

International Politics
POLS 170 Fall 2019
ACWS 214
Tuesday/Thursday 1:00 pm – 2:22 pm

Instructor: Dr. Courtney Burns

Office: ACWS 232

Office hours: Tuesdays 3:00 pm – 4:30 pm and Wednesdays 10:00 am – 11:30 am

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Course Description: Have you ever wondered why some countries go to war with one another and others do not? Why the United Nations seems to have some sway over smaller countries, but not larger countries? Have you noticed that power in the international system seems to come in many forms like military and economic? Would you like to be able to impress your parents with cool words like “universal jurisdiction” “prospect theory” or “nuclear deterrence”? Studying international politics will help you answer these question and so many more. This course will help you better understand what is going on in the world around you and, hopefully, make you a better consumer of political information.

This course provides students with the background and conceptual tools they need to understand contemporary international relations. Students will be introduced to the literature in a broad, general way in order to make them familiar with the main theoretical arguments in the field. Students will also be introduced to original scholarly work for a more in-depth analysis of each week’s topic. Topics covered in this class include conflict and cooperation, the processes of foreign-policy decision-making, major international economic issues, and future trends of global politics. The overall objective of this course is to give students sufficient awareness of the interaction of political, technological, economic, and social factors for a critical appreciation of the contemporary international environment.

Learning Outcomes:

1. Students will demonstrate an understanding of the defining concepts and theories of International Relations.
2. Students will apply International Relations theory to current global topics.



Course Requirements: The final grade for this course is based on a variety of assignments and in-class assessments. I do not round grades. If you want to receive a certain grade, then you must reach the point minimum to receive said grade. There will be no extra credit offered.

Participation		100 points
Three exams	3 exams x 70 points	210 points
Pop quizzes	7 quizzes x 10 points	70 points
Reading Guides	7 rg x 10 points	70 points
<u>Topic paper</u>		<u>50 points</u>
Total		500 points

Grades will not be rounded. You must receive the following amount of points to earn a(n):

A: 470+ points	C+: 385-399 points
A-: 450-469 points	C: 370-384 points
B+: 435-449 points	C-: 350-369 points
B: 419-434 points	D: 300-349 points
B-: 400-418 points	F: 299 points and below

Required text: Scott, James M, Ralph G. Carter, and A. Cooper Drury. IR. 3rd edition. Sage Publishing. ISBN: 9781506397085

Extra journal articles are provided on Moodle and will have an * next to them.

Participation

Lecture meets on Tuesdays and Thursdays. You should aim to attend class regularly and take notes. The exams are based on both readings and course lecture. Moreover, random pop quizzes and random collection of reading guides should encourage attendance. However, I will not take attendance. That being said, participation is a major component of your grade. Participation should be thoughtful and help guide class discussion and lecture. You should aim to participate at least once per week to receive a passing participation grade. I will be keeping track of who contributes to class discussion and lecture and the *quality* of your contribution. Please get in touch with me if you are ever concerned about your participation grade.

Papers

Topic Paper: Your topic papers will be due on the Thursday of the week of your chosen topic. You will sign up for a topic on September 26. Topic papers will be 5 pages long, use 12 point times new roman font, be double spaced, with 1 inch margins, and will do two things. First, the paper will provide a short summary of the topic for the week. Second, you will also find 6 contemporary journal articles to help provide a more in-depth analysis of the topic. In other words, this paper is a summary plus a very brief literature review. The purpose of this paper is to allow you to have a full understanding of a topic and provide current research to delve deeper into the topic. You must cite your sources in text and provide a works cited page. I will provide more directions in late September.

Examinations

There are three exams that will be a combination of multiple choice, short answer, and essay. The exams are worth 70 points each.

Exam Dates:

October 1

October 31

Final exam, non-cumulative

Reading Guides

You must complete a reading guide for every class period over the assigned reading(s) for that day. I will randomly collect 7 reading guides throughout the course of the semester and they are worth 10 points each for a total of 70 points. However, on days when I do not collect a reading guide but we have a quiz, if you have your completed reading guide, you may use it to complete the quiz.

