

University of California, Santa Cruz
Politics Department

**Introduction to International Relations
POLI 65
Summer 2016**

Professor: Jeff Sherman

Office:

Office Hours:

Email: jpsherma@ucsc.edu

Teaching Assistants:

Course Description: This course introduces students to the study of International Relations (IR) as a discipline and as a way of thinking and knowing about the world. We will take a thematic approach to engage with key concepts that are relevant to the study of international relations today, looking at issues such as: economy, security, international institutions and empire. In doing so we will survey the various theories of international relations and think critically about what these perspectives offer us in the contemporary political moment.

Required Texts:

- *Essentials of International Relations* (6th edition) by Karen Mingst and Ivan Arreguin-Toft (New York: Routledge, 2014)
- *International Relations: The Key Concepts* by Martin Griffiths and Terry O'Callaghan (New York: Routledge, 2002)

All other readings are available on ECommons as PDFs.

Course Requirements: There are five requirements for the class (in addition to the completion of assigned readings **before** the class for which they are assigned).

Quizzes (3 total)	40%
Policy memo paper (2-3 pages)	25%
Participation	10%
Comprehensive final exam	25%

Dates and Deadlines: TBD

Attendance and participation: I will pass around an attendance sheet at the start of every lecture. Lecture attendance is mandatory and any absence from lecture will negatively affect your participation grade. I expect you to come to class prepared. This means that you should come to class having already read the texts that we will be discussing on any given day. Asking clarifying questions about lecture is a good way to show that you have been listening actively and that you are engaging with the course.

Written Assignments: Each written assignment must be submitted in hard copy and electronically via email or ecommons submission on the day and time indicated. Any essay not submitted on time will be reduced by half a letter grade for every day that it is late. The essay will be graded on a variety of factors, including argumentation, research, organization, style, grammar, spelling and punctuation. The essay must contain an introduction with a concise thesis statement. **Even though it is only a single sentence, the thesis is the most important part of a paper.** It should explain clearly the argument advanced by your paper so that your reader knows in advance what to expect in the pages that follow. All of the research findings and ideas that you present in your paper should be organized in a clear and compelling manner and should contribute to demonstrating your thesis. When preparing your paper, please be aware of the following expectations:

- The essay must be typed and formatted with 1-inch margins, double-spacing, page numbers and a 12-point Times New Roman font.
- Please ensure that the first page of your essay includes the title of your paper, your name and student number, the course number, your TA's name and your professor's name.
- Requests for extensions will only be considered in cases of family or medical emergencies and only when they are accompanied by appropriate documentation.

Grading Guidelines for Written Work: We take seriously the responsibility of grading your work, and we will always strive to be fair and accurate in our evaluations. We will use the following standards for the evaluating written work in this course:

A: Excellent work, with clear, challenging, original ideas supported by sufficient, appropriate, logically interpreted evidence. The essay should engage the reader in the inquiry, convincingly answer opposing views, be well organized, and free of significant flaws. An 'A' paper should be not just good but outstanding in presenting original ideas.

B: Good to very good work, with a clear thesis supported by sufficient, appropriate evidence, organized and interpreted logically. The 'B' paper may have some outstanding qualities but be marked by significant flaws which keep it from being an 'A'; or it may be all-around good work, free of major problems but lacking the deeper insight necessary for excellence.

C: Satisfactory work, but not yet good. The 'C' paper meets the basic requirements of a thesis supported by interpretation of specific evidence, but it needs work in thinking and/or presentation. There may be a lack of clarity, the evidence may not always be sufficient and appropriate, or the interpretation may have logical flaws. The essay may have organizational or mechanical problems that keep it from being good. The 'C' paper may be good in some respects but poor in others, or it may simply be adequate but not noteworthy overall.

D: Barely passing work that shows effort but is so marred by serious problems that it cannot be considered a satisfactory paper.

F: Failing work—for example, a hasty, sloppy paper that shows little or no thought, effort, or familiarity with the text.

