Instructor Information

Professor Celeste Beesley  
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Office Hours: 10:30-12 MW & by appt  
Class Locations: JFSB B190  
Class Times: MWF 2:00-2:50pm

Course Overview and Objectives

This course is an introduction to the understanding the interactions of countries, international organizations, multinational corporations, transnational groups of citizens, and non-governmental organizations. We will discuss cooperation, conflict, organization, commitment, stability and change in the international system. We will discuss historical cases and current events, but this course is not about history or current events. It is about the applying the understanding of actors, incentives and strategic interactions that we will discuss in this course to understand historical and current issues that take place in our world. Some interesting questions that International Relations seeks to answer include: Why does war occur? How can it be prevented? How do domestic politics impact the likelihood of war? How can countries communicate with each other? Should they believe each other when they do? How does economic interdependence affect the broader relationships between countries? Is international law enforceable? How does globalization affect countries?

In this course, assignments and activities will include writing exercises, reading quizzes, simulations, games, group work, class discussions, video clips, and lectures. I value and appreciate your participation. I will solicit your feedback on class activities periodically throughout the semester.

The activities and assignments in this course address the learning outcomes of the political science major by encouraging you to 1) demonstrate an understanding of the basic concepts of International Relations; 2) demonstrate an understanding of key actors and processes in international politics; 3) demonstrate an understanding of causes of war and causes of international cooperation; 4) demonstrate an understanding of different theories of the study of international politics, including Realism and Idealism; 4) demonstrate understanding of how different theories lead to different interpretations of key events and processes in international politics; and 5) be better prepared to participate as a national and global citizen. A full list of the department learning outcomes can be accessed at https://learningoutcomes.byu.edu.

Course Requirements

Readings
Two books are required for purchase. Other readings will be placed on the course site in Learning Suite. These readings are just as essential for your coursework as the two main texts. I reserve the right to change the readings by adding, dropping or reorganizing them. I will give you as much advance notice as possible if I find it necessary to do so.
Assignments
The assignments for this course are as follows:

(1) Weekly Reading Quizzes. Multiple-choice quizzes on the coming week’s reading assignments will be posted on Learning Suite each week by Saturday morning. You may take each quiz at any time before lecture on Wednesday. If you fail to take the quiz before lecture on Wednesday, you will NOT be permitted to make it up. The quizzes are individual endeavors and must be completed on a closed-book, closed-note basis. Collaboration (including talking to someone who has already taken the quiz about the quiz or giving any kind of hints to a classmate who has yet to take the quiz) or consulting outside sources while taking the quizzes constitutes an honor code violation. It is cheating. Each quiz is worth 1% of the course grade. You may drop your lowest quiz grade. There are no quizzes the week of Jan 6th or April 14th. (total 12%)

(2) Two 5-Page Analysis Papers. For the each paper, you will choose a 21st century event from international politics and discuss why it occurred and why it occurred the way that it did using theories we have discussed in class. A 300-word proposal, with at least three sources, will be due Jan 29th. A detailed outline will be due Feb 12th. The first paper will be due February 26th. For the second paper, the proposal is due March 14th. The outline is due March 28th. The paper is due April 14th. A (far from exhaustive) list of potential topics and a sample of a proposal and an outline are posted on the learning suite site. You are welcome (and encouraged) to discuss topics and ideas for the papers with your TA or Professor Beesley. (10% each, 20% total)

(3) Two Midterm Exams. The exams will consist of a multiple choice questions, identification questions, and short essays. The first midterm is worth 15%. The second is worth 20%.

(4) Final Exam. The exam will consist of multiple choice, identification and essay questions. 25%

(5) Participation. Come to class. Do the reading, play the games, participate in simulations, make comments, ask questions, participate in debates. There will be unannounced in-class activities that will be collected/graded as part of this component of the course grade. This should give you an incentive to be in class prepared. 8%

Course Policies

Make up exams and assignments
Make up exams will only be given in the case of a documented emergency or as otherwise required by university policy. Analysis papers will not be accepted late, unless an arrangement has been made with the professor prior to the due date. As noted above, quizzes may not be taken late.
Assignment of Grades
Final letter grades will be assigned using the following scale: A (93-100), A- (90-92.99), B+ (87-89.99), B (83-86.99), B- (80-82.99), C+ (77-79.99), C (73-76.99), C- (70-72.99), D+ (67-69.99), D (63-66.99), D- (60-62.99), and F (59.99 and below).

