

PS 170: Introduction to International Politics
Department of Political Science, Brigham Young University

1 Instructor Information

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2 Course Overview and Objectives

This course is designed to give you an overview of the field of international relations. We will cover the primary theoretical models for international relations, primarily in the security and economic arenas. By the end of the course, you should have a strong understanding of the primary topics in international relations and how we study it, and you should be prepared to take upper-division courses in this field.

These activities and assignments address the learning outcomes of the political science major by, among other things, encouraging you to (1) gain a knowledge of countries and their relations, theoretically and factually, (2) write professional research papers, (3) communicate effectively in a high quality oral presentation, and (4) think critically, analytically, and synthetically. I encourage you to take time to look at the full set of political science learning outcomes, which can be accessed at: <https://learningoutcomes.byu.edu/>.

3 Course Format

The course is structured to consider various theoretical approaches in the study of international relations. In the first half of the term, we consider approaches to the study of international security. We look more closely at international political economy in the second half. The readings largely will be drawn from the textbook and the reader, which is full of very good practical and applied articles. Also, I will periodically assign additional readings on writing well to help you prepare for your papers.

I hope that our sessions will be engaging, informative, and participatory. I eschew a strict lecture format. Instead, we will engage in a variety of activities including lectures, personal writing exercises, partner and group work, class discussions, video clips, demonstrations, problem-solving activities, debates, and other critical thinking exercises. I value and will solicit your input on class activities both at the beginning of the semester as well as around midterm. I will make every reasonable effort to incorporate these ideas in the classroom.

4 Requirements

4.1 Required Readings

1. Goldstein, Joshua, and Jon Pevehouse. 2008. *International Relations*. 8th ed. New York: Pearson-Longman.

2. Pevehouse, Jon, and Joshua Goldstein. 2008. *Readings in International Relations*. New York: Pearson-Longman.

In addition to the required readings listed in this syllabus, I will assign other readings periodically. You should also plan to follow world news on a regular basis. You can do this by reading a national newspaper such as the *New York Times*. I also highly recommend reading *The Economist*, which is published weekly.

4.2 Attendance and Participation

Attendance and participation are worth 10% of your grade. I expect all students to attend class regularly. On most days, we will spend a few minutes writing about various topics from the text or lecture. Occasionally, you will hand in these writings for credit. These writing activities will facilitate critical thinking and will also guide some of our discussion. Furthermore, please finish the assigned readings **by the date** they appear in the syllabus.

Read critically and be prepared to comment on the readings in class. I encourage you to ask questions and make germane comments **at any time** during class. If anyone is uncomfortable sharing ideas in class, that is fine, but instead you need to send me short emails summarizing the key argument(s) and offering critical comments/questions. Also, if your participation is/becomes infrequent or uninformed, I will invite you to submit similar emails prior to each class session. I will likely use other activities to be sure that everyone stays current on the readings.

4.3 Assignments

Assignment details are located at the end of this syllabus, and further guidelines will be passed out as the course progresses. The assignments build on each other and require extensive library research. The assignments are worth 15% and 20% of your final grade respectively (5% from the rough draft and the remaining portion from the final paper). Collectively, these assignments are worth 35% of your final grade. We will spend time in class discussing the process of writing well and I will assign short readings on writing well. These resources will help you as you work on all the assignments, and in your writing more generally.

4.4 Geography Exam

This exam comprises 5% of your final grade percentage **and** successful completion is a prerequisite for passing the course. Your score on the exam will be counted towards your final grade. Should you not pass the test with a score of 85% or above, you will be required to retake it until you achieve a passing grade. Again, only the score on the first exam will count towards the 5% of the final grade. I will give you more information on the specifics of the map quiz as the time approaches.

4.5 Exams

The midterm and final exams will account for 50% of your final grade (20% for the midterm and 30% for the final). Both exams will consist of multiple choice, identifications, and essays.