Please Note:

- Poor mechanics detract from your grades, but good mechanics by themselves do not make a good paper. Grammar, punctuation, and spelling problems won't be ignored, since they affect the communication of thought—but thought is the most important.
- If you wish to contest a grade given by a TA, you must explain in writing (within one week) why your grade is inaccurate in light of the comments you received. Contested grades may be adjusted by the professor upward, downward, or not at all.

Use of technology and etiquette in class: Please be respectful and only use laptops for note taking (and not web surfing), and please remember to turn your phones off before lecture (and to refrain from texting during class).

Academic integrity: I take academic integrity very seriously and I expect all students to do the same. Here is an excerpt from UCSC's Policy on Academic Integrity for Undergraduate Students (http://www.ucsc.edu/academics/academic_integrity/undergraduate_students/): "Academic misconduct includes but is not limited to cheating, fabrication, plagiarism, or facilitating academic dishonesty... All members of the university community who suspect academic dishonesty should report it to the instructor of record."

Citation and Documentation of Sources in Papers: All courses in the Politics department use one of two standard forms of citation (1) parenthetical or in-text citations and (2) footnotes. For the in-text system the department follows the *Modern Language Association* (MLA). For footnotes, the *Chicago Manual of Style*. Please familiarize yourself with the style guides for the two systems, which can be found on the Politics Department website at: <http://politics.ucsc.edu/undergraduate/citation.php>

Disability Accommodations: UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, preferably within the first week of the Summer quarter. At this time, I would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at [831-459-2089](tel:831-459-2089) or by email at tdrc@ucsc.edu.

Course Schedule:

1. Intro and History of IR
2. Actors, Concepts & Case Study
3. Theory: Mainstream Realism, Liberalism, Constructivism
4. Critical Stances: Gender, PoMo and other
5. Security: War & Peace
6. International Law & Orgs
7. IPE, Development
8. Transnational Issues: Human Rights
9. Transnational Issues: Energy and the Environment
10. Recap and Final

Week 1: Introductions: What is International Relations and how do we study it?

Lecture 1: June 21st History of the discipline and the discipline in history (152 pages)

- Chapters 1, 2, and 5: “Approaches to International Relations,” “The Historical Context of Contemporary International Relations,” and “The State” in Karen Mingst and Ivan Arreguin-Toff. *Essentials of International Relations*, 6th ed. (New York: W.W. Norton, 2014) pp. 3-70 and pp. 106-174.
- Selections from: Martin Griffiths and Terry O’Callaghan, *International Relations: The Key Concepts*, (New York: Routledge, 2002) (17 pages.)

Lecture 2: June 23rd Actors, Concepts, and Case Study (84 pages)

Overview of Policy Memo assignment

- Council on Foreign Relations Infoguide on China’s Maritime Disputes: <http://www.cfr.org/asia-and-pacific/chinas-maritime-disputes/p31345#!/>
- International Crisis Group, *Stirring Up the South China Sea (I)*, Asia Report no. 223 (April, 2012) pp. i-8. <http://www.crisisgroup.org/en/regions/asia/north-east-asia/china/223-stirring-up-the-south-china-sea-i.aspx>
- International Crisis Group, *Stirring Up the South China Sea (IV): Oil in Troubled Waters*, Asia Report no. 275 (January 2016) pp. i-26. <http://www.crisisgroup.org/en/regions/asia/north-east-asia/china/275-stirring-up-the-south-china-sea-iv-oil-in-troubled-waters.aspx>
- Selections from: Martin Griffiths and Terry O’Callaghan, *International Relations: The Key Concepts*, (New York: Routledge, 2002) (44 pages.)

Week 2: International Relations Theory

Lecture 3: June 28th Mainstream Theories: Realisms, Liberalisms, and Constructivism (130 pages)

Quiz #1

- Chapters 3 and 4: “Contending Perspectives: How to Think About International Relations Theoretically” and “The International System” in Karen Mingst and Ivan Arreguin-Toff. *Essentials of International Relations*, 6th ed. (New York: W.W. Norton, 2014) pp. 72-129

- David Lake, “Theory is Dead, Long Live Theory: The End of the Great Debates,” *European Journal of International Affairs* 19, no. 3 (2013) pp. 567-588.
- Selections from: Martin Griffiths and Terry O’Callaghan, *International Relations: The Key Concepts*, (New York: Routledge, 2002) (49 pages.)