If you have reason to believe that a grading error has been made, you must make a detailed argument in writing, outlining why you believe your grade to be in error. You must submit your written argument within 10 days of receiving your grade--after that, I will assume you have accepted the grade assigned.

Civility
Please mind your manners in class. This means that you should arrive promptly, avoid surfing the internet or reading newspapers during class, avoid packing up bags prior to the end of class, and refrain from talking/texting on cell phones during class. It also means that you will be civil in all discussions. Each class member should feel free to express an opinion. Lively debate is intellectually stimulating and healthy. Demeaning another class member or making derogatory generalizations about any group of people are unacceptable behaviors.

Academic Integrity
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. General information about the honor code can be found at honorcode.byu.edu. Details about Academic Honesty are found at http://saas.byu.edu/catalog/2010-2011ucat/GeneralInfo/HonorCode.php.

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.

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 Opportunities 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 (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 UAC 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 Opportunity Office at 422-5895, D-282 ASB.

**Schedule**

**Introduction**

January 6: Course orientation and syllabus. Why and how are international relations different from other types of politics?

- Goldstein & Pevehouse, Ch 1, pp 1-32.

Jan 8: Interests and Interactions

- Meg Greenfield, “They Won't...They Can't...” *Newsweek*, June 1 1998, p. 78
- Jeffrey Frieden, “Actors and Preferences in International Relations” read pp. 39-53 only.

Jan 10: Levels of Analysis

- David Lake, “The State and International Relations” from Reus-Smit and Snidal (eds) *The Oxford Handbook of International Relations* 2008, pp. 41-61

Jan 13: Anarchy.

• Waltz, Kenneth, “The Anarchic Structure of World Politics” in Art and Jervis, pp. 38-55. (These pages skip the introduction to the article, because in my opinion, it is more confusing than it is worth. You are welcome to read it if you would like.

Jan 15: Realism and the Security Dilemma

• Goldstein & Pevehouse, Ch 2, pp 35-60.

Jan 17: Paradigms in International Relations. Liberalism

• Goldstein and Pevehouse, Ch 3, pp. 63-86.

Jan 20: No Class. University Holiday.

Jan 22: Paradigms in International Relations. Constructivism and Social Theories

• Goldstein and Pevehouse, Ch 3, pp. 86-104.
• Jon Snyder, “One World, Rival Theories” Foreign Policy Nov/Dec 2004 pp. 52-62
• Alexander Wendt, “Anarchy is What States Make of It” in Art and Jervis pp. 65-72.

Jan 24: History of International Politics: Before 1945

• Erik Gartzke and Yonatan Lupu, “Trading on Preconceptions: Why WWI was Not a Failure of Economic Interdependence” International Security 36(4) (2012), pp. 115-150.

Jan 27: History of International Politics: Cold War


Jan 29: History of International Politics: Post Cold War


**Interactions of Conflict**

Jan 31: The Role of Coercive Violence

• Goldstein and Pevehouse, Chapter 4 (only pp 107-111, 136-145 and 157-159)
• Treverton, Gregory. 2000. Section 2 “Terms, Concepts, and Questions” from “Framing Compellent Strategies” Read pp. 4-12 only.
Feb 3: Why War?
- Goldstein and Pevehouse, Chapter 4 (only pp 111-136)

Feb 5: Why War? Rationalist Explanations: Information Asymmetries
- James D. Fearon, “Rationalist Explanations for War,” in Art and Jervis, pp. 57-64.

Feb 7: Why War? Rationalist Explanations: Credible Commitments

Feb 10: Why War? Issue Indivisibility and Non-Rational Explanations for War
- David Lake, "Two Cheers for Bargaining Theory" *International Security* 35(3). 1-44

Feb 12: Midterm I (in-class)

Feb 14, 18: War and Domestic Institutions
- Elise Labott, “North Korea’s Elaborate Game of Chicken with the US” CNN April 3, 2013
- Stephan Haggard, “Kim Jung Un is not Crazy” CNN April 2, 2013

Feb 19: Alliances
- Stephen Walt, “Explaining Alliance Formation” from *The Origins of Alliances* pp 17-49

Feb 21, 24: Civil War & Ethnic Conflict
- “South Sudan: Destroying Itself from Within” *The Economist* Jan 4, 2014