4.6 Schedule of Important Dates

Date	Assignment	Time
Mon, Jan 12	Email about Syllabus	
Wed, Jan 21	Choose Policy Question	
Tue, Feb 17	Geography Exam	
Wed, Feb 18	Draft of Asg. 1 Due	
Wed, Feb 25	Asg. 1 Due	
Wed, Mar 4	Midterm Exam	In-Class
Mon, Apr 6	Draft of Asg. 2 Due	
Mon, Apr 13	Asg. 2 Due	
Mon, Apr 20	Final Exam	7–10 am

5 Course Policies

5.1 Make-up Exams and Assignments

No make-up exams or quizzes will be given unless either prior consent is obtained from the instructor or a valid excuse is obtained from the Dean of Students. I will consent to give makeup exams only in the case of a documented emergency or some other commensurate event.

Assignments are due at the beginning of the class on the date indicated in the schedule. Papers arriving late will be subject to a 1/3 grade reduction (i.e., an *A* will be lowered to an *A-*, an *A-* to a *B+*, and so on). DO NOT turn in your papers (whether late or on time) by email OR by slipping them under my office door. If you turn in a paper late, you must take it to the Political Science Office (7th floor SWKT) and have a secretary put a date/time stamp on it. Please make hard copies of your papers *as you work on them*. Do not be afraid to print out multiple rough drafts. I will not accept any excuses/pleas about erased disks or other similar “catastrophes.” Be responsible.

5.2 Assignment of Grades

Grades are not curved and will be assigned on the following scale: *A* = 94–100; *A-* = 90–93; *B+* = 87–89; *B* = 84–86; *B-* = 80–83;...*F* = 63 or lower. If you have a complaint about how your exam (or paper) was graded, you must type a formal appeal addressing the problem. Please explain clearly what you originally wrote, why you wrote it, and how you think it (your original response) correctly answered the original question. Additionally, you must turn in the original exam (or paper) along with your typed appeal.

5.3 Online Resources

The syllabus, all grades, paper topics, lecture outlines, and more will be posted on the course website (blackboard.byu.edu). Although the lecture outlines will be posted here, do not assume that this exempts you from taking notes in class. The outlines will facilitate your note taking, but will not provide sufficient detail from which to study for exams.

5.4 Academic Integrity

Plagiarism: While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet;

as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. See <http://www.byu.edu/honorcode> for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification.

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harbrace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers.

5.5 Classroom Civility

Regrettably, a handful of students occasionally demonstrate insensitivity to other students and to instructors by disrupting classes unnecessarily. Arriving late for class, reading newspapers in class, packing up bags prior to the end of class, and cell phone use are all disruptive activities. Browsing the internet, checking email, and playing games on laptops are also inappropriate in class because you should be listening and participating. Certainly, taking notes on a laptop is appropriate, but do not waste your time or mine by getting distracted by other activities on the web. Moreover, I will not tolerate incivility of one opinion to another. It is exciting and healthy to exchange a diversity of opinions, but in no case should anyone demean another because of his or her viewpoint. If you have any questions about what classroom civility entails, please contact me.

5.6 Syllabus

Each of you needs to email me by Monday, January 12 to let me know that you have read through the syllabus and that you understand all that is required of you. Also, readings and assignments for this course may be changed on an ad hoc basis. For the most part this will not happen, but if so, I will give as much notice as possible.

5.7 Other Policies

Discrimination: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Access: Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (2170 WSC, 422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

6 *Tentative Course and Reading Schedule*

Readings and assignments for this course may be changed on an ad hoc basis. For the most part this will not happen, but if so, I will give as much notice as possible. We will spend approximately one week on each chapter of Goldstein & Pevehouse with specific reading assignments being discussed at the end of each class. Throughout the semester I will also assign short readings from the journals: *Foreign Policy* and *Foreign Affairs*. I avoid predetermining the exact reading each day in order to be flexible enough to lengthen or shorten discussions based on available material and interest.

