

# **POLS 2070 – International Politics**

This class serves as an introduction to international relations. The class explores the main theoretical paradigms purporting to explain state behavior vis a vis other states. The class also addresses topics relating to foreign policy: Should states pursue nuclear disarmament? Should they vigorously protect patents and copyrights abroad? Should they cede sovereignty to international organizations? Should they give more in foreign aid? Should they engage in drone warfare? Is terrorism ever an acceptable strategy? Through the examination of these topics, students should be able to develop analysis of their own on international situations that arise within their lifetimes.

## **Class Information**

Instructor: John L. Phillips Ph.D.  
Meets: MWF 1:25 – 2:20  
Location: Clement 137

## **Due Dates**

Wednesday 9.25: **Exam #1**  
Monday 10.7: **Iran Debate**  
Friday 10.25: **Exam #2**  
Friday 11.15: **Aid Debate**  
Friday 11.22: **Terrorism Debate**  
Monday 11.25: **Drone Debate**  
Wednesday 11.27: **Patent Debate**  
Friday 12.6: **Final Exam, 10:30 a.m.**

## **Contact Information**

E-mail: [phillipsj@apsu.edu](mailto:phillipsj@apsu.edu)  
Office hours: M3-5; W3-4; Th1-3  
Location: Clement 143 E

## **Books You Need**

Karen Mingst, *Essentials of International Relations*, (4<sup>th</sup> Edition) (Norton, 2007) (Note: there is a 5<sup>th</sup> edition, which is very similar to the 4<sup>th</sup>. Get the 4<sup>th</sup> if you can.)

Art & Jervis, *International Politics*, (11<sup>th</sup> edition) (Pearson, 2012) (Abbreviated to A&J in the syllabus)

## **Grading**

3 exams 20% each  
1 presentation: 20%  
Attendance: 10%  
Participation: 10%

## **Debates**

There are 5 debate days scheduled on the syllabus. On these days teams of students will each present one side of a major topic of contemporary interest. The side each team presents will be drawn at random on debate day.

## **Debate Topics**

1. Should we go to war with Iran (if necessary) to prevent them from developing a nuclear weapon?
2. Should we increase or decrease foreign aid for development purposes?
3. Is terrorism a legitimate strategy of asymmetric warfare?
4. Is the regular use of drone warfare worth the costs?
5. Should we try to establish an international patent and copyright regime on the American or Western European model?

## **Strategies for Success**

1. Readings are required, not optional. Doing the readings means reading them well enough to understand them. Your exam will test how well you understood the point of each reading.
2. Check D2L often for the readings of course, but from time to time other helpful material may pop up.
3. When it is your turn to present a topic, you should probably look into secondary sources. Do some research on your topic to make sure you are maximally prepared.
4. Many readings are on D2L. I can see everything you do on D2L including what you download and look at. If you don't look at the materials I post, I won't be offended, but I won't be very sympathetic either when your exam grades are low.

## **Statement of Academic Freedom**

Students have the right to engage in polite, reasoned disagreement with the professor and other students with no penalty to their grades whatsoever.

Everyone has the right to participate in a learning environment that emphasizes mutual respect, tolerance, and free inquiry.

This class is a forum for critical discussion in pursuit of the truth. Both the professor and students have the right to challenge any beliefs, world-views, ideology, or attitudes, even those that many hold sacred.

## **FAQ (Frequently Asked Questions)**

### **1. Why should I read if all professors do is recap the readings in class?**

Some professors do this and some students need this. However, the purpose of class time is not to tell you what you already should know from the readings, but to deepen your appreciation and understanding of the topics for that day. Readings and lectures do not substitute for one another, they complement each other.

You learn more and class goes by more quickly the better you did the readings.

### **2. What should I do if I'm going to be late? Will I get credit for attendance?**

Try to walk in quietly, without disturbing anyone. If you are under 5 minutes late, you will most likely get credit for attendance.

Being on time to class is important. It shows you respect the professor and other students. Being on time actually means you should be in class 5 minutes early, so that you can get your laptops/notebooks out and be ready for when class starts – on time.