Feb 26, 28: Terrorism
26
• Bruce Hoffman, “What is Terrorism?” in Art and Jervis, pp. 186-196
• Audrey Kurth Cronin, “Ending Terrorism” in Art and Jervis pp. 402-415.
• Goldstein and Pevehouse pp. 145-148
28

March 3, 5: Weapons of Mass Destruction and Nuclear Non-Proliferation
3
• Goldstein and Pevehouse, pp.149-157

5
• David Fischer “History of the IAEA” pp 411-425
• Ivo Daalder and Jan Lodal, “The Logic of Zero: Toward a World Without Nuclear Weapons” *Foreign Affairs* 87(6) (2008), pp. 80-95,

March 7: Just War Theory

• Andrew Valls, “Jus Ad Bellum” and “Jus In Bello” from “Can Terrorism be Justified?” pp. 565-571.

Interactions of Cooperation
March 10: International Law: How to have laws without government?

- Goldstein and Pevehouse pp. 240-253
- Ian Hurd, “Legitimacy in International Politics” in Art and Jervis pp. 73-75.
- Stanley Hoffman, “The Uses and Limits of International Law” in Art and Jervis pp. 147-151
- Theodore Meron, “Answering for War Crimes: Lessons from the Balkans” Foreign Affairs Jan/Feb 1997 pp. 2-8

March 12: International Human Rights

- Rhoda E. Howard and Jack Donnelly, “Human Rights in World Politics” in Art and Jervis. pp 437-449
- “A screaming start; the UN and human rights.” (2008, Apr 26). The Economist
- United Nations. Universal Declaration of Human Rights

March 14: International Governmental Organizations:

- Goldstein and Pevehouse, Chapter 6 pp. 207-226.

March 17: IGOs Security Organizations: The United Nations


March 19: Second Midterm Exam (In-Class)

March 21, 24: IGOs: Economic Organizations.

- Goldstein and Pevehouse  pp. 226-238
- Pascal Fontaine, “Europe In 12 Lessons” pp. 1-36.
- “European Union: Back to the Drawing Board” The Economist September 10, 1994
• “The unwelcome guests: Turkey and the European Union” *The Economist*. December 11, 2004

24
• WTO, "The WTO in Brief"
• WTO, “10 Things the WTO Can Do”
• Global Exchange, “Top Ten Reasons to Oppose the World Trade Organization”
• WTO, “Top 10 Reasons to Oppose the World Trade Organization? Criticism, yes…misinformation, no!” (The WTO’s rebuttal to Global Exchange and similar groups, click the links and read the responses for all ten items)

March 26: International Political Economy: Trade

• Goldstein and Pevehouse, Chapter 5 pp 163-186.

March 28: IPE: Foreign Investment

• Goldstein and Pevehouse, Chapter 5 pp 197-202.
• “Multinationals, it turns out, are evil after all.” (2011, Sep 01). *The Economist*
• “The price isn't right.” (2012, Sep 21). *The Economist*

March 31: IPE: Currency Regimes

• Goldstein and Pevehouse, Chapter 5 pp 188-197.

April 2: Globalization and Political Concerns

• John Micklethwait and Adrian Wooldridge, “Why the Globalization Backlash is Stupid,” in Art and Jervis pp 363-369
April 4, 7, 9: Poverty and Development: Why does the international community care about poverty and development? How do development programs affect relations between North and South?

4

- Goldstein and Pevehouse, Chapter 7 pp. 259-295

7

- Goldstein and Pevehouse, Chapter 7 pp. 295-305.
- “Poverty, geography and the double dilemma.” (2013, Jun 03). The Economist
- “Starting at zero.” (2011, Nov 14). The Economist

9

- Jeff Sachs, “Why the World is Falling Short of the Goals” (Chapter 3) in “Investing in Development: A Practical Plan to Achieve the Millennium Development Goals” 2005 UNDP, pp. 28-52.
- Clive Crook, “Rethinking the Case for Helping Poor Countries,” The Atlantic 2005

April 11, 14: International Environmental Cooperation: How and why do states (fail to) cooperate on a global public good—the environment?

11

- Goldstein and Pevehouse, Chapter 8 pp 308-335.
- Alan Dupont, “The Strategic Implications of Climate Change” in Art and Jervis pp. 560-569.

14

- “Is Kyoto dead?; climate change.” (2003, Dec 06). The Economist
• “Kyoto and out; Canada and climate change.” (2011, Dec 17). *The Economist*