

Name _____

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POLS 171: Introduction to International Politics (Honors)

Course Description: The primary goal of this course is to help you develop the theoretical and empirical knowledge and the critical analytical skills needed to make sense of contemporary global politics in the twenty-first century. The class will incorporate an interactive case-based approach to many of the topics and will emphasize analytical thinking, problem solving, and inductive theory development. In addition to covering the basic factual material, you will have the opportunity to:

- Strengthen your proficiency in reading, listening, speaking, and writing;
- Improve your capacity to think independently and to work through intellectual puzzles; and
- Scrutinize policy choices in politically and ethically difficult situations.

Political Science 171 is one of three introductory courses required for a major in political science and can be used as one of the three initial courses for the international studies co-major. In addition, this class fulfills the CLAS social science (public affairs) principal course requirement.

Method of instruction. The course will include both lectures and discussions, including a number of occasions on which we will analyze specific real-world "cases." As you will quickly discover, it is essential that you keep up with the reading assignments, as the lectures and discussion will assume a familiarity with the concepts presented there. Your goal should be to complete each day's reading *before* the class for which it is assigned. Some of the material is difficult and may require you go through it a second (or even a third) time. When we are discussing a case, it is *essential* that you study that case thoroughly ahead of time and come prepared to present and defend your analysis.

Office hours. You should feel free to stop by during office hours — or make an appointment for another time if that is more convenient — if you would like feedback on your performance or if you have questions or comments that you prefer not to raise in class.

Use of the libraries. This course will require the use of print and electronic reference materials as part of your preparation for case discussions. If you have never done so, you should take advantage the library tours given during the first few days of the semester. Alternatively, pick up a copy of the self-guided tour from the reference desk or go on a "virtual tour" by accessing: <http://www.lib.ukans.edu/~mamiller/Reference/Databases/databases.htm>

Writing assistance. KU has satellite writing centers called Writer's Roosts. The consultants there will work with you as you prepare drafts of papers; they do not edit your papers, but they do help you meet the goals of your assignments. Writer's Roosts are open in several locations across campus. Please check www.ukans.edu/~writing for current locations and hours. Drop-ins and appointments are welcomed and there is no charge for services. For more information, call 864-2399 or contact: writing@raven.cc.ukans.edu.

Keeping informed: To facilitate your knowledge of international politics, you should make it a practice to read a high quality, internationally-oriented news source such as *The New York Times*, *Economist*, *Christian Science Monitor*, *Washington Post*, or *Wall Street Journal* on a regular basis. Alternatively, National Public Radio's daily news shows, "Morning Edition" and "All Things Considered" (91.5 FM KANU or 89.3 FM KCUR), are usually excellent, as is the "The New Hour" on public television.

Readings: We will use three texts, all available from the bookstore in the Kansas Union:

- Broad, Robin ed. *Global Backlash: Citizen Initiatives for a Just World Economy*. Boulder: Rowman & Littlefield, 2002.
- Mingst, Karen. *Essentials of International Relations*, 2d ed. New York: Norton, 2001
- Mingst, Karen, and Jack Snyder, eds. *Essential Readings in World Politics*. New York: Norton, 2001.

In addition, you will need to download a customized "casebook" from the Institute for the Study of Diplomacy at Georgetown University. To purchase the case book:

- Go to URL <http://www.guisd.org/>
- Select link "Custom Case Books"
- Select item cb150: Introduction to international politics (honors)
- Follow the instructions on the screen

In order to download the Case Book you will need Adobe Acrobat pdf format. If you do not have this software, it is available free on the Adobe site: www.adobe.com. Select the link for "Get Reader Now." If you have any problems, you should contact Charles Dolgas at dolgasc@georgetown.edu or call him toll free at 1-877-703-4660.

Course expectations and evaluation: As an instructor, I have a responsibility to come to class prepared, to be accessible when you have questions, to provide you with feedback on your performance, and to help you discover why I am fascinated by international politics.

This is a two-way street, however. For the course to be successful, you need to come to class having read the assigned materials and with an open mind to consider a diversity of perspectives on international politics. In addition, it is your responsibility to obtain notes from a classmate if you choose to skip a class (something I don't recommend). Make-up exams will be granted only with authoritative written evidence of serious illness or bereavement. (Students whose religious obligations or a major family emergency require them to miss class may speak with me privately about the material missed.) *Please note:* Incompletes will not be given except in cases of documented medical emergency, bereavement, or other extraordinary circumstances.

Your grade will be determined on the basis of the following:

In class exam	25 points
Short Written Assignments*	24 points
Case Discussions & Class Participation**	21 points
Take-Home Final Exam	30 points

* There are a total of 12 short written assignments, each worth three points. You must do at least eight of these. If you wish to do more, I will count only the top eight grades. Please note: Several of these exercises are required for everyone in the class.