**3. What about if I have to miss class or an exam? Can my absences be excused if I have a good reason?**

If you have to miss class or an exam and can provide **evidence** like a copy of a doctor's note or a vehicle accident report, I will excuse your absence. If you miss an exam with a valid excuse, you will have to retake the exam (a different exam) at an appropriate time. If you miss an exam without a valid excuse, you will fail the exam. If you miss an extra credit exercise, you are out of luck.

**4. I want to bring something to eat or drink to class. Can I do that?**

Whatever helps you get through class time is fine by me. However, please do not bother your class mates. Coffee, water, and energy bars are fine. Fast food or bags of Cheetos are not. Also please remember to clean up after yourself.

**5. I text 24/7, can I text in class discreetly?**

Yes, you are welcome to browse Facebook or text in class *as long as you don't affect others by doing so*. Of course, it's still disrespectful and repeated inattention will affect your participation grade negatively.

**6. What is the secret to success in this course?**

Staying on top of the readings. Making sure the major point of each reading is understood.

**7. Should I take notes?**

Notes are a good thing. However, just as you can eat too much ice cream, you can take too many notes. I find that semester after semester, some students miss important points or fail to grasp what matters because they are too busy taking detailed notes on everything I say. Good notes pick out key arguments or underline questions for further inquiry; they don't recap everything said in class. Part of becoming a good student is learning to exercise **good judgment** about what's important and what isn't.

**8. If I give you a draft of a paper a week before it's due, will you look at it and give me comments?**

Yes. And I promise I will get it back to you in 48 hours. However, anything inside the week before the due date, I will turn down.

**9. Where and in what format should I hand in papers?**

Papers are due in electronically in the dropbox on D2L (unless I tell you otherwise). There will be a folder for each assignment. Make sure you put your paper in the right folder. Once your paper is dropped, there is no taking it back so make sure it's really done. Please double space and use 10 or 12 point font. I suggest Arial or Times New Roman. Remember to put your name on the paper and a word count. Make sure your citations, if you have any, are accurate and properly formatted.

**10. Help! I'm overwhelmed. I have no idea what's going on in your class.**

Being confused is part of the learning process. Worrying about grades is an unfortunate side effect. The first thing you do is come see me during office hours. My door is always open for students looking to get better. I will try and diagnose the problem and tailor some solutions for you. I am also open to assigning you a class partner you can study with.

**11. Someone just said something ignorant/stupid/outrageous. May I administer a beat down?**

No. Part of becoming a more mature is restraining those impulses. Think: did you completely understand what they meant to say? Do you always express yourself as clearly as you'd like to? How would you like to be treated when you make a mistake in front of everyone? The classroom is a forum where mutual respect is the dominant ethic. Try to calmly and accurately explain why you think they are mistaken and give your fellow students every benefit of the doubt.

**12. I have children and the baby sitter cancelled. Can I bring them to class if I promise they will be well-behaved?**

According to APSU policy #3:032, minors (defined as those under the age of 18) are not allowed in classrooms. You should also be aware that minors are not allowed in academic labs, computer labs, science labs, or the library. Further, children cannot be left in halls outside classrooms. Please be aware that the policy on unattended minors is for the purpose of ensuring that our classrooms are conducive to learning and for the safety and protection of minors. For additional information on minors on campus, contact the Office of Student Affairs in the Morgan University Center.

## University Mandated Materials and Disclaimers

### Learning Outcomes

What should a student who takes this class know or be able to do by the end of the semester?

1. Be able to articulate the three major theories of international relations: realism, liberalism, and constructivism
2. Be able to recognize the strengths and weaknesses of each theory applied to any given case study.
3. Be able to coherently articulate the various dimensions of power.
4. Be able to intelligently discuss the pros and cons of US foreign policy, including but not limited to: terrorism, nuclear proliferation, international institutions, globalization, human rights, drone warfare, and international patents and copyrights.

