

University of California, Santa Cruz  
Politics Department

**Introduction to International Relations**  
**POLI 65:**  
**Summer Session I 2019**

**Instructor:** Dominique de Wit

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**Office Hours:** Perk Coffee Bar at Baskin Engineering, Monday 12.30-1.30pm

**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.

**Student Learning Objectives:** Upon completion of this course, a student will be able to:

1. Identify major international actors, such as states, nations, international organizations and institutions, multinational corporations, and nongovernmental organizations;
2. Analyze and critique major theories of International Relations;
3. Apply international policies and their outcomes to peoples, states, and one's own life;
4. Understand the key debates in modern theoretical developments in the field of IR, and learn to apply these theories to given scenarios;
5. Cultivate the capacity to identify and assess the worldview inherent to a given text describing an IR event, and the IR theory under which the text can be categorized;
6. Articulate the standards behind a given worldview, and apply those standards rhetorically to evaluate the adequacy and rigor of an argument's premise, and its conclusions.

**Student Responsibilities:** In addition to completing all reading assignments prior to the class date, I ask that all students stay abreast of international news. As global citizens, it truly is our duty to be aware of changing world patterns. With the vast array of information through new technology, it is easier than ever to stay informed and current. I suggest reading the *New York Times*, *The Guardian*, *the Wall Street Journal*, and/or *Washington Post*, which may be accessed for free on the Internet. *The Globalist*, an online news magazine is another excellent source of information. Moreover, there are free international journals easily accessed on the Internet, such as *World Politics*, *Foreign Policy*, and *Foreign Affairs*. While driving in your car or on the Internet (or via podcast), you can listen to *National Public Radio*, which is broadcast on 90.1 and 89.3 on your FM dial. They broadcast the latest international news from 5:00am - 8:00am and again from 3:00pm - 6:00pm. I highly recommend "The World" program.

**Instructor Responsibilities:** I will be available for questions/concerns, etc. during office hours and by appointment. If my office hours must be changed for some reason, I will email you in advance. I will also respond to your e-mails within 24 hours, even if it is just to let you know that I am away and will respond as soon as possible. Finally, I will do my very best to engage the class in world affairs and to create an open and interactive dialog in our learning community.

**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).

Quiz	10%
Midterm	25%
Position Paper (3 pages)	20%
Analytic Paper (5 pages)	20%
Participation	25%

**Attendance and participation:** I will take attendance 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. Participation include scores on occasional pop-quizzes and participation in the course's simulation of an international event.

**Late Policy:** All assignments are expected on the due date in the beginning of class. The instructor will subtract a letter grade for each day an assignment is late.

**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.

**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/](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.”

**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 [atdrc@ucsc.edu](mailto:atdrc@ucsc.edu).

**Required Texts:**

- *Essentials of International Relations* (6<sup>th</sup> edition) by Karen Mingst and Ivan Arreguin-Toft (New York: Routledge, 2014)

All other readings are available on Canvas as PDFs.

**Course Schedule:**

1. **Intro to International Relations**
2. **Realism**
3. **Liberalism**
4. **Constructivism**
5. **Marxism**
6. **Feminism**
7. **Postmodernism**
8. **Energy and the Environment**
9. **Geopolitical Tensions: China-Taiwan-US Relations**
10. **Course Recap and Reflection on International Relations**

**Week 1: Introductions: Defining International Relations – how to study it?**

**Lecture 1 (June 24): Introduction to International Relations (45 pages)**

- Chapter 1 (p. 4-16) “Approaches to International Relations” in *Essentials of International Relations*, 6<sup>th</sup> ed (12 pages)
- Chapter 2 (p. 18-51) “The Historical Context of Contemporary International Relations” in *Essentials of International Relations*, 6<sup>th</sup> ed. (33 pages) [ covered in lecture ]
- Chapter 3 (p. 72-104) “Contending Perspectives: How to think about International Relations theoretically” in *Essentials of International Relations*, 6<sup>th</sup> ed. (32 pages)