** You can earn a maximum of 2 points for each case discussion. The remaining seven points will reflect the overall quality and quantity of your class participation.

Any student with a disability that prevents the fullest expression of her or his abilities should contact the staff of Services for Students with Disabilities (SSD), 135 Strong Hall, 785-864-2620 (v/tty) as soon as possible. The SSD office coordinates accommodations and services for KU courses. You should also speak with me privately so that we can discuss course requirements and determine the appropriate accommodation needed to ensure full participation.

Academic misconduct. Cheating and plagiarism in all forms is a serious matter and will be treated as such. The minimum penalty is a zero for the assignment or exam; depending on the circumstances, cases of academic misconduct may also be prosecuted at the college-level and could result in an "F" in the course or suspension for a second occurrence. If you have *any* questions about what constitutes academic misconduct, please talk with me.

How will your performance in discussions be evaluated? In assessing your class participation — both in the case discussions and more generally — I will be looking for several things:

- Evidence of careful reading and preparation;
- Comments that are clear, concise, and enthusiastic;
- Logical consistency, appropriateness to the discussion, originality, and use of relevant evidence in the arguments made; and

- The extent to which you contribute to the *process* of the discussion, such as building on the ideas of others, providing constructive criticism, asking questions that help move the discussion forward, or indicating a careful listening to others.

I recognize that class discussion comes more easily for some people than for others. By temperament or habit, some of us are "talkers," others are "listeners." Learning to be *both* is an important goal of this course. Comments that are not relevant, that are disruptive to discussion, or that attempt to dominate will not be rewarded! I would prefer that you volunteer to participate but will call on you if necessary to bring you into the conversation. If you are uncomfortable speaking in class, please come by and talk with me: there are some "tricks" that I can suggest that might help. One final — perhaps obvious — point: If you don't attend class, you cannot participate. *If you don't participate, your grade will reflect this.*

Preparing for Case Discussions. Case analysis is an important aspect of this course. The more carefully you prepare for these class sessions, the more intellectually useful, interesting, and fun you will find them (and, most likely, the better the grade you will receive for this part of the course). You may feel uncertain at first how best to prepare for case discussion classes. Here are some suggestions:

1. Form a study group.

- Experience and research both show that preparing cases alone is not as productive (or as enjoyable) as doing it in groups.
- Use the study group to present your initial analysis to others, to practice articulating your ideas, to get feedback, to compare different views and problem-solving styles, to redefine and rethink positions, and to build confidence for participating during class sessions.

2. Read the case meticulously.

- Review the placement of the case in the syllabus. *What topics have just been discussed? What will come next?* This will alert you to some of the issues that the case is likely to raise.
- Quickly review the case by reading the introduction and conclusion and by skimming the rest of the contents. Then read the entire case rapidly, without underlining or highlighting, to get the basic structure of the case and determine where the main information is. If the sequence of events is complicated, you might also want to create a chronology of critical incidents or a list of key actors.
- Now re-read the case carefully. Focus on the important information that you identified during the skimming: *Who is involved in the case? What problems do they face? What are their objectives? What is the environment in which the decision-makers are operating?* Highlight, underline, or make margin notes to organize the details and record new thoughts or questions generated by reading.

3. Analyze and think about the case.

- Reformulate the problem. *What is the case really about? What issues are central to the problem? What conflicts between ideas, perspectives, or values are involved in deciding what action to take? Whose interests are really at stake? What are the alternative courses of action? What are the possible results of each alternative?*
- Answer the study questions, preferably in writing. Remember that often there is no single right or wrong answer to a question. Make thoughtful assumptions about the information that is *not* available in the case. Obtain additional data if necessary.

Section I: Introduction

22 August **What is international relations anyway?**

Reading: "The Melian Dialogue" (handed out in class)

27 August The historical context

Reading: Broad, 2.1 (Rodney)
 Mingst, chapter 2
 Mingst & Snyder, chapter 5 (*The Economist*)

29 August Theorizing about global politics – guest lecture by Paul D’Anieri

Reading: Mingst, chapters 1 and 3
 Mingst & Snyder, chapter 2 (Walt)

Section II: Theories, Actors, and Key Concepts**3 September Contending theoretical approaches I**

Reading: Mingst & Snyder, chapters 1 (Wilson), 2 (Morgenthau, Doyle, Frank), and 3 (Waltz)
Short assignment 1 due — required