### Statement of Academic Integrity

Familiarize yourself with the university policy regarding academic integrity. Do not violate it. Any form of cheating will be referred to the Class Deans and dealt with in accordance with the university policies described here: <http://www.apsu.edu/sites/apsu.edu/files/policy/3035.pdf>.

Other than copying homework assignments off of fellow students and lifting material off the internet (which is intentional misconduct), most academic misconduct is unintentional, particularly in the area of improper citation in your homework and papers. If you are unsure about proper citation, please consult with me. One good source for APA citation guidelines can be found here: <http://owl.english.purdue.edu/owl/resource/560/08/>

The following is an excerpt from APSU's Policies and Procedures Manual:

#### I. Definition of Academic Misconduct

1. **Plagiarism.** The adoption or reproduction of ideas, words, statements, images or works of another person as one's own without proper attribution.

2. **Cheating.** Using or attempting to use unauthorized materials, information, or aids in any academic exercise or test/examination. The term academic exercise includes all forms of work submitted for credit or hours.

3. **Fabrication.** Unauthorized falsification or invention of any information or citation in an academic exercise.

4. **Facilitation or Collusion.** Assisting or attempting to assist another to violate a provision of the institution's student code of conduct regarding academic misconduct.

## Students with Disabilities

Any student who has a disability that may affect his/her academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact Disability Services; telephone 221-6230; tty 221-6278; fax 221-7102.

## Semester Schedule

### Introductory Material

8.26: **Welcome**

8.28: **Introduction: The study of international relations**

*Readings:* Mingst, 1-13 and 15-26

8.30: **Levels of Analysis**

*Readings:* Mingst, 55-59 and Walt, "International Relations: One World, Many Theories" *Foreign Policy* (1998) (D2L)

9.2: Labor day. No class.

9.4: **Realism and Neorealism**

*Readings:* Mingst, pp. 63-68; 81-82; 84-91 and Morgenthau, "Six Principles of Political Realism" (A & J) 14-22

### Did you know?

Dr. Phillips has passports from three different countries: France, the United States, and the UK. He'll also chat with you in French, German, or Italian.

### Did you know?

Students who come to office hours get better grades than students who don't. You would think the opposite, right?

**9.6: Realism and Neorealism (continued)**

*Readings:* Thucydides, "The Melian Dialogue" (A&J) 8-14

**9.9: Realism and Neorealism (continued)**

*Readings:* Mearsheimer, "Anarchy and the Struggle for Power" (D2L) and Walt, "Alliances: and Bandwagoning" (A & J) 125-132

**9.11: Liberalism and institutionalism**

*Readings:* Mingst, pp. 59-63, and Ch. 5

**9.13: Liberalism and Institutionalism (continued)**

*Readings:* Oye, "The Conditions for Cooperation in World Politics," (A & J) 76-90 and Keohane, "International Institutions." (A & J) 151-159

**9.16: Case Study: Nuclear Disarmament**

*Readings:* Mingst, 232-238 and Daalder and Lodal, "The Logic of Zero" Foreign Affairs (Nov./Dec. 2008). (D2L) and Sagan, "Why do States Build Nuclear Weapons," *International Security* (Winter 1996/1997) (D2L)

**9.18: Constructivism**

*Readings:* Mingst, pp. 69-78; 91-98 and Wendt, "Anarchy is What States Make of it," (A &J) 65-73

**9.20: Constructivism (continued)**

*Readings:* Finnemore, National Interests in International Society, pp. 1-13. (D2L) and Keck and Sikkink, "Transnational Activist Networks," (A & J) 456-463

**9.23: Case Study: 9/11 and the Clash of Civilizations**

*Readings:* Huntington, "Clash of Civilizations." (D2L) and Mamdani, "Good Muslim, Bad Muslim." (D2L)

**9.25: Exam #1 on Theories of International Relations**

**Did you know?**

International Relations is one of the four major sub-fields in Political Science. Can you name the other three?

**Did you know?**

You need to declare a minor or concentration as well as a major in order to graduate from APSU. The political science department offers minors in Political Science and International Relations, a concentration in Legal Studies, and a Teaching Licensure Program. Talk to an advisor if you're interested!