*In-class discussion:* Various levels of analysis of IR

**Lecture 2 (June 26): Mainstream Theories, Part 1: Realism**

- S. M. Walt. 1998. International Relations: One World, Many Theories, *Foreign Policy*, No. 110, pp. 39-32+34-46. (18 pages)
- John Mearsheimer. Why We Will Soon Miss the Cold War. *The Atlantic Monthly*, Volume 266, No. 2 (1990): 35-50. (17 pages)
- S. M. Walt. 2018. “The world wants you to think like a realist.” *Foreign Policy*. <http://foreignpolicy.com/2018/05/30/the-world-wants-you-to-think-like-a-realist/> (7 pages)

*Suggested Readings*

- S.M. Walt. 2018. “Has Trump become a realist?” *Foreign Policy*. <http://foreignpolicy.com/2018/04/17/has-trump-become-a-realist/> (7 pages)

- Glickman, Gabriel. “Back to the Future: The Potential of Great-Power Conflict.” *National Interest*, February 2018. <http://nationalinterest.org/feature/back-the-future-the-potential-great-power-conflict-24464> (3 pages)
- Kenneth Waltz, “Explaining War: The Levels of Analysis,” p. 96-109

*In-class discussion:* Realism and International Relations today: Making sense of international tensions and conflict. Case study: US-Iran Conflict.

**Lecture 3 (July 1): Mainstream Theories, Part 2: Liberalism**

- Michael Doyle, Liberalism and World Politics. *The American Political Science Review*, Vol. 80 No. 4: 1151-1169
- Robert Keohane and Joseph Nye. International Institutions: Can Interdependence work? *Foreign Policy* (1998) (7 pages)
- Francis Fukuyama. The End of History? *The National Interest* (1989). (27 pages)
- The Future of Liberalism: How to make sense of 2016. *The Economist*. <https://www.economist.com/leaders/2016/12/24/how-to-make-sense-of-2016>

*In-class discussion:* Liberalism and International Relations: Study of the changing liberal order through the lens of Brexit and the European Union.

*Suggested Readings*

- President Woodrow Wilson’s Fourteen Points (3 pages)
- Hurlburt, Heather, “How to make sense of our collapsing global order,” *Monkey Cage* April 2018. [https://www.washingtonpost.com/news/monkey-cage/wp/2018/04/17/americas-global-order-may-be-collapsing-heres-how-scholars-can-help-us-understand-whats-at-stake/?noredirect=on&utm\\_term=.8de610b461a4](https://www.washingtonpost.com/news/monkey-cage/wp/2018/04/17/americas-global-order-may-be-collapsing-heres-how-scholars-can-help-us-understand-whats-at-stake/?noredirect=on&utm_term=.8de610b461a4)
- Zhu Ning, “Is China’s growth model a threat to free-market economics?” *The Economist*, June 2018. <https://www.economist.com/open-future/2018/06/13/is-chinas-growth-model-a-threat-to-free-market-economics>

**Quiz #1: In class**

**Lecture 4 (July 3): Mainstream Theories, Part 3: Constructivism, and re-cap of mainstream IR Theories:**

- Constructivist Understandings, in *International Relations Theory*, Paul Viotti & Mark Kauppi. P. 277-301 (24 pages)
- Martha Finnemore. Constructing Norms of Humanitarian Intervention. P. 309-321 (11 pages)
- Alexander Wendt. 1992. Anarchy Is What States Make of It, *International Organization* 46: 391-425. (34 pages)
- Amel Ouchenane. Retreating construct of the Contemporary International Relations.

*In-class discussion:* Constructivism and International Relations: The role of humanitarian norms and the Responsibility to Protect (R2P), obligating the international community to protect populations from crimes against humanities.

