

University of California, Santa Cruz
Politics Department

**POLI 65: Introduction to International Relations
Summer Session I 2021**

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Office Hours: Fridays at 10:00AM-12:PM PST

<https://ucsc.zoom.us/j/97187716312?pwd=YmhIRnRRdlhQLzhPaEhNNVVocWhTZz09>

Teaching Assistant: Alyssa Mazer

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Office Hours: Tuesdays at 1:00PM-2:00PM PST and Thursdays at 10:00AM-12:00PM PST

Sign up here: [https://docs.google.com/spreadsheets/d/](https://docs.google.com/spreadsheets/d/1PxcU6DQNEQuLtxh9nLUaG2QAr6XyRQhCBLE5jsq4iJg/edit#gid=0)

[1PxcU6DQNEQuLtxh9nLUaG2QAr6XyRQhCBLE5jsq4iJg/edit#gid=0](https://docs.google.com/spreadsheets/d/1PxcU6DQNEQuLtxh9nLUaG2QAr6XyRQhCBLE5jsq4iJg/edit#gid=0)

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. In this class, we will survey major theories of international relations including realism, liberal institutionalism, constructivism, and newer approaches such as postmodernism and feminism. We will thematically engage with key concepts that are relevant to the study of international relations today, looking at issues such as economy, security, conflict, international institutions, and the environment. In doing so, we will apply new perspectives and insights to think critically about historical developments and contemporary international politics.

Student Learning Objectives: Upon completion of this course, students will be able to:

1. Identify major international actors, such as states, nations, international organizations and institutions, multinational corporations, and nongovernmental organizations.
2. Recognize, analyze, and critique major theories of International Relations.
3. Apply IR theories to international politics and get a better understanding of the global political landscape.
4. Understand the key debates in modern theoretical developments in the field of IR and learn to apply these theories to hypothetical and real-world 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.

Course Requirements: The final grade for this class will consist of the following parts

Module exercises	15%
Midterm	25%
Reading responses	30%
Final essay	30%

Class organization: This class will be offered on Canvas asynchronously, meaning that there will be no set meeting times. Part 1 of each module will become available to you at 6:00AM PST every Monday, and Part 2 becomes available at 6:00AM PST every Wednesday. You will have until the end of the week (Sunday 11:59pm) to complete each module (2 parts). Please keep in mind that exercises in the modules account for 15% of your final grade.

Each module must be completed in order (i.e. – you will not be able to progress to the next component until you have finished the previous one). Also, each component is listed in each module in the order in which you should complete them. For example, readings should be completed *before* watching the lectures and completing the other module components.

Office hours: Each week, I will hold office hours on Zoom. During those times, we will talk about different theories of international relations, clarify concepts and assumptions, discuss current international events, answer questions, and address any pressing issues. To make the timing works for most time zones, I have set them up at 10:00AM-12:PM PST on Fridays. You will be able to access them through the Zoom section on Canvas or through a direct link: <https://ucsc.zoom.us/j/97187716312?pwd=YmhIRnRRdlhQLzhPaEhNNVvocWhTZz09>.

Reading responses: In this course, you will be asked to submit 2 reading responses, each worth 15% of your final grade (30% in total). You will be asked to compare different IR theories and engage with the course readings. Specific instructions will be announced later.

Late Policy: All assignments are expected to be uploaded to Canvas before the final deadline (see below). A full letter grade will be subtracted for each day that the assignment is late. If you have extenuating circumstances and need an extension, please let me know via email as soon as possible.

Course dates:

Duration – 5 weeks (June 21 – July 23)
 Reading response #1 due – July 4
 Midterm due – July 11
 Reading response #2 due – July 18
 Final essay due – July 25

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 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.

Grading Scale:

A (94-100); A- (90-93); B+ (87-89); B (84-86); B- (80-83)
C+ (77-79); C (74-76); C- (70-73); D+ (67-69); D (64-66); D- (60-63); F <60

Required Texts:

All required readings will be available on Canvas. You don’t need to buy any books/ readers for this course.

Important Summer Session Remote 2020 Deadlines:

Session 1:

Drop: Monday, June 28

Request for “W”: Friday, July 9

Session 2:

Drop: Monday, August 2

Request for “W”: Friday, August 13

8-Week:

Drop: Monday, July 5

Request for “W”: Friday, July 23

10-Week:

Drop: Monday, July 5

Request for “W”: Friday, July 23

Summer is unique. **You will not be dropped for non-attendance or non-payment.** You must drop yourself. Dropping before the deadline results in a full-tuition reversal/refund. Withdraw posts a W for the grade and full tuition is charged (no refund).

