

**INTERNATIONAL POLITICAL RELATIONS**  
**GVPT 200**  
**FALL 2019**

Professor Calvert W. Jones  
[cwjones@umd.edu](mailto:cwjones@umd.edu)

**BASICS**

Course Meeting: MW 10-10:50pm, TYD 0130

ELMS Site: <https://myelms.umd.edu> (login required)

Office Hours: Tuesdays, 1:30-3:30pm, 2116 Chincoteague

**COURSE DESCRIPTION**

Should the United States intervene more intensively in places like Syria, or stay out of the Middle East entirely? What motivates countries like China and Russia? Do institutions like the United Nations work well or should they be reformed? Is war ever justified? Are we in the midst of a global resurgence of authoritarianism? This course introduces students to the study of international relations. The course is roughly divided into three sections. The first section, “Theoretical Foundations,” provides an overview of theory about world politics, emphasizing how students can use theory to develop their own thinking about key global issues. The second section, “The Quest for Peace and Prosperity,” deals with some of the substantive phenomena of world politics, including war, trade, and institutions like the United Nations. The final section, “Issues of Today,” introduces students to some of the major issues facing world politics now, such as terrorism, turmoil in the Middle East, and rising powers.

**COURSE LEARNING OUTCOMES**

By the end of this course, students will have gained:

- A stronger general understanding of world politics;
- Foundations of theory and history in the subfield of international relations necessary for more advanced study and work; and
- Enhanced critical thinking skills and in-depth knowledge of one contemporary issue in world politics through a short paper assignment.

**REQUIRED READING**

There are no required textbooks for this course; all readings will be available online or in PDF form via ELMS. I have worked hard to select engaging and informative readings and to allow students to be able to learn as cost-effectively as possible. In return, I expect students to read the required materials. Some readings may have notes on them from previous students, but all should be clear and legible. Please take advantage of these readings being made easily accessible to you, and read them. **The readings should be completed prior to the associated lecture, if possible, and must be completed by your section meeting time on Fridays, when you will discuss them as part of your participation grade.**

Please keep in mind that this course has a fair, but not overwhelming, amount of reading, and as always you must plan ahead and read efficiently and strategically. To assist you with that, I’ve included the number of pages for each reading, so you can manage your time wisely. Of course,

since all readings are readily available to you on ELMS, there is no need for you to spend time hunting them down every week. **You can focus on actually reading and enjoying them.**

Note that any readings labeled as “recommended” will not be formally tested on midterms and exams, but may increase your learning and assist your thinking when participating in sections, working on papers, and constructing essay responses.

### TEACHING ASSISTANTS

Madie Fleishman ([mfleish@umd.edu](mailto:mfleish@umd.edu))

Mingyang Su ([msu1@umd.edu](mailto:msu1@umd.edu))

Guan Wang ([gwang921@terpmail.umd.edu](mailto:gwang921@terpmail.umd.edu))

### COURSE MECHANICS

This is a lecture course combined with discussion sections. Lectures are delivered by the professor, and discussion sections are held by one of the teaching assistants. Both lectures and discussion sections are essential parts of the course. Laptops and tablets may be used for note-taking purposes only, and phones must be put away with sound muted. **All students must sign a Technology Use Honor Pledge.** Note that PowerPoint lecture slides will generally not be posted on ELMS, so it is important to attend class regularly.

Outside of class, the best way to get in touch with me is to email me at [cwjones@umd.edu](mailto:cwjones@umd.edu). However, your first point of reference should be your TA. I will be emailing you via ELMS to make important announcements, such as schedule changes or class cancellations. In the case of inclement weather or another kind of emergency closing the University, I will also be communicating with you via email. It is your responsibility to check your email so that you receive these updates.

### EXPECTATIONS AND GRADE BREAKDOWN

Assessment	Assessment Date	% of Final Grade
Midterm 1 (and Map Quiz)	Sep 25, in-class	15%
Midterm 2	Oct 30, in-class	15%
Participation (in your section)	Ongoing	25%
Short Paper Assignment	Due Dec 5 at 5pm (submit on ELMS)	20%
Final Exam (cumulative)	December 17, 8-10am	25%

Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually. The course offers a variety of forms of assessment. Both midterms will feature short-answer or “ID-style” questions, and Midterm 1 will include a Map Quiz. The Final Exam will be cumulative, and it will combine short-answer questions as well as an essay question. The short paper assignment will allow you to analyze an issue in contemporary world politics in more depth, combining course material and current news reports, and you will submit it to us via ELMS. Further information about these forms of assessment will be provided as the course progresses.