6.1 Overview

January 5, 7: Understanding International Relations

- Subjects: IR as a Field of Study, Theories & Methods, Actors & Influences, Levels of Analysis, History, Geography
- Goldstein & Pevehouse, Chp 1
- Pevehouse & Goldstein, Chp 1

6.2 International Security

January 12, 14, 21: Power Politics

- Subjects: Realism, Power, Bargaining, International System, Power Distribution, Alliances
- Goldstein & Pevehouse, Chp 2
- Pevehouse & Goldstein, Chp 2 (note: begins on page 19, not 9)

Wednesday, January 21: Choose Policy Question

Jan 26, 28: Alternatives to Power Politics

- Subjects: Realism vs. Liberalism, Feminism, Constructivism, Postmodernism, Peace Studies
- Goldstein & Pevehouse, Chp 3
- Pevehouse & Goldstein, Chp 3

Feb 2, 4: Foreign Policy

- Subjects: Making Foreign Policy, Decision Making, Individuals, Groups, Crises, Substate Actors
- Goldstein & Pevehouse, Chp 4
- Pevehouse & Goldstein, Chp 4

Feb 9, 11: International Conflict

- Subjects: Causes of War, Theories of War, Types of Intl. Conflict, Means of Leverage
- Goldstein & Pevehouse, Chp 5
- Pevehouse & Goldstein, Chp 5

Tuesday, February 17: Geography Exam**Wednesday, February 18: Draft of Paper 1 Due****Feb 18, 23: Military Force & Terrorism**

- Subjects: State Goals, Control of Military Forces, Conventional Forces, WMD, Terrorism
- Goldstein & Pevehouse, Chp 6
- Pevehouse & Goldstein, Chp 6

Wednesday, February 25: Paper 1 Due**Feb 25, Mar 2: International Organization, Human Rights, & Law**

- Subjects: World Order, International Norms & Morality, United Nations, International Law, Law & Sovereignty, Human Rights
- Goldstein & Pevehouse, Chp 7
- Pevehouse & Goldstein, Chp 7

Wednesday, March 4: Midterm Exam**6.3 International Political Economy****Mar 9, 11: International Trade**

- Subjects: International Political Economy, International Markets, Trade Strategies, Trade Regimes
- Goldstein & Pevehouse, Chp 8
- Pevehouse & Goldstein, Chp 8

Mar 16: Money and Business

- Subjects: Intl. Currency System, Currency Management, Multinational Business
- Goldstein & Pevehouse, Chp 9
- Pevehouse & Goldstein, Chp 9

Mar 18: International Integration

- Subjects: Supranationalism, Integration Theory, The EU, The Role of Information
- Goldstein & Pevehouse, Chp 10
- Pevehouse & Goldstein, Chp 10

Mar 23, 25: Environment and Population

- Subjects: Interdependence, Management of the Environment, Natural Resources, Population
- Goldstein & Pevehouse, Chp 11
- Pevehouse & Goldstein, Chp 11

Monday, April 6: Draft of Paper 2 Due**Mar 30, Apr 1: The North-South Gap**

- Subjects: Theories of Accumulation, Imperialism, The “State of the South”, Revolution
- Goldstein & Pevehouse, Chp 12
- Pevehouse & Goldstein, Chp 12

Monday, April 13: Paper 2 Due**Apr 6, 8, 13: International Development / Conclusion**

- Subjects: Econ. Development, LDC Experiences, Lessons From These Experiences, North South Business, Foreign Assistance
- Goldstein & Pevehouse, Chp 13
- Pevehouse & Goldstein, Chp 13
- Goldstein & Pevehouse, Postscript

Monday, April 20: Final Exam, 7–10 am

Paper Assignments

Students are required to complete two papers over the course of the semester. The assignments build on each other, and therefore, successful completion of the second assignment depends on competent performance on the first. Please note the due dates for each assignment. In completing the writing assignments, you will need to do extensive library research, including consultation of appropriate books, professional journal articles, and possibly government documents. A reference page must be included with each paper.

In each of the assignments, you will be concerned with the foreign policy of one state toward another, a general issue area, or both. Your job is to explain the foreign policy using course concepts, models, and theories. In order to begin your analysis,

1. Choose the state whose foreign policy will be the subject of your analysis (e.g., China, United States, Russia, Pakistan, etc.).
2. Select the other country and/or issue that will be a concern for the foreign policy of the state chosen in step 1 (e.g., nuclear proliferation, Cuba, trade barriers, ethnic violence, refugees, etc.).
3. Some examples of possible topics include:
 - (a) Japan's policy toward trade barriers
 - (b) Greece's policy toward Macedonia
 - (c) Syria's policy toward Israel
 - (d) United Kingdom's policy toward the European Union's agricultural policy
 - (e) Rwanda's policy toward Congo
 - (f) United States' policy toward U.N. peacekeeping
 - (g) India's policy toward Pakistan