For all dates and deadlines, including ‘change of grade option’ (P/NP) and grades due, here is the summer academic calendar: <https://summer.ucsc.edu/studentlife/index.html>

For questions about dropping, requesting a W grade for a course, or withdrawing from the summer quarter, email summer@ucsc.edu.

DRC Remote Accommodations:

The Disability Resources Center reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. Operations continue via remote appointments. If you have questions or concerns about exam accommodations or any other disability-related matter, email the DRC Schedulers at drc@ucsc.edu for an appointment.

Small Group Tutoring:

Small Group Tutoring (SGT) supports students academically to advance educational equity by designing inclusive learning environments outside of the classroom. In SGT, you can expect the Tutor to facilitate cooperative group activities designed to have students work together on the course content and develop study skills for the course. SGT is offered at least three times each week for the entire quarter. The Tutor is an undergraduate student who took the class, did well, and is trained to facilitate group sessions to focus on students’ needs to succeed in the course. SGT is open to all students enrolled in the class and they must sign up on our online system: TutorTrac. When students sign up for SGT, they are committing to attend every week.

Details at: <https://lss.ucsc.edu/index.html>.

Academic Integrity:

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree. All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their

original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript.

For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the <https://registrar.ucsc.edu/navigator/section1/academic-integrity.html> for more information.

Title IX:

The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. [Information about the Title IX Office](#), the [online reporting link](#), applicable campus resources, reporting responsibilities, the [UC Policy on Sexual Violence and Sexual Harassment](#), and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at titleix.ucsc.edu.

The Title IX Office is actively responding to reports and requests for consultation. If you are not currently working with someone in the office and want to make a report/request a consult, you can expect the fastest response by using our [online reporting link](#).

For more information please visit the [Title IX Operations under Covid-19](#) page.

Counseling & Psychological Services:

Counseling & Psychological Services (CAPS) provides UCSC students with a wide range of mental health and wellness services and is now open for telehealth. There is no out-of-pocket fee for CAPS services, and you don't need UC SHIP or CruzCare to be seen at CAPS. You can find more information here: <https://caps.ucsc.edu/index.html>.

Course Schedule:

- **Intro to International Relations**
- **Realism**
- **Liberalism**
- **Constructivism**
- **Economic Structuralism/Marxism**
- **Critical Theory**
- **Feminism**
- **Green Theory**
- **Normative Theory**
- **Course Recap and Reflections on International Relations**

Week 1: Introductions: Defining International Relations

MODULE 1: June 21 – June 27

Part 1: Introduction to International Relations

Required readings:

- Chapter 1, “Thinking About IR Theory,” in *International Relations Theory*, 5th edition, by Paul Viotti and Mark Kauppi, 2012.
- James Rosenau, “Thinking Theory Thoroughly”, in *International Relations Theory*, 5th edition, by Paul Viotti and Mark Kauppi, 2012.
- Thomas Walker, “The Perils of Paradigm Mentalities: Revisiting Kuhn, Lakatos, and Popper,” in *International Relations Theory*, 5th edition, by Paul Viotti and Mark Kauppi, 2012.

Focus: Why do we need theories of International Relations?

Case Study: Human nature

Part 2: Mainstream Theories – Realism

Required readings:

- S. M. Walt, “International Relations: One World, Many Theories,” *Foreign Policy*, No. 110 (1998).
- John Mearsheimer, “Why We Will Soon Miss the Cold War,” *The Atlantic Monthly*, Volume 266, No. 2 (1990).
- S. M. Walt, “The World Wants You to Think Like a Realist.” *Foreign Policy*,

2018.

Focus: What does Realism tell us about war and conflict?

Case Study: Nuclear deterrence

MODULE 2: June 28 – July 4

Part 1: Mainstream Theories – Liberalism

Required readings:

- Michael Doyle, “Liberalism and World Politics,” *American Political Science Review*, Vol. 80 No. 4 (1986).
- Robert Keohane and Joseph Nye, “International Institutions: Can Interdependence Work?” *Foreign Policy*, 1998.
- Francis Fukuyama. “The End of History?” *The National Interest*, 1989.