Note that regular attendance and participation in this class is the best way to grasp the concepts and principles being discussed. In-class participation in your discussion section is included in

your grade as described above. You are expected to come to your discussion section prepared to participate meaningfully in structured classroom discussions demonstrating that you:

- (1) Have read and comprehended the course material assigned for the class session.
- (2) Have absorbed the material in the lectures.
- (3) Have thought critically about key questions posed by readings and lectures.

Further information on how to engage meaningfully and productively with the course material can be found in the hand-out “Asking the Right Questions: A Guide to Critical Thinking” (Browne and Keeley, 2010), available on ELMS under “Assistance and Tips.” For UMD-wide course related policies, see the frequently updated site maintained by the Office of Undergraduate Studies: <http://www.ugst.umd.edu/courserelatedpolicies.html>. I have also provided a useful rubric for the assessment of student participation, in particular, and also for assessment of the short paper assignment.

Here is the percentage to letter grade conversion chart that we use:

97 or above	A+
93 to 96	A
90 to 92	A-
87 to 89	B+
83 to 86	B
80 to 82	B-
77 to 79	C+
73 to 76	C
70 to 72	C-
67 to 69	D+
63 to 66	D
60 to 62	D-
59 or below	F

### **TIPS FOR SUCCESS**

In order to succeed, and I want you to succeed in this course, here are some guidelines.

- First, come to lecture and take good notes. Practice the art of self-control by challenging yourself to stay focused and open-minded. Mindfulness and the ability to focus without distraction are fundamental skills in this age of information, and they will serve you well beyond this particular course.
- Second, keep up with the reading. Learning how to read actively and efficiently is an important skill for you to learn and cultivate, and it will get easier as you practice and repeat. When reading, take notes, highlight, write comments in the margins or post-its—whatever works for you—but try to summarize key points in your own words, and ask yourself the “Ten Critical Thinking Questions” provided with this syllabus and under “Assistance and Tips” on ELMS.
- Third, engage with the material: stay up to date on ELMS; keep in mind the exam and due dates, and plan accordingly; talk to your friends and family about the material you

are learning; and play devil's advocate to stimulate deeper thought. This is a fun course and it's easy to talk about the issues raised in casual conversations, which is not only enjoyable but also helpful for knowledge retention.

- Be polite, civil, and honorable. During discussion, you are here to learn, try on different analytic hats, experiment with various perspectives, and advance your own knowledge and thinking on these important issues.
- Please do not use cell phones during lectures, don't walk in and out frequently, don't eat breakfast or lunch, and don't whisper to your neighbor. Of course, you may bring water, soda, coffee, etc. Caffeine is very welcome.

### **COPYRIGHT**

Course materials that exist in a tangible medium, such as written or recorded lectures, PowerPoint presentations, handouts and tests, are copyright protected. This means that class lectures are copyrighted. You may not copy and distribute such materials except for personal use, and with my express permission. This means you may not audio-record or video-record class sessions without my permission, and you may not sell course materials or post them on a website. Be aware that copyright infringements may be referred to the Office of Student Conduct.

### **ABSENCE POLICY**

Students are expected to attend classes regularly. Students claiming an excused absence must notify the course instructor (or TA) in a timely manner, preferably prior to the excused absence, and provide appropriate documentation. For an excused absence, students are responsible for information and material missed on the day of excused absence, and within reason are entitled to receive materials provided to the class during the excused absence. University Policy defines an excused absence as follows:

“Events that justify an excused absence include religious observances; mandatory military obligation; illness of the student or illness of an immediate family member; participation in university activities at the request of university authorities; and compelling circumstances beyond the student's control (e.g., death in the family, required court appearance). Absences stemming from work duties other than military obligation (e.g., unexpected changes in shift assignments) and traffic/transit problems do not typically qualify for excused absence.”

In the case of religious observances, athletic events, and planned absences known at the beginning of the semester, the student must inform the instructor (or TA) during the schedule adjustment period. See below for more information on excused absences based on religious observance and medically necessary absences. For all other absences, students must provide verifiable documentation upon request (e.g., court summons).

