

SIS-105: Introduction to World Politics (International Relations)

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Office Hours: W, 10-12 noon; R, 1.30-3.30 p.m.; or by appointment

Course Description and Objectives

Learning Objectives

- *Develop* a foundational understanding of competing schools of thought in IR.
- *Integrate* theory and practice through applying the IR theory to current events and historical cases via written work.
- *Understand* the sub fields within IR.
- *Investigate* the social and historical evolution of the international system.
- *Examine* the philosophical traditions, ethical debates, and concepts of service that emerge from different schools of thought.

Learning Outcomes

As a result of this course, students will be able to:

- *Compare* and contrast major schools of thought in IR.
- *Explain* current events and historical cases drawing on IR theory.
- *Identify and discuss* the diverse subfields within IR.
- *Define* major historical trends in the development of the international system.
- *Demonstrate* how different ethical commitments and concepts of service emerge from competing theoretical perspectives in IR.

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General Education Program

World Politics is one of the foundation courses in the university's General Education Program in Curricular Area 3—Global and Multicultural Perspectives; it is the first of a two-course sequence. In order to complete the sequence, students should take one of the following second-level courses in:

Cluster One—Global Perspective

COMM-280G: Contemporary Media in a Global Society

EDU-285G: Education for International Development

GOVT-235G: Dynamics of Political Change

HIST-225G: Russia: Past and Present

IBUS-200G: The Global Marketplace

LFS-200G: Russia and the United States

SIS-215G: Competition in an Interdependent World

SIS-220G: Confronting Our Differences/Discovering Our Similarities: Conflict Resolution

SIS-255G: China, Japan and the United States

SOCY-225G: Contemporary Arab World

Each of these courses explores in more depth a topic introduced by World Politics.

Academic Integrity

Standards of academic conduct are set forth in the University's Academic Integrity Code, which can be found in the University catalog. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course. You can read the University's full Academic Integrity Code here: <http://www.american.edu/provost/registrar/regulations/reg80.cfm>

Emergency Preparedness

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (<http://www.prepared.american.edu>) and the AU information line at (202) 885-1100 for general

university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information.

Academic and Disability Support Services

If you experience difficulty in this course for any reason, please don't hesitate to consult with me. In addition to the resources of the department, a wide range of services is available to support you in your efforts to meet the course requirements.

Academic Support Center (x3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities. Writing support is available in the ASC Writing Lab or in the Writing Center, Battelle 228. Counseling Center (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources. Disability Support Services (x3315, MGC 206) offers technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities.

If you qualify for accommodations because of a disability, *please notify me in a timely manner* (before any applicable assignment) with a letter from the Academic Support Center or Disability Support Services so that we can make arrangements to address your needs.

Assignments

There will be two mid-term examinations during the course, and a final exam at the end of the course. One midterm will be a take-home exam. The other will be an in-class examination. The final will take place at the time and date to be announced by the University.

Assignment	Percentage
Class Participation	20%
In-class Midterm	20%
Take-home Midterm	30%
Final	40%

Policies, Expectations, and Rules

Grading

No written work will be accepted for credit which you cannot verbally explain and defend in a cross-examination with the instructor, should he deem it necessary.

You will earn grades according to the following criteria.

I expect that American University students, on average, will be able to perform at roughly a B level.

Attendance and participation

You must attend all meetings of the course. Each class missed will result in a penalty to the participation component of your grade.

Students must, of course, participate in seminar each week. This requires actively contributing to our discussions, but quality is prized over quantity. Students will have to orally participate in each session to do

- A Superior, outstanding scholarship and intellectual achievement
- B High attainment and notable degree of scholastic performance
- C Satisfactory performance, average level of achievement.
Understands the essential elements.
- D Deficient but passing. A grade of D indicates a bare minimum performance.
- F Failure to meet minimum standards.

their best, but I am more interested in excellent comments than in multiple comments. *Talking a lot is no guarantee of a high grade, but speaking not at all or infrequently will guarantee a low grade.*

While students can do very much to affect their overall participation grade, the determination of their performance level is ultimately mine.

Please note: if you need to miss class for a religious holiday observance, please simply inform me. We will work out alternative means for you to make up any assignments or material.

Computers

I highly prefer that you do not use computers during seminar, as the temptation to check ones e-mail, sports scores, IM, and so forth is often too great for even the most hearty of us.

If you wish to use a computer in class or seminar, I will require you to read and sign a contract in which you agree to use the computer for *note-taking only*. Should I discover that you are using the Internet, playing games, or any other activity that is not directly related to our work in the classroom, you will lose all in-class computer privileges for the rest of the term.

Contracts will be available from me and (possibly) from the course website.

Submitted Work

Please do turn work in on time, as I will not accept late assignments. If you have prevaricating circumstances, you must inform me *before the assignment is due, along with proper documentation*. (Such might include, depending upon the circumstances, a note from your dean, a doctor or other medical professional,

All final written work must and will be turned in as PDF files. I will not accept Microsoft Office, Apple iWork, OpenOffice, or any other proprietary format. Why? First, these formats are proprietary software, requiring the recipient to have the exact same software (or operating system!) as you used to prepare them; this is neither considerate nor financially feasible. In addition, these file formats have often been used by invidious people to transmit all sorts of computer maladies, and I prefer not to infect my computer with whatever infections yours may have. I will not look at work turned in using those formats and I will consider subsequent PDF files late work.

Syllabus changes

I reserve the right to make changes to this syllabus—whether in schedule, readings, or other details—but will make all such changes public and will provide them to students as soon as such determination occurs.

