

# Government 204: Introduction to International Politics

## Spring 2016

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Office: Morton 13  
Office hours: Tuesdays, 9:30am–11:30am, or by appointment

### Course Description

This course is an introduction to the major theories, conceptual frameworks, and empirical puzzles in international politics. The first half of the course is organized around key questions in international conflict: Why do states fight? What can we do to make international conflict less likely? What factors drive civil war and international terrorism? In the second half of the course, we will explore a selection of issues from the subfields of international relations, including international political economy (Why isn't there more free trade? Why is international development so difficult?), international organizations (Why do states comply with or cheat on their international commitments?), human rights (Can international non-state actors help stop human rights violations?), the environment (Can states cooperate to address global climate change?), and US foreign policy (Does the United States need a national security strategy? How should the next president manage US-China relations?). Throughout the course, we will discuss academic contributions to the study of international relations and apply this work to contemporary policy challenges.

The course is structured as a mix of lecture and discussion. We will generally address one major topic or theme per week. Usually, we will first read a chapter of the textbook to provide an overview of the topic. For the second class session of the week, we will usually read and discuss one or two important articles on the topic. This approach allows you both to understand key concepts and to explore the academic international relations literature directly.

### Objectives

The course has three broad goals. First, the course will familiarize you with the major theories and conceptual frameworks used in the study of international politics, and give you a sense of the complexity of international policy-making. Second, it will expose you to contemporary academic research in international relations, with an introduction to issues of theory building and research design. Finally, it will provide a taste of the empirical puzzles addressed by the subfields of international relations, and help you to identify more advanced courses that may be of interest.

When you complete this course, you will be educated consumers of policy developments in international relations. You will be able to:

- Apply insights from the class to a variety of contemporary issues in international relations.
- Understand the complex decision-making process and significant uncertainty facing international policymakers.

- Use key concepts in international relations as a foundation for more advanced study in the field.

## Requirements and Policies

I expect you to attend class, complete the readings before the class session for which they are assigned, participate in class discussion and exercises, and turn in course assignments on time. There will be four graded assignments: a policy memo, an in-class simulation and reaction paper, a midterm exam, and a final exam.

### *Attendance and participation*

You must attend class to do well in this course. Participation is an important part of your course grade, and class discussion will help clarify the reading and the key concepts of the course. But it is not enough to just show up—you must complete the readings before their assigned class session and engage in class discussions and exercises. Students will earn high participation grades by consistently demonstrating careful reading of the course materials and interacting with the instructor and fellow students. If you find you are having trouble speaking up in class, please come see me so we can discuss how to help you participate effectively in the course.

You can earn extra credit toward your participation grade by serving as a research subject for the Government Department's Omnibus Project. This is an opportunity to be involved with political science research conducted by students and faculty. There will be an alternative writing assignment for those who don't want to participate in the Omnibus Project or who aren't old enough to participate.

### *Readings*

There is one required book for this course:

Jeffrey A. Frieden, David A. Lake, and Kenneth A. Schultz. 2016. *World Politics: Interests, Interactions, Institutions*. 3<sup>rd</sup> Edition. W.W. Norton: New York.

The book is on reserve at Swem Library and available for rent or purchase at the W&M bookstore, Amazon, and elsewhere. Renting the book can save you a lot of money—as of this writing, Amazon has rentals available for less than \$40. An ebook rental is available for \$45 directly from the publisher at <http://books.wwnorton.com>. If you can't find the third edition for a reasonable price, you can get away with using the second edition of the book. The third edition has more up-to-date examples and some additional learning tools, but most of the content is similar.

Additional readings will be linked from the course's Blackboard site. The reading list is subject to change, and I will announce any changes in class or via email.

One of the goals of this course is to expose you to cutting-edge research in international relations. Some of the assigned readings will use statistics or the language of game theory to make their arguments. Don't worry about the details of the methodology or mathematical proofs in these papers—instead, focus on the broader arguments and findings.

Some tips for the readings:

- For empirical articles (whether they use statistics or historical case studies), consider the set of data or facts that the findings are based on. Would we expect these findings to hold up for other cases or data? Does the empirical work in the article really constitute a test of the theory?
- For theoretical articles (whether they use game theory or more informal language), consider the assumptions that lead to the article's conclusions. Is the logic of the argument internally consistent? What facts in the world would cause us to doubt the article's conclusions?

We will frequently apply concepts from the course to current issues in international relations. I encourage you to keep up with international news. Good options are the *New York Times*, *Washington Post*, the *Economist*, and *Foreign Policy*. All of these have daily or weekly email digests that can keep you up to date. You should also occasionally check out the academic blogs—*Monkey Cage*, *Duck of Minerva*, *Political Violence @ a Glance*—that are linked from the course Blackboard page.