**Did you know?**

Professors at Austin Peay can tell how much time you have spent on D2L, what you have looked at, and what you downloaded. It's not the NSA, but we can tell if you're not doing the D2L readings.

**9.27: Explaining War and Conflict: WWI**

*Readings:* Mingst, Ch. 2, pp. 26-34 and Jervis, "Offense, Defense, and the Security Dilemma," (A & J) 90-111

**9.30: Explaining War and Conflict: WWI (continued)**

*Readings:* Sagan, "1914 Revisited," *International Security* (1986) (D2L) and Gordon, "Domestic Conflict and WWI," *Journal of Modern History* (1974) (D2L)

**10.2: Explaining Lack of War: The Cold War**

*Readings:* Mingst, 37-49 and Jervis, "Was the Cold War a Security Dilemma?" *Journal of Cold War Studies* (2001) (D2L)

**10.4: Explaining Lack of War: The Cold War**

*Readings:* Gaddis, "The Long Peace," *International Security* (D2L) and Jervis, "The Meaning of the Nuclear Revolution" (D2L)

**10.7: Case Study: A Nuclear Iran**

*Readings:* Sokolski, "Getting Ready for a Nuclear-Ready Iran" 239-242 Posen, "A Nuclear Armed Iran" (A & J) 242-259, and Mingst 224

**10.9: Power in the International System**

*Readings:* Nye, "Think Again: Soft Power" *Foreign Policy*, March 1, 2006 (D2L) <http://yaleglobal.yale.edu/content/think-again-soft-power> and Naim, *The End of Power*, 1-19 (D2L)

**10.11: The Role of America and the West**

*Readings:* Mahbuhani, "The Case Against the West," *Foreign Affairs* (May/June 2008) (D2L) and Ikenberry's response at: [http://www.thewashingtonnote.com/archives/2008/05/g\\_john\\_ikenberry/](http://www.thewashingtonnote.com/archives/2008/05/g_john_ikenberry/)

*Optional Reading:* Naim, "Whose World Will it Be?" (D2L)

**10.14: Mid Semester Break. No Class.**

**10.16: International Political Economy**

*Readings:* Mingst, Ch. 9

**Did you know?**

Each absence in this class takes about 2.5 points off of your participation grade. Showing up is half the battle sometimes!

**Did you know?**

Every year, hundreds of undergrads publish opinions editorials and letters to the editor in newspapers nationwide.

If you care about something of current interest, write about it. I'll consider giving you class credit.

**Did you know?**

Questions count as much for your participation grade as comments. If you're not sure you understood something, ask a question about it! Asking questions is a great sign of maturity.

### 10.18: International Political Economy (continued)

*Readings:* Gilpin, "The Nature of Political Economy" (A & J) 265-282 and Hiscox, "The Domestic Sources of Foreign Economic Policies," (A & J) 282-292

### 10.21: Globalization

*Readings:* Frankel, "Globalization of the Economy"  
<http://www.hks.harvard.edu/fs/jfrankel/NyeGlobWPwFigPost.pdf>

### 10.23: Is Globalization Receding?

*Readings:* James, "The Late Great Globalization" *Current History* (January 2009) (D2L) and Naim, "What Globalization Is and Is Not" (A&J) 327-332

### 10.25: Exam #2: Warfare, Power, and Political Economy

### 10.28: Contraband Capitalism

*Readings:* Williams, "Transnational Organized Crime and the State" (A & J) 463-476 and Andreas, *Gangster's Paradise, Foreign Affairs* (2013) (D2L)

### 10.30: The United Nations

*Readings:* Mingst 169-181 and Roberts, "The UN and International Security" 515-523

### 11.1: International Law

*Readings:* Hoffman, "The Uses and Limits of International Law" A&J 146-151 and Ratner, "International Law: The Trials of Global Norms" 450-455 and Kyl, Feith, and Fonte "The War of Law" *Foreign Affairs* (2013) (D2L)

### 11.4: Human Rights

*Readings:* Mingst, 309-320 and Howard and Donnelly, "Human Rights in World Politics." (A & J) 437-440

### 11.6: Humanitarian Intervention

*Readings:* Mingst, 231-232 and Annan, "Reflections on Intervention" (A & J) 416-422

11.5: Last day to drop with a W.