Focus: Is cooperation a solution to all problems in international politics?

Case Study: Brexit

Part 2: Mainstream Theories – Constructivism

Required readings:

- Alexander Wendt, “Anarchy Is What States Make of It,” *International Organization* 46 (1992).
- Martha Finnemore, “Constructing Norms of Humanitarian Intervention” in *The Culture of National Security*, ed. Peter Katzenstein, 1996.

Focus: How is our understanding of international politics constructed?

Case Study: Rohingya Refugee Crisis

Reading response #1 due at 11:59pm on July 4, Sunday

MODULE 3: July 5 – July 11

Part 1: Economic Structuralism/Marxism

Required readings:

- Immanuel Wallerstein, “The Modern World-System as a Capitalist World-Economy,” from *World-Systems Analysis: An Introduction*, Duke University Press, 2014.
- Motolani Agbebi and Petri Virtanen, “Dependency Theory – A Conceptual Lens to Understand China’s Presence in Africa?”, *Forum for Development Studies*, Vol. 44 (3), 2017.

Focus: Why do some countries grow richer while other stay poor?

Case Study: BRICS

Part 2: Critical Theory

Required readings:

- Asli Calkivik, “Poststructuralism and Postmodernism in International Relations,”

- in *Oxford Research Encyclopedias*, November 2017.
- Ken Booth, “Critical Explorations and the Highway of Critical Security Theory,” in *International Relations Theory*, 5th edition, by Paul Viotti and Mark Kauppi, 2012.
- David Campbell, “Writing Security,” in *International Relations Theory*, 5th edition, by Paul Viotti and Mark Kauppi, 2012.

Focus: How do our own experiences and perceptions inform our understanding of IR?

Case Study: Role of media in forming political opinions

Midterm at the end of module 3

MODULE 4: July 12 – July 18

Part 1: Feminism

Required readings:

- J. Ann Tickner and Jacqui True, “A Century of International Relations Feminism: From World War I Women’s Peace Pragmatism to the Women, Peace and Security Agenda,” *International Studies Quarterly*, Vol. 62 (2), June 2018.
- Karin Aggestam and Annika Bergman-Rosamond, “Swedish Feminist Foreign Policy in the Making: Ethics, Politics, and Gender,” *Ethics & International Affairs*, Vol. 30 (3), Fall 2016.

Focus: How can feminist perspectives change international politics?

Case Study: Feminist foreign policy

Part 2: Green Theory

Required readings:

- Hugh Dyer, “Green Theory,” in McGlinchey, Walters, and Scheinpflug (eds.) *International Relations Theory*, 2017.
- David Waskow and Jennifer Morgan, “The Paris Agreement: Turning Point for a Climate Solution,” *World Resources Institute*, December 2015.
- Andreas Duit, Peter Feindt and James Meadowcroft, “Greening Leviathan: The Rise of the Environmental State?”, *Environmental Politics*, Vol. 25 (1), 2016.

Focus: What should the international community do about climate change?

Case Study: 2015 Paris Climate Agreement

Reading response #2 due at 11:59pm on July 18, Sunday

MODULE 5: July 19 – July 25

Part 1: Normative Theory

Required readings:

- Chapter 9 “Normative Theory: Ethics and Morality,” in *International Relations Theory*, 5th edition, by Paul Viotti and Mark Kauppi, 2012.

- Immanuel Kant, “Morality, Politics, and Perpetual Peace,” in *International Relations Theory*, 5th edition, by Paul Viotti and Mark Kauppi, 2012.
- E. H. Carr, “The Nature of Politics,” in *International Relations Theory*, 5th edition, by Paul Viotti and Mark Kauppi, 2012.

Focus: What role do ethics and morality play in international relations?

Case Study: Human rights

Part 2: Course Recap and Reflections on International Relations

Required readings:

- Paul Arthur Berkman, “Could Science Diplomacy Be the Key to Stabilizing International Relations?” *The Conversation*, June 2018.
- Denis Garcia, “Future Arms, Technologies, and International Law: Preventive Security Governance,” *European Journal of International Security*, Vol. 1 (1), February 2016.
- Milan Babic, “States Versus Corporations: Rethinking the Power of Business in International Relations,” *The International Spectator*, Vol. 52 (4), 2017.

Focus: How do we understand new political trends that have not yet been classified in IR?

Case Study: Cyber warfare

Final Essay due at 11:59pm on July 25, Sunday