Required Materials

Robert J. Art and Robert Jervis (2010). *International Politics: Enduring Concepts and Contemporary Issues*. MyPoliSciKit Series. Boston: Longman
Joshua S. Goldstein and Jon C. Pevehouse (2011). *International Relations*. Tenth. Boston: Longman
Kenneth N. Waltz (2001). *Man, the State, and War*. New York: Columbia University Press

Schedule of Lectures, Readings and Assignments

Week 1

Readings:

- Goldstein and Pevehouse, Chap. 1, Special Section: “Global Challenges...”

August 29, 2011 Introduction

September 1, 2011 What is International Relations? Why Study International Relations?

Week 2

Readings:

- Stephen M. Walt (1998). “One world, many theories.” In: *Foreign Policy* 110, pp. 29–46
- Joseph Nye, “Counterfactuals” in *Understanding International Conflict*, pp. 42–45

September 5, 2011 No Class. Labor Day

September 8, 2011 Rationality and the social sciences

Week 3

Readings:

- Waltz, Chaps. 1, 2, 4, 6
- Goldstein and Pevehouse, Chap. 2
- Jervis (pp. 93–113) in Art and Jervis

September 12, 2011 The “Levels of Analysis” and an Analytic Framework

September 15, 2011 Realism

Week 4

Readings:

- Goldstein and Pevehouse, pp. 103–22
- Morgenthau (pp.16–23), Tickner and Mearshimer in Art and Jervis
- Communist Manifesto, online, TBD

September 19, 2011 Neo-realism

September 22, 2011 Marxism/Materialism

Week 5

September 26, 2011 Liberalism I

September 29, 2011 Liberalism (II)

Readings:

- Goldstein and Pevehouse, pp. 84–96
- Oye, Doyle, and Keohane (pp. 150 ff.) in Art and Jervis

Week 6

Readings:

- Goldstein and Pevehouse, 96–(103
- Wendt (16–23) in Art and Jervis

October 3, 2011 Constructivism I

October 6, 2011 Constructivism II

Week 7

Readings:

- Goldstein and Pevehouse, Chap. 4
- Morgenthau (pp. 135 ff.), Hiscox in Art and Jervis

October 10, 2011 In-class Midterm. (Prof. Paxton away)

October 13, 2011 Domestic Politics and Foreign Policy

Week 8

Readings:

- Goldstein and Pevehouse, Chap. 5
- Art (pp. 163 ff), Schelling, and Art (196 ff.) in Art and Jervis

October 17, 2011 *Domestic Politics and Foreign Policy*

October 20, 2011 *War, Interstate Conflict*

Week 9

Readings:

- Walt in Art and Jervis
- Gordon Craig and Alexander L. George (1995). "Balance of Power, 1815-1914: Three Experiments." In: *Force and Statecraft: Diplomatic Problems of Our Time*. Oxford & New York: Oxford University Press, pp. 25-42
- World War I Readings
 - Henry Kissinger (1994). *Diplomacy*. New York: Simon & Schuster, 201-217 (Chap. 8)
 - Mark Trachtenberg (1991). "The Coming of the First World War: A Reassessment." In: *History and Strategy*. Princeton N.J.: Princeton University Press. Chap. 2, pp. 47-99
 - Eric Hobsbawm (1996). *The Age of Extremes: The Short Twentieth Century*. New York: Vintage, pp.21-35
 - Niall Ferguson (2000). *The Pity of War*. New York: Basic Books, pp. 457-62

October 24, 2011 *Alliances and the Balance of Power*

October 27, 2011 *Case Study: WWI*

Week 10

Readings:

- Goldstein and Pevehouse, Chap. 6, Chap. 7 (thru p. 254)
- Pape, Cronin, Hoffmann (Stanley), Roberts, and Keck & Sikkink in Art and Jervis

October 31, 2011 *Terrorism*

November 3, 2011 *International Organization I*

Week 11

Readings:

- Goldstein and Pevehouse, Chap. 7, 8
- Waltz, Slaughter, Gilpin, Ghemawat, Rodrik, Ratner in Art and Jervis

November 7, 2011 International Organization II

November 10, 2011 IPE I: Trade, Take-home Midterm Distributed

Week 12

Readings:

- Goldstein and Pevehouse, Chap. 9, 10
- Frankel, Blinder, Micklethwait and Wooldridge, Wade in Art and Jervis
- Niall Ferguson (2008). *The Ascent of Money*. New York: Penguin, Chap. 6
- Debate materials: (Specifics TBD)
 - Friedman
 - policy pieces

November 14, 2011 IPE II: Money and Finance

November 17, 2011 IPE III: Globalization (debate)

Week 13

Readings:

- Goldstein and Pevehouse, Chap. 13
- Mallaby in Art and Jervis

November 21, 2011 International Development I

November 24, 2011 Thanksgiving Holiday

Week 14

Readings:

- Goldstein and Pevehouse, Chap. 12
- Kuperman, Kaufman (Chaim), Kaldor in Art and Jervis

November 28, 2011 International Development II

December 1, 2011 Peace-building and Democratization

Week 15

Readings:

- Goldstein and Pevehouse, Chap. 11
- Hardin, Schwartz, Victor in Art and Jervis

- Samuel Huntington (1993). “The Clash of Civilizations?” In: *Foreign Affairs* 72.3, pp. 22–49
- Francis Fukuyama (1989). “The End of History?” In: *The National Interest* 16

December 5, 2011 Problems of the Commons

December 8, 2011 The Future of IR, and Course Wrap-up