### Did you know?

The Anglo-Zanzibar war is considered the shortest in history, lasting 45 minutes on Aug. 27, 1896

### Did you know?

The Political Science Department at APSU supports Pi Sigma Alpha (the political science honor society), the Pre-Law Society, The Women's Leadership Organization, the College Democrats, and the College Republicans. Get involved!

### Did you know?

APSU has an office for Undergraduate Research. If you're interested in working with data and doing original work, talk to your advisor. They can point the way. Research looks great on your resumé.

### 11.8: Humanitarian Intervention (continued)

*Readings:* Rotberg, "Failed States, Collapsed States" (D2L) and Finnemore, "Norms of Humanitarian Intervention" (D2L)

11.11: Veteran's day. No Class

11.13: **Video: Srebrenica**

11.15: **Foreign Aid**

*Readings:* Easterly, "Why Aid Doesn't Work" *Cato Unbound* (2006) <http://www.cato-unbound.org/2006/04/02/william-easterly/why-doesnt-aid-work> and Radelet, "Evidence Beats Rhetoric, Every Time" *Cato Unbound* (2006) <http://www.cato-unbound.org/2006/04/09/steve-radelet/evidence-beats-rhetoric-every-time> and Easterly's Response: <http://www.cato-unbound.org/2006/04/12/william-easterly/reply-comments-logic-beats-illogic-every-time>

*Optional Reading:* MacArthur, "Own the Goals" *Foreign Affairs* (2013) (D2L)

11.18: **Terrorism**

*Readings:* Mingst, 225-229 and Hoffman, "What is Terrorism?" (A&J) 186-197

11.20: **Terrorism (continued)**

*Readings:* Pape, "The Strategic Logic of Suicide Terrorism" (A & J) 214-23 and Kurth Cronin, "Ending Terrorism" (A&J) 402-415

11.22: **Terrorism: Is it a legitimate strategy?**

*Readings:* Bin Laden, Interview, *Nida'ul Islam* 15 (1996) and Walzer, "Terrorism: A Critique of Excuses" (D2L)

*Optional Reading:* McPherson, "Is Terrorism Distinctly Wrong?" (D2L)

11.25: **Drone Warfare: For and Against**

*Readings:* Byman, "Why Drones Work" *Foreign Affairs* (2013) D2L and Kurth Cronin, "Why Drones Fail" *Foreign Affairs*, (2013) (D2L)

### Did you know?

The US international affairs budget is 1.5% of Federal Spending. Roughly half of that is foreign assistance.

### Did you know?

The Political Science Department offers small (\$250-1,000) scholarships to excellent students in political science. Talk to your advisor about applying.

### Did you know?

The political science department sponsors internships in Washington D.C. and the state legislature in Nashville. Talk to your advisor.

### 11.27: International Copyrights and Patents

*Readings: "Drugs, Patents, and Poor People," The Economist* (2001), <http://www.economist.com/node/576903>

"Access or Profits," Knowledge@Wharton (2013), <http://knowledge.wharton.upenn.edu/article.cfm?articleid=3231>

Raustiala and Sprigman, "Fake It Till You Make It," *Foreign Affairs* (2013) (D2L) and

11.29: Thanksgiving. No class.

12.1: Thanksgiving. No Class

12.4: **Last day of Classes: Exam Review**

12.5: Study Day

12.6: **10:30 am – 12:30 p.m. Final Exam. Clement 137.**

### Did you know?

Dr. Phillips has some limited influence with the Institute for Humane Studies, a classical liberal organization devoted to spreading the ideas of Liberty around the globe. If that's your cup of tea and you're interested in internships, scholarships, seminars, or starting a student group, get in touch.