Case study of Rohingya Refugee Crisis

**Lecture 5 (July 8): Economic Structuralism/Marxism in International Relations**

- Immanuel Wallerstein. The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis. *Comparative Studies in Society and History*, Vol. 16, No. 4 (1974): p 387-414 (27 pages)
- Ralph Miliband. Counter-hegemonic struggles. <https://www.jacobinmag.com/2018/06/ralph-miliband-socialism-legitimation-hegemony> (12 pages)

*In-class discussion:* Counter hegemonic struggles, alternatives to capitalism at different levels of analysis (global system change, national/domestic levels, community, individual). What could alternatives to capitalism look like and how would they be implemented?

**Midterm: In class**

**Lecture 6 (July 10): Feminism in International Relations**

- Feminist Understandings in IR Theory, in *International Relations Theory*, Paul Viotti & Mark Kauppi, P. 360-370.
- J. Ann Tickner, “Why women can’t rule the world: International Politics According to Francis Fukuyama,” in *International Relations Theory*, Paul Viotti & Mark Kauppi, p. 380-385.
- Iris Marion Young, “The Logic of Masculinist Protection: Reflections on the current security state,” in *International Relations Theory*, Paul Viotti & Mark Kauppi p. 371-379.

*Suggested Reading:*

- Carol Cohn. Sex and Death in the Rational World of Defense Intellectuals.

*In-class discussion:* The role of gender and the gender binary in international relations. Does having more women in office make for a more peaceful world, or is emancipation achieved through egalitarian measures beginning with changing or eliminating gender norms altogether?

**Lecture 7 (July 15): Postmodernism in International Relations**

- Positivism, Critical Theory, and Postmodern Understandings, in *International Relations Theory*, Paul Viotti & Mark Kauppi, P. 331-338.
- Fogel, Cathleen. 2004. The Local, the Global and the Kyoto Protocol. In *Earthly Politics*, eds Sheila Jasanoff & Marybeth Long Martello, p. 103-123.

- Crilley, Rhys. 2018. “Studying International Relations in an age of ‘post-truth’ politics.” *International Affairs Blog* (5 pages). <https://medium.com/international-affairs-blog/studying-international-relations-in-an-age-of-post-truth-politics-fbc54fb38347>

*In-class discussion:* Can the challenges of global governance be better resolved through broader incorporation of a variety of indigenous knowledges? What does this look like in relation to global governance, and how does “post-truth” politics impact governance?

**3-page position papers due**

### Lecture 8 (July 17): Transnational Issues, Part 2: Energy and the Environment

- Transnational Issues: The Environment, p. 386-409 in *Essentials of International Relations*, 6<sup>th</sup> ed.
- David Waskow & Jennifer Morgan. World Resources Institute. The Paris Agreement: Turning Point for a Climate Solution. December 2015. <http://www.wri.org/blog/2015/12/paris-agreement-turning-point-climate-solution>
- Craig Morris & Arne Jungjohann. Energize the people to effect policy change. November 2017. <https://www.nature.com/articles/d41586-017-07508-x>

*In-class discussion:* Compare and contrast of various approaches of climate change ranging from international conferences, most recently the 2015 Paris Accord, and tensions among perspectives of Green Growth, climate science, and the implementation of Greenhouse Gas Reduction goals. Comparative case study of challenges and opportunities in the United States, Germany, and Costa Rica.

**Simulation: In class [1<sup>st</sup> ½ of class]**

### Lecture 9 (July 22): Geopolitical Tensions – China-Taiwan-US Relationships (guest lecture Yannong He)

- Rigger, Shelley. 2011. *Why Taiwan Matters: Small Island, Global Powerhouse*. Chapter 7 P. 133-163
- Horton, Chris. Taiwan’s Status is a Geopolitical Absurdity. *The Atlantic*. 2019. <https://www.theatlantic.com/international/archive/2019/07/taiwans-status-geopolitical-absurdity/593371/>

*Suggested reading:*

- Rigger, Shelley. 2011. *Why Taiwan Matters: Small Island, Global Powerhouse*. Chapter 8.

*In-class discussion:* Exploration of the tensions between China, US, and Taiwan.