Quizzes

There will be a total of 7 multiple-choice and/or short answer pop quizzes in this course, totaling 70 points of your grade. They are each worth 10 points. Make-up quizzes will be given only to students with medical excuse, university excuse, or personal emergencies (death in the family). I will decide if your absence fits one of these criteria at my discretion. Quizzes may not be made up if you do not fit one of these criteria.

Class Policies:

Electronics

Education research has found that students have lower average grades when they use a computer, cell-phone, or other electronics in the classroom. To that end, I have a “no electronics” policy. This policy is aimed to help you, the student, perform better in the classroom. This does not mean that there will not be days where I ask you to bring a computer or tablet or where I ask you to get your cellphone out. However, the use of technology for note taking is strictly prohibited unless we have other arrangements made. Moreover, upon the beginning of class, all electronics need to be silenced and put away including cell phones, tablets, laptops, and apple watches.

Communication

I will communicate with you via your Bucknell email. I expect that you will check it regularly. Moreover, please communicate with me via office hours (that's what I'm there for!) or my Bucknell email (c.burns@bucknell.edu). I will attempt to answer your email as quickly as possible if I receive it during regular hours (8:30 am – 4:30 pm Monday – Friday); however, please allow 24 hours during the week and 72 hours over the weekend for responses.

Respectful Engagement

We all come to class from a variety of backgrounds and experiences. Since the purpose of a class is to explore and better understand a topic, we need that variety of perspectives to strengthen our ability to generate hypotheses and analyze facts and opinions. Therefore, it is vital that each person feels comfortable bringing their unique perspective to bear on a given subject, and that it happen in a respectful manner. Most people appreciate having freedom to explore their own opinions (and perhaps change their minds or retrench), so let us consider providing that freedom to each other as well. This give and take requires a community where people believe that they can speculate, question, or discuss deep or challenging issues without fear of attack or disrespect!

Cheating and Plagiarism

All forms of academic dishonesty will be treated seriously and will be handled according to University policy. If you have any questions about whether you think you may be plagiarizing or cheating, please discuss it with me first.

Bucknell University Expectations for Academic Engagement

Courses at Bucknell that receive one unit of academic credit have a minimum expectation of 12 hours per week of student academic engagement [e.d. this might be a good opportunity for some discussion]. Student academic engagement includes both the hours of direct faculty instruction (or its equivalent) and the hours spent on out of class student work. Half and quarter unit courses at Bucknell should have proportionate expectations for student engagement.

Bucknell University Honor Code Statements

As a student and citizen of the Bucknell University community:

1. I will not lie, cheat or steal in my academic endeavors.
2. I will forthrightly oppose each and every instance of academic dishonesty.
3. I will let my conscience guide my decision to communicate directly with any person or persons I believe to have been dishonest in academic work.
4. I will let my conscience guide my decision on reporting breaches of academic integrity to the appropriate faculty or deans.

Accessibility Statement

Any student who needs an accommodation based on the impact of a disability should contact Heather Fowler, Director of the Office of Accessibility Resources at hf007@bucknell.edu, 570-577-1188 or in room 107 Carnegie Building who will coordinate reasonable accommodations for students with documented disabilities.

The college will make reasonable accommodations for persons with disabilities. Students should notify their instructor and Heather Fowler, Director of the Office of Accessibility Resources at hf007@bucknell.edu, 570-577-1188 or in room 107 Carnegie Building.

If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see me and Heather Fowler, Director of the Office of Accessibility Resources at hf007@bucknell.edu, 570-577-1188 or in room 107 Carnegie Building so that such accommodations may be arranged.

Course Schedule - The below schedule and procedures are subject to change in the event of extenuating circumstances. Topic 1 will be covered on Tuesday. Topic 2 will be covered on Thursday.

Week 1 - August 27, 29

Topic 1: Introduction and Overview

Topic 2: No class (APSA conference)

Week 2 – September 3, 5 - Players and the Playing Field

Topic 1: IR Chapter 1

Topic 2: IR Chapter 2, Game Theory

Week 3 – September 10, 12 - Theories of International Relations

Topic 1: Realism - IR Chapter 3

*Mearsheimer, John J. 2014. "Why the Ukraine Crisis is the West's Fault: The Liberal Delusions That Provoked Putin." *Foreign Affairs* 93 (5): 77-84.