### **RELIGIOUS OBSERVANCES**

You should notify your instructor or TA within the schedule adjustment period if you will miss a class or an examination date due to religious observance. You will be allowed to make up academic assignments or exams for such absences in keeping with university policy. Note that it is the student's responsibility to inform the instructor of any intended absences for religious

observances in advance. This notification is especially important if the missed class involves the final examination because of the need to schedule a make-up exam before the official final exam date.

### **MEDICALLY NECESSARY ABSENCES**

For every medically necessary absence from class (lecture, recitation, or lab), a reasonable effort should be made to notify your instructor or TA in advance of the class. For one such absence—except in the case of a Major Scheduled Grading Event as identified on the syllabus—students may bring a self-signed note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate. For all other medically necessary absences, or if the absence occurs on the date of a Major Scheduled Grading Event such as a midterm, exam, or paper deadline, documentation by a health care professional is required. Students must provide documentation from a physician or the University Health Center for the absence to be recorded as an excused one and to receive accommodation. In cases where students are asked to provide verification, the course instructor may request the dates of treatment or the time frame that the student was unable to meet academic responsibilities, but may not request diagnostic information.

### **MAKE-UP EXAMS**

For excused absences that involve a Major Scheduled Grading Event, a make-up exam will be arranged. In the case of closure for inclement weather or other cause, your TA will reschedule the examination or assignment due date as needed. Remember that a self-signed note attesting to illness will not be accepted as the basis for an excused absence on a day during which there is a Major Scheduled Grading Event, in keeping with university policy.

### **POLICY FOR LATE PAPERS**

Due dates for assigned papers are listed on the syllabus. Papers that are submitted late, without arranging with the instructor for an extension based on a university-approved excuse, will be penalized a third of a grade per day.

### **ACADEMIC INTEGRITY**

The University has an active Student Honor Council. The Honor Council sets high standards for academic integrity, and I support its efforts. It has a nationally recognized Honor Code, involving the Honor Pledge. The Honor Pledge prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures. On every examination, paper, or other academic exercise not specifically exempted by the instructor, students should write by hand and sign the following pledge:

*I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).*

Compliance with the code is administered by the Student Honor Council, which strives to promote a community of trust on the College Park campus. Allegations of academic dishonesty should be reported directly to the Honor Council by any member of the campus community. For additional information, consult the Office of Student Conduct.

## STUDENTS WITH DISABILITIES

Students with disabilities who will need accommodations must contact the Accessibility and Disability Service (ADS) to discuss accommodations and obtain documentation applicable to the current semester. (For updated policies, see <https://counseling.umd.edu/ads/>.) Students are responsible for presenting this documentation to the instructor in a timely fashion to discuss and obtain signed approval for accommodations, so that appropriate accommodations can be arranged. Please note that students with testing accommodations are required to reserve their seat with the ADS Testing Office at least three business days in advance of their testing session. (Business days do not include Saturdays and Sundays.) If students miss this deadline, they will be unable to book a test. See <https://www.counseling.umd.edu/ads/start/testtaking/>.

## COURSE SCHEDULE

**\*\* Denotes a “Major Scheduled Grading Event”**

### PART 1: THEORETICAL FOUNDATIONS

#### **Week 1      Course Introduction**

---

**Aug 26                      Course Introduction**

**Aug 28                      From Tribes, City-States, and Empires to Sovereign Statehood**

- Read Jackson et al. “Why Study IR?” (pp. 1-26). (Chapter contains important history of state system and definitions of basic terms that you should be familiar with.)
- *Recommended:* Read pp. 23-34 in Walt, “The Relationship Between Theory and Policy in International Relations,” *Annual Review of Political Science*.

#### **Week 2                      Liberalism**

---

**Sep 2                      Labor Day – NO CLASS**

**Sep 4                      Origins of Liberalism**

- Read Carr, “The Role of Utopianism” (pp. 6-9) in *The Twenty Years Crisis*.
- Read Kant, “Perpetual Peace: A Philosophical Sketch” (pp. 121-127).
- Start reading Jackson et al. “Liberalism” (pp. 95-113).

#### **Week 3                      Liberalism (Cont’d) and Realism**

---

**Sep 9                      Testing Liberalism**

- Finish reading Jackson et al. “Liberalism” (pp. 95-113).
- Read Jones, “The Surprising Effects of Study Abroad,” *Washington Post* (pp. 1-3).
- *Recommended:* Read full-length article: Jones, “Exploring the Microfoundations of International Community: Toward a Theory of Enlightened Nationalism,” *International Studies Quarterly* (pp. 1-24).