Lecture 4: June 30th Critical Stances: Marxist, Feminist and Postmodern (103 pages)

- Immanuel Wallerstein, *World-System Analysis: An Introduction* (Durham, NC: Duke Univ. Press, 2004) pp. 23-59.
- Laura Sjoberg, “Introduction to Security Studies: Feminist Contributions,” *Security Studies* 18, no. 2, (2009) pp. 183-213.
- RBJ Walker, *Inside/Outside: International Relations as Political Theory* (New York, NY: Cambridge Univ. Press, 1993) pp. 1-25.
- Selections from: Martin Griffiths and Terry O’Callaghan, *International Relations: The Key Concepts*, (New York: Routledge, 2002) (12 pages.)

Week 3: War and Peace

Lecture 5: July 5th Security: Conflict and Violence (130 pages)

Quiz #2

- Chapter 8: “War and Strife” in Karen Mingst and Ivan Arreguin-Toff. *Essentials of International Relations*, 6th ed. (New York: W.W. Norton, 2014) pp. 248-303.
- Ken Booth, *Theory of World Security*, (New York, NY: Cambridge Univ. Press, 2007) pp. 1-36
- Selections from: Martin Griffiths and Terry O’Callaghan, *International Relations: The Key Concepts*, (New York: Routledge, 2002) (39 pages.)

Lecture 6: July 7th International Organizations and International Law (71 pages)

- Chapter 7: “Intergovernmental Organizations, International Law, and Nongovernmental Organizations” in Karen Mingst and Ivan Arreguin-Toff. *Essentials of International Relations*, 6th ed. (New York: W.W. Norton, 2014) pp. 202-246.
- Selections from: Martin Griffiths and Terry O’Callaghan, *International Relations: The Key Concepts*, (New York: Routledge, 2002) (27 pages.)

Week 4: International Relations beyond the State

Lecture 7: July 12th Human Rights (81 pages)

Quiz #3

- Chapter 10: “Human Rights” in Karen Mingst and Ivan Arreguin-Toff. *Essentials of International Relations*, 6th ed. (New York: W.W. Norton, 2014) pp. 350-383.
- Selections from: Martin Griffiths and Terry O’Callaghan, *International Relations: The Key Concepts*, (New York: Routledge, 2002) (36 pages.)
- Eric Posner, “The Case Against Human Rights,” *The Guardian* (December 4, 2014) <http://www.theguardian.com/news/2014/dec/04/-sp-case-against-human-rights> (9 pages)

Lecture 8: July 14th International Political Economy and Development (63 pages)

- Chapter 9: “International Political Economy” in Karen Mingst and Ivan Arreguin-Toff. *Essentials of International Relations*, 6th ed. (New York: W.W. Norton, 2014) pp. 304-349.
- Selections from: Martin Griffiths and Terry O’Callaghan, *International Relations: The Key Concepts*, (New York: Routledge, 2002) (18 pages.)

Week 5: Global Oil, Global Environment

Lecture 9: July 19th Global Energy and Environmental Politics (72 pages)

Policy Paper Due

- Chapter 11: “Transnational Issues: The Environment, World Health, and Crime” in Karen Mingst and Ivan Arreguin-Toff. *Essentials of International Relations*, 6th ed. (New York: W.W. Norton, 2014) pp. 384-409.
- Elizabeth DeSombre, “Studying and Protecting the Global Environment: Protecting the Trees but Sometimes Missing the Forest,” *International Studies Review* 13 (2011) pp. 133-143.
- Joan Edelman Spero and Jeffrey Hart, “Oil and Politics,” from *The Politics of International Economic Relations*, 6th ed. (New York, NY: Thompson Wadsworth, 2003) pp. 299-332.
- Tim Diass, “Why the South China Sea Has More Oil Than You Think,” *Forbes* (May, 22, 2016) <http://www.forbes.com/sites/timdaiss/2016/05/22/why-the-south-china-sea-has-more-oil-than-you-think/#7ded68e83a3f>

July 21st Final thoughts and final exam: What did we learn?

Thanks for a Great Summer Session!