

**INTERNATIONAL POLITICAL