I will allow only one student to work on each topic, and topics will be assigned on a first-come, first-serve basis. Please discuss your topic with me no later than Wed, January 21. I will also give other handouts throughout the semester on guidelines for writing and giving oral presentations. All papers need to be turned in by the beginning of class on the date they are due. I do not care what citation style you use, just be consistent and accurate. You need to upload each paper and assignment to blackboard rather than submitting a hard copy. Here are some instructions for uploading your paper to blackboard; please read and follow them as students always struggle to get things turned in with the "Turnitin" software:

1. Once you are logged into blackboard and have clicked on the link for this class, click on the Assignments button on the left of the screen.
2. Select the title of the paper you will be submitting.
3. Click on the submit icon (with the green plus sign).
4. Submit paper through uploading the file by clicking the browse button and selecting the file.
5. Make sure your name appears correctly and fill in the paper title.
6. Click the "submit" button at the bottom.

7. The next screen gives you a preview of your submitted paper. Make sure you have uploaded the correct file. As you may notice, this preview will take out any formatting you have done to the paper. Do not worry about it though because the paper that I will grade will have the original formatting.
8. **Make sure you click the “Submit Paper” button again!** Once you have successfully submitted the paper, you should see a message that says “You have successfully submitted this paper. Below is a copy of your Turnitin Digital Receipt.”

Assignment 1

The first paper consists of two parts, each designed to provide background information about the foreign policy issue being studied. This assignment is almost purely descriptive.

1. Provide an overview of the political, economic, and social characteristics of the state(s) under study. To what extent have each of these developed into national interests and/or goals of the state(s) chosen?
2. Provide a brief history of this foreign policy issue. How long has it been a major (minor) concern for the state(s) involved? What are the major factors involved? Who have been/are the major actors? Why did you emphasize this foreign policy issue?
3. Guidelines:
 - Approximate Length: 4 pages maximum (double-spaced, standard margins, etc.)
 - Draft Due: Wed, Feb 18
 - Final Version Due: Wed, Feb 25
 - Grading Criteria:
 - Historical Accuracy
 - Quality of Description
 - Identification of Key Issues, Controversies, Interests, Actors
 - Description of Past and Current Policy
 - Completeness
 - Writing style and clarity
 - Supporting references/research

Assignment 2

The second paper requires you to explain the current foreign policy using the concepts, models, and theories discussed in class as well as offer policy prescriptions. This assignment builds on the first by offering an *explanation* for why the foreign policy exists, persists, and takes the form it does. Recall that assignment 1 only requires you to identify and describe the policy. Here, you need to elaborate on the key actors, issues, and controversies with an eye towards explaining *why* they make the foreign policy the way it is. For example, in examining a state's foreign policy formation, you may notice that a state flip-flops its policy in response to pressures from its electorate. In this case, you probably would want to highlight the role of domestic politics to explain why the foreign policy appears the way it does.

You should also offer three policy prescriptions for the state under study and make an argument for why one should be used over the other. Two of the three may be policy options currently in use (or that have been used) by the state(s), but the other one must not have been used. Explain why each policy option makes sense for the state(s) under analysis. (Note that you should discuss not only *why* they are/have been used, but also why it makes sense to use them.) From the list of three options, recommend one for adoption explaining its comparative strengths and weaknesses with respect to the rejected options. In other words, you should choose the very best option for the state(s) involved and justify it well.

- Approximate Length: 8 pages maximum (double-spaced, standard margins, etc.)
- Draft Due: Mon, Apr 6
- Final Version Due: Mon, Apr 13
- Grading Criteria:
 - Use of course concepts, models, theories
 - Completeness
 - Balance/range of policy prescriptions
 - Premise/Justification for Each Option
 - Specificity of Options and Operational Examples
 - Rationale and Justification for *Preferred* Option
 - Presentation of Risks and Limitations
 - Writing style and clarity
 - Supporting references/research