Topic 2: Liberalism – IR Chapter 3

*Deudney, Daniel and G. John Ikenberry. 2018. "Liberal World: The Resilient Order." *Foreign Affairs* 97 (4): 16-24.

Week 4 - September 17, 19 – Critical Theories of International Relations

Topic 1: Constructivism - IR Chapter 3

*Wendt, Alexander. 1994. "Collective Identity Formation and the International State" *American Political Science Review* 88 (2): 384-396.

Topic 2: Feminism - IR Chapter 4

*Tickner, J. Ann. 1999. "Why Women Can't Run the World: International Politics according to Francis Fukuyama" *International Studies Review* 1 (3): 3-11.

Week 5 - September 24, 26 – Alternative Theories of International Relations

Topic 1: World Systems, Marx, and FPA - IR Chapter 4

Topic 2: IR Theories review (topics sign up)

Week 6 – October 1, 3 – Exam and Understanding Conflict

Topic 1: *Exam over chapters 1-4, game theory, and all extra readings*

Topic 2: IR Chapter 5, pgs 123-139

Week 7 - October 8, 10 - Understanding Conflict & Seeking Security

Topic 1: finish IR Chapter 5

*Maoz, Zeev and Bruce Russett. 1993. "Normative and Structural Causes of Democratic Peace, 1946-1986." *American Political Science Review* 87 (3): 624-638.

Topic 2: IR Chapter 6, pgs 157-178

Week 8 - October 15, 17 - Fall Break and Seeking Security

Topic 1: No class, fall break

Topic 2: finish IR Chapter 6

*Sobek, David, M. Rodwan Abouharb, and Christopher G. Ingram. 2006. "The Human Rights Peace: How the Respect for Human Rights at Home Leads to Peace Abroad" *Journal of Politics* 68 (3): 519-529.

*pass out coup simulation parts

Week 9 - October 22, 24 - Coup simulation & Cooperation

Topic 1: Coup simulation

Topic 2: IR Chapter 7

Week 10 - October 29, 31 - Cooperation continued & Economic security

Topic 1: IR Chapter 7

*Drezner, Dan. 2019. "This Time is Different" *Foreign Affairs* 98 (3): 10-17.

Topic 2: *Exam 2 over chapters 5-7 and all other readings*

Week 11 - November 5, 7 - Economic Security & Economic Statecraft

Topic 1: IR Chapter 8

Topic 2: IR Chapter 8 & 9

Week 12 - November 12, 14 - Economic Statecraft & International Development

Topic 1: IR Chapter 9

*Peksen, Dursun and A. Cooper Drury. 2010. "Coercive or Corrosive: The Negative Impact of Economic Sanctions on Democracy" *International Interactions* 36 (3): 240 - 264.

Topic 2: IR Chapter 10

Week 13 - November 19, 21 - International Development & Human Rights

Topic 1: IR Chapter 10 & 11

Topic 2: IR Chapter 11

*Franck, Thomas M. 2001. "Are Human Rights Universal?" *Foreign Affairs* 80 (1): 191-204.

*Murdie, Amanda and Dursun Peksen. <https://www.washingtonpost.com/news/monkey-cage/wp/2017/01/28/the-us-was-ripe-for-a-womens-protest-and-more-are-likely/>

Week 14 - November 26, 28 - Thanksgiving Break, No class

Week 15 - December 3, 5 - Global Environment

Topic 1: IR Chapter 12

*Busby, Joshua. 2018. "Warming World" *Foreign Affairs* 97 (4): 49-55.

**pass out Arctic Counsel parts

Topic 2: Global Climate Crisis Model Diplomacy simulation

Week 16 - December 10 - Course Conclusions

Topics 1: IR Chapter 14

Final exam - non-cumulative, over chapters 8-12, 14 and all extra readings