5 September Contending theoretical approaches II

Reading: Broad, Introduction, 1.5, 1.8 (Weisbrot, Hemispheric Social Alliance)
 Mingst & Snyder, chapters 2 (Tickner) and 3 (Ruggie, Tickner)

10 September Case discussion

Reading: Case 230: "The 'English' Patient: General Augusto Pinochet and International Law"
Short assignment 2 due — required

12 September The global economy

Reading: Mingst, chapter 8 (pp. 192-202)
 Mingst & Snyder, chapters 4 (Wallerstein) and 8 (Gilpin, Krasner)

17 September International economic institutions — guest lecture by Catherine Weaver

Reading: Broad, 2.4, 2.6 (Acheson, UN General Assembly) and 2.8 (Gélinas)
 Mingst, chapter 8 (pp. 202-216)
 Mingst & Snyder, chapter 8 (Kupur)

Short assignment 3 due

19 September The international system — guest lecture by Philip Schrodt

Reading: Mingst, chapter 4
 Mingst & Snyder, chapter 4 (Bull, Morgenthau, Wohlforth)

24 September The state as actor

Reading: Mingst, chapter 5
 Mingst & Snyder, chapter 5 (Slaughter, Herbst)

26 September Individual actors and the construction of foreign policy

Reading: Mingst, chapter 6
 Mingst & Snyder, chapter 6 (Hermann & Hagan, Jaquette)

1 October *Case discussion*

Reading: Case 229: “Semantics or Substance? Showdown between the United States and the Palestine Liberation Organization” (*Parts A and B only*)

Short assignment 4 due

3 October **In class examination****Section III: Globalization — From Above and Below****8 October** **The challenge of globalization**

Reading: Broad, 1.0 – 1.4, 1.6-1.7 (Broad, Burtless, et al., Annan, Meltzer, Buchanon, International Forum on Globalization, Sweeney)
Mingst & Snyder, chapters 6 (*Foreign Policy*) and 12 (Held, et al., Friedman)

Short assignment 5 due

10 October **Trade and development I**

Reading: Broad, 2.0, 2.2, 2.5, 2.7 (Broad, Lappé & Collins, Church, Taw-il)
Mingst & Snyder, chapters 8 (Birdsall) and 12 (UNDP)

15 October *Case discussion*

Reading: Case 236: “Sexploitation? Sex tourism in Cuba” (*Part A only*)

Short assignment 6 due — required

17 October **Fall Break — Enjoy!!****22 October** **Trade and development II**

Reading: Broad, all of Part III

Short assignment 7 due

24 October **Corporate codes of conduct**

Reading: Broad, all of Part IV

29 October *Case discussion*

Reading: Case 239: “Sweating the Swoosh: Nike, the Globalization of Sneakers, and the Question of Sweatshop Labor” (*Part A only*)

Short assignment 8 due

31 October **Rolling back globalization?**

Reading: Broad, all of Part V

Section IV: Security and Global Governance in a Trans-Sovereign World

- 5 November Force and politics**
Reading: Mingst, chapter 7 (pp. 152-166)
 Mingst & Snyder, chapter 7 (von Clausewitz, Schelling, Jervis)
- 7 November War and strife**
Reading: Mingst, chapter 7 (pp. 166-181)
 Mingst & Snyder, chapter 7 (Mueller, Singh, Luttwak)
- 12 November Case discussion**
Reading: Case 231: "The 1996 Taiwan Strait Crisis: The United States & China at the Precipice of War?"
Short assignment 9 due
- 14 November Security and nationalism**
Reading: Mingst & Snyder, chapter 10 (Rudolph & Rudolph, Van Evera, Posen)
- 19 November A democratic peace?**
Reading: Mingst & Snyder, chapters 4 (Huntington, *The Economist*) and 11 (Kant, Layne)
Short assignment 10 due
- 21 November International intervention and human rights**
Reading: Mingst chapter 10 (pp. 265-279)
 Mingst & Snyder, chapter 7 (Doyle)
- 26 November International law and international organizations – guest lecture by Michael Mosser**
Reading: Mingst, chapter 9
 Mingst & Snyder, chapter 9 (*The Economist*, Glennon, Mearsheimer)
- 28 November Thanksgiving**
- 3 December Case discussion**
Reading: Case 258: "Establishing an International Criminal Court"
Short assignment 11 due
- 5 December International environmental issues**
Reading: Mingst, chapter 10 (pp. 251-264)
 Mingst & Snyder, chapter 12 (Brown & Halweil)
- 10 December Case discussion**
Reading: Case 226: "The Turbot War: Canada, Spain and the Conflict over the North Atlantic Fishery"
Short assignment #12 due — required
- 12 December Future scenarios for the global system**
Reading: none