more information, visit: <http://library.du.edu/research/research-center.html>

*Title IX:* Gender violence can happen to anyone regardless of race, class, age, appearance, gender identity, or sexual orientation. The University of Denver is committed to providing an environment free of discrimination on the basis of sex (gender), including sexual misconduct, sexual assault, relationship violence, and stalking. The Center for Advocacy, Prevention and Empowerment (CAPE) provides programs and resources to help promote healthy relationships, teach non-violence and equality, and foster a respectful and safe environment for all members of the University of Denver community. All services are confidential and free of charge. For assistance during business hours, call 303-871-3853 and ask to speak to the Director of CAPE. After hours, please call the Emergency & Crisis Dispatch Line at 303-871-3000 and ask to speak to the CAPE advocate on call.