### Lecture 10 (July 24): Course Recap & Reflection on International Relations

- Berkman, Paul Aurther, “Could science diplomacy be the key to stabilizing International Relations?” *The Conversation* June 2018. <http://theconversation.com/could-science-diplomacy-be-the-key-to-stabilizing-international-relations-87836>
- Way, Lucan Ahmad & Adam Casey. “Russia has been meddling in foreign elections for decades. Has it made a difference?” *The Guardian*, January 2018. [https://www.washingtonpost.com/news/monkey-cage/wp/2018/01/05/russia-has-been-meddling-in-foreign-elections-for-decades-has-it-made-a-difference/?utm\\_term=.45d964cf8177](https://www.washingtonpost.com/news/monkey-cage/wp/2018/01/05/russia-has-been-meddling-in-foreign-elections-for-decades-has-it-made-a-difference/?utm_term=.45d964cf8177)
- Is the US Hypocritical to Criticize Russian Election Meddling? *Foreign Affairs*, March 2018. <https://www.foreignaffairs.com/articles/united-states/2018-03-12/us-hypocritical-criticize-russian-election-meddling>

*In-class discussion:* how has 21<sup>st</sup> century cyber security impacted global politics? Are Russian alleged meddling with US elections a case of a 21<sup>st</sup> century new politics, or a reflection of centuries old desire for maximizing power?

Final course recap, reviewing the approaches to international relations, discussing which students found most convincing and why.

**5 Page Analytic Papers due**

### **General Class Overview:**

- Assigned readings: Readings are 50 pages per week, usually consisting of a textbook chapter, and/or one or two scholarly articles, and a short blog post. The blog post / shorter article is to show IR-theory in the “real-world,” therein taking the assigned IR-theories out of their abstract contexts – to the extent possible.
- Class time will be split three ways:
  - a. Lecture on the assigned IR-theory
  - b. Case analysis and what the day’s theory says about the outcome and future of the given case’s developments. Students will work in groups, implementing a variety of active-learning techniques
  - c. Discussion on the case, the assigned theory, and previous theories discussed
- Assignments:
  - o Quiz after Lecture 3 to test comprehension of material. 15 questions Multiple Choice.
  - o Midterm after Lecture 5 on mainstream IR theories. Midterm will be 25 Multiple Choice questions and 1 short-essay case analysis wherein students apply /compare & contrast mainstream IR theories. This essay and case analysis component will reflect the method of case analysis students do in lectures, but will be on a case students have not seen before.
  - o In-class simulation Lecture 8. I will provide students with a simulation prior to Lecture 5 that will outline an international scenario (global challenge), list simulation actors ranging from involved nation-states, NGO observers, IGO observers. Students will portray a head of state or representative of their assigned organization, therein responding in character to bargain and reach an agreement in response to the international crisis. Students will create a resolution in-class following a Resolution paper guideline provided prior to Lecture 5.
  - o 3- page position paper due after Lecture 7, asking students to 1) Draw on an International Relations Theory we have covered in the class thus far to help explain the Rohingya refugee crisis; 2) Analyze their country/organization’s viewpoints and develop a statement of policy toward the Rohingya refugee crisis; 3) Demonstrate that they have researched the background information on their country/organization’s response to the Rohingya crisis so far; 4) argue their position in a way that is consistent with their delegation’s past approaches to foreign policy.
  - o 5-page Analytical paper due Lecture 10 that will reflect on IR theory, specifically referencing 1 IR-theory from the 2<sup>nd</sup> half of the course (Economic Structuralism, Feminism, Postmodernism), to explain the simulation and their state/organization’s position and interest, the various outcomes the two theories foresee, and reflect on the simulation and its connection with the real-world.
- Participation grade reflects attendance, participation with in-group discussions, participation in the simulation, and score on pop-quizzes. The in-class simulation will reflect 10% of their overall grade, and simulation participation will be graded on the following: 1) attendance in class; 2) interaction with other delegates

(engaging in debates with other delegates in speeches and informal caucusing directed towards writing and contributing wording towards the resolution paper);  
3) initiative in submitting country-specific language for the resolution document.  
A pop-quiz will be given towards the end of the Summer Session to ensure students are still reading.