**Sep 11            Classical Realism**

- Read Carr, “The Impact of Realism” (pp. 9-10) in *The Twenty Years Crisis*.
- Start reading Mearsheimer, *The Tragedy of Great Power Politics* (pp. 1-36).
- *Recommended:* Read Jackson et al. “Realism” (pp. 59-79, 84-87).

**Week 4            Realism and Constructivism**

---

**Sep 16            Varieties of Realism**

- Finish reading Mearsheimer, *The Tragedy of Great Power Politics* (pp. 1-36).

**Sep 18            Constructivism**

- Read Jackson et al. “Social Constructivism” (pp. 160-179).
- *Recommended:* Read Wendt, “Anarchy Is What States Make of It” (excerpts from Art and Jervis, pp. 181-201).

**Week 5            Constructivism (Cont’d)**

---

**Sep 23            Assessing Constructivism**

- Read Finnemore, “Constructing Norms of Humanitarian Intervention” (excerpts in Katzenstein, pp. 309-316). In discussion sections, consider which norms today are most effective, and why.
- *Recommended:* Read Legro, “Which Norms Matter? Revisiting the ‘Failure’ Of Internationalism,” *International Organization* (pp. 31-59).

**Sep 25            \*\*Midterm 1**

**Week 6            The Study of War**

---

**Sep 30            Constructivism Cont’d: The Role of Popular Culture**

- Read Carpenter, “The SkyNet Factor: Four Myths about Science Fiction and the Killer Robot Debate,” *Washington Post* (pp. 1-4).
- Read Furman, “What ‘The West Wing’ Tells Us about the West Wing,” *Washington Post* (pp. 1-3).
- *Recommended:* Read Jones and Paris, “Dystopian Fiction Makes People More Likely to Justify Political Violence. Should You Worry?” *Washington Post* (pp. 1-4), or the full-length article, Jones and Paris, “It’s the End of the World and They Know It: How Dystopian Fiction Shapes Political Attitudes,” *Perspectives on Politics* (pp. 969-984).

**Oct 2            The Problem of War**

- Read Fearon, “Rationalist Explanations for War” (excerpts in Art and Jervis, pp. 52-59).
- *Recommended:* Read Spiegel et al. “The World Wars,” which also provides good practice using theory to analyze and predict the course of conflict.

## PART 2: THE QUEST FOR PEACE AND PROSPERITY

### Week 7 **Realist Strategies**

---

#### Oct 7 **The Balance of Power**

- Read Mearsheimer, “Strategies for Survival” (pp. 138-167) in *The Tragedy of Great Power Politics*.
- *Recommended:* Read Blainey, “The Abacus of Power” (pp. 108-124) in *The Causes of War*.

#### Oct 9 **Nuclear Weapons and the Concept of Deterrence**

- Read Waltz, “Why Iran Should Get the Bomb,” *Foreign Affairs* (pp. 1-4).
- Read Kahl, an architect of the Iran deal, “Iran and the Bomb,” *Foreign Affairs* (pp. 1-6).

### Week 8 **Liberal Strategies**

---

#### Oct 14 **International Law and Institutions**

- Read Sengupta, “What is the United Nations? Explaining its Purpose, Power, and Problems,” *New York Times* (pp. 1-7).
- Read Annan and Brundtland, “Four Ideas for a Stronger UN,” *New York Times* (pp. 1-2).
- *Recommended:* As background, read Spiegel et al. “International Law and Organizations” (pp. 63-73, 493-522, 529-535).

#### Oct 16 **The Democratic Peace**

- Read Layne, “Kant or Cant: The Myth of the Democratic Peace.” *International Security* (pp. 5-49).

### Week 9 **IPE in Theory and Practice**

---

#### Oct 21 **From Mercantilism to Globalization**

- Read Sachs, “The Case for Aid,” *Foreign Policy* (pp. 1-8).
- Read Easterly, “Why Foreign Aid Doesn’t Work” (pp. 1-8, a Q&A with Sachs’ biggest critic).
- *Recommended:* For background, read Jackson et al. “International Political Economy: Classical Theories” (pp. 182-195) and Spiegel et al. “World Politics: Trade and Investment” (pp. 337-365).

#### Oct 23 **Transnational Non-State Actors**

- Read Keck and Sikkink, “Transnational Activist Networks” (excerpts in Art and Jervis, pp. 378-383).