### *Assignments*

The major assignment in this course is a simulation of an international crisis. The assignment has two written components, and one in-class component:

In a **policy memo** of 3-5 double-spaced pages, due March 29, you will use international relations theory to analyze a major international crisis. For this memo, you will be assigned the role of one of the participants in the crisis. You will conduct research into the goals and interests of the country or group that you were assigned, and make recommendations about how the crisis can be resolved in your favor.

You will participate in an **in-class simulation** on April 7. During the simulation, you will meet with students representing other parties and attempt to resolve the international crisis. You must be available to participate in the simulation on April 7! Please let me know as soon as possible if there is an issue that might affect your attendance on that day.

In a **reaction paper** of no more than 2 double-spaced pages, due April 14, you will reflect on the outcome of the simulation, analyzing your success in realizing the goals of your country or group and examining the barriers to a resolution of the crisis. You will also answer a short online survey evaluating the performance of your classmates during the simulation.

Written assignments should be submitted through Blackboard before class on the day they are due. I will provide more information about the written assignments and simulation later in the course, and those handouts will also be available on Blackboard.

The course also has a **midterm exam** on March 3 and a **final exam** during the regularly scheduled exam period. If you are enrolled in the class section that meets at 12:30, your final exam is Tuesday, May 3 at 9 am. If you are enrolled in the class section that meets at 2:00, your final exam is Wednesday, May 4 at 2 pm. The exams will be a combination of identification questions, in which you are asked to describe a key concept and its significance in international relations, and essay questions.

### *Grades*

Your grade will be based on the following:

Class participation:	20 %
Policy memo:	20 %
In-class simulation/reaction paper:	10 %
Midterm exam:	20 %
Final exam:	30 %

You must complete all written assignments and exams to pass this course.

I reserve A's for excellent work. I give B's for good, above-average performance in the course. C's are for work of average quality, and D's indicate below-average performance. Those students whose work is substantially below average will receive an F.

	100-93	A	92-90	A-	
89-87	B+	86-83	B	82-80	B-
79-77	C+	76-73	C	72-70	C-, etc.

### *Late work*

You must take the final exam on the indicated day and time. Rescheduling a final exam requires documentation from the Dean of Students.

Please turn your assignments in on time. Come talk to me—before the due date—if you are having trouble. Late assignments will be reduced by a third of a grade for each day (or portion of a day) that they are late.

### *Academic Honesty*

Your work in this class is governed by the Honor Code. You should feel free to discuss course material with others, but you cannot work together on assignments. Papers and exams must be solely your own work. Exams in this course are closed-book and closed-note.

Do not plagiarize. If you use someone else's words in written work, you must put them in quotes and cite the source. If you use someone else's ideas in written work, you must cite the source, even if you don't use the source's exact words. Always err on the side of citing other work. If you have questions about what constitutes plagiarism, please ask me before you submit the assignment.

For guidance on appropriate sourcing, see the following resources:

<http://guides.swem.wm.edu/writingandciting>

<http://library.duke.edu/research/plagiarism>

### *Accommodations*

Anyone requiring accommodations due to a disability should contact Student Accessibility Services at 757-221-2509 or [sas@wm.edu](mailto:sas@wm.edu) as soon as possible so that arrangements can be made.

### *Communication*

The best way to reach me is via email ([jkaplow@wm.edu](mailto:jkaplow@wm.edu)). If you have more than a quick question, office hours are better than email. If my regular office hours don't work for you, please email me to set up an appointment.

### *Technology in class*

A number of studies suggest that we learn more when we put down our electronic devices and take notes on paper. I won't require you to do this, but I would encourage you to try a couple of classes without your computer or tablet—just as an experiment. You might find it makes a big difference. Whatever technology you use, please turn off the sound on your devices and do not use them for anything beyond note-taking or referring to readings. Do not check your phone or any other electronic device during an exam.

## **Course Schedule and Readings**

**\*\* Note: We will not meet on Thursday, January 28 or on Thursday, March 17 \*\***

### **1-21 Introduction**

No assigned reading.

### **1-26 Frameworks, Paradigms, and Puzzles**

Frieden, Lake, and Schultz (FLS), Introduction and Chapter 2

Jack Snyder. 2004. "One World, Rival Theories." *Foreign Policy* 145: 52–62.