## PART 3: CONTEMPORARY INTERNATIONAL CHALLENGES

### **Week 10      The Rise of Non-State Actors**

---

#### **Oct 28            Limits of Transnational Non-State Actors**

- Read Jones, “All the King’s Consultants: The Perils of Advising Authoritarians,” *Foreign Affairs* (pp. 145-154).
- *Recommended:* Read Cooley and Ron, “The NGO Scramble: Organizational Insecurity and the Political Economy of Transnational Action,” *International Security* (pp. 5-39) or the full-length article, Jones, “Adviser to the King: Experts, Rationalization, and Legitimacy,” *World Politics* (pp. 1-43).

**Oct 30            \*\*Midterm 2**

### **Week 11      Film Week<sup>1</sup> (Assignment TBA)**

---

**Nov 4            “The Islamic State”**

**Nov 6            “The White Helmets”**

### **Week 12      Beyond Interstate War**

---

#### **Nov 11          Terrorism and Insurgency**

- Read Clarke, “How ISIS Is Transforming,” *Foreign Affairs* (pp. 1-3).
- Read Hamid, “Islamism, the Arab Spring, and the Failure of America’s Do-Nothing Policy in the Middle East,” *The Atlantic* (pp. 1-13).

#### **Nov 13          Civil Wars, Failed States, and the Politics of Intervention**

- Read Kaufman, “Possible and Impossible Solutions to Ethnic Civil Wars” (excerpts in Betts, pp. 331-348).
- Read Hartzell and Hoddie, “Crafting Peace through Power-Sharing” (excerpts in Art and Jervis, pp. 353-361).
- *Recommended:* Read Fearon and Laitin, “Neotrusteeship and the Problem of Weak States,” *International Security* (pp. 5-43).

### **Week 13      Reconsidering National Security**

---

#### **Nov 18          New Approaches to Security**

- Read Hudson, “What Sex Means for World Peace,” *Foreign Policy* (pp. 1-4).
- Read Dupont, “The Strategic Implications of Climate Change” (excerpts in Art and Jervis, pp. 459-467).

---

<sup>1</sup> *Trigger warning:* Film Week will involve videos and footage that, at times, may portray war and violence. This may be disturbing to some students. If you feel the need to step outside the classroom, you are welcome to do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see your TA to discuss the situation, potentially to arrange for an alternative assignment.

- *Recommended:* Read O'Reilly, "Why Women? Inclusive Security and Peaceful Societies" (pp. 1-11).

**Nov 20 Library Information Day (REQUIRED)**

**\*\* Deadline to have selected short paper question**

- Please come to class with paper topic in mind, and *at least one question* about sources, databases, and other library resources with respect to researching your specific topic.

**Week 14**

---

**Nov 25 CLASS CANCELLED**

**Nov 27 Thanksgiving – NO CLASS**

**Week 15**

---

**\*\* Short Paper Assignment Due on Friday, December 6, at 5pm**

**Dec 2 Rising Powers? China and Russia**

- Read Weiss, "A World Safe for Autocracy? China's Rise and the Future of Global Politics," *Foreign Affairs* (pp. 92-102).

**Dec 4 Hegemony, Polarity, and America's Role**

- Read Posen, "Pull Back: The Case for a Less Activist Foreign Policy," *Foreign Affairs* (pp. 116-128).
- Read Brooks, Ikenberry, and Wohlforth, "Lean Forward: In Defense of American Engagement," *Foreign Affairs* (pp. 130-142).
- *Recommended:* Read "The Clash of the Titans," a classic debate between Mearsheimer (realist) and Brzezinski (liberal).

**Week 16**

---

**Dec 9 Future of International Relations**

- Read Walt, "The Top 5 Foreign Policy Lessons of the Past 20 Years," *Foreign Policy* (pp. 1-7).
- Read Hamid and Mandaville, "The U.S. Is Giving Up on Middle East Democracy—and That's a Mistake." *The Atlantic* (~4 pages).
- *Recommended:* Read Spiegel et al. "The Future" (pp. 558-561) and Jackson et al. "Which Global Future" (pp. 512-519). (Both review the main theoretical perspectives, in slightly different ways—useful for final exam prep).

**FINAL EXAM DATE: TUESDAY, DECEMBER 17, 8:00-10:00AM, TYD 0130**