### **1-28 \*\* No Class \*\* (add/drop deadline 1-29)**

Skim FLS Chapter 1 for historical background

Watch videos linked on Blackboard:

John Mearsheimer on Realism

Andrew Moravcsik on Liberalism

Caleb Gallemore on Constructivism (or Dan Nexon with a more in-depth treatment: parts 1, 2, and 3)

Kimberly Hutchings on Feminism

### **2-2 Causes of War**

FLS Chapter 3

Try the online bargaining simulator linked on Blackboard

### **2-4 Bargaining**

Dan Reiter. 2003. "Exploring the Bargaining Model of War." *Perspectives on Politics* 1(1): 27–43.

### **2-9 Domestic Drivers of International Conflict**

FLS Chapter 4

### **2-11 Alliances**

FLS 184–205

Stephen M. Walt. 1985. "Alliance Formation and the Balance of World Power." *International Security* 9(4): 3–43.

- 2-16 Causes of Nuclear Proliferation**  
 FLS 579–590  
 Scott D. Sagan. 1996. “Why Do States Build Nuclear Weapons?: Three Models in Search of a Bomb.” *International Security* 21(3): 54–86.
- 2-18 Consequences of Nuclear Proliferation**  
 Todd S. Sechser and Matthew Fuhrmann. 2013. “Crisis Bargaining and Nuclear Blackmail.” *International Organization* 67(01): 173–95.  
 Kenneth N. Waltz. 2012. “Why Iran Should Get the Bomb.” *Foreign Affairs* 91(4): 2–5.
- 2-23 Civil War and Terrorism**  
 FLS Chapter 6
- 2-25 Civil War and Terrorism**  
 Jakana Thomas. 2014. “Rewarding Bad Behavior: How Governments Respond to Terrorism in Civil War.” *American Political Science Review* 58(4): 804–818.
- 3-1 International Conflict: Review**  
 No assigned reading.
- 3-3 \*\* Midterm Exam \*\***  
 No assigned reading
- Spring Break – No class on 3-8 or 3-10*
- 3-15 International Trade**  
 FLS Chapter 7  
 Dani Rodrik. 2001. “Trading in Illusions.” *Foreign Policy* 123 (March/April): 54–62.
- 3-17 \*\* No Class \*\* (last day to withdraw 3-18)**  
 No assigned reading. Use the extra time to work on your Policy Memo.
- 3-22 Poverty and Development**  
 FLS Chapter 10
- 3-24 Foreign Aid**  
 Joseph Wright and Matthew Winters. 2010. “The Politics of Effective Foreign Aid.” *Annual Review of Political Science* 13: 61–80.

- 3-29           \*\* Policy Memo Due \*\***  
**International Law**  
 FLS Chapter 11
- 3-31           Compliance with International Institutions**  
 Abram Chayes and Antonia Handler Chayes. 1993. "On Compliance." *International Organization* 47(2): 175–205.  
 George W. Downs, David M. Rocke, and Peter N. Barsoom. 1996. "Is the Good News about Compliance Good News about Cooperation?" *International Organization* 50(3): 379–406.
- 4-5           Migration and Refugees**  
 FLS 372–376  
 Idean Salehyan and Kristian Skrede Gleditsch. 2006. "Refugees and the Spread of Civil War." *International Organization* 60(2): 335–366.
- 4-7           \*\* Simulation \*\***  
 Readings to be announced. Arrange meeting location in advance with your group.
- 4-12           Human Rights**  
 FLS Chapter 12
- 4-14           \*\* Reaction Paper Due \*\***  
**Human Rights**  
 Suzanne Katzenstein and Jack Snyder. 2009. "Expediency of the Angels." *The National Interest* 100(March/April): 58–65.
- 4-19           Cooperation on the Global Environment**  
 FLS Chapter 13  
 Garrett Hardin. 1969. "The Tragedy of the Commons." *Science* 162(3859): 1243–1248.
- 4-21           US Foreign Policy: Strategy**  
 Pages 1–14 of Barack Obama. 2015. *National Security Strategy*. Washington, DC: White House.  
 James Goldgeier and Jeremy Suri. 2015. "Revitalizing the U.S. National Security Strategy." *The Washington Quarterly* 38(4): 35–55.

4-26

**US Foreign Policy: China**

FLS 590–600

Harry Harding. 2015. “Has U.S. China Policy Failed?” *The Washington Quarterly* 38(3): 95–122.

4-28

**Wrap-up: Thinking clearly about international relations**

No assigned readings. Come prepared with your questions about course content and about the final exam.

**Final Exams**

**5-3 at 9am** (For class section that meets at 12:30pm)

**5-4 at 2pm** (For class section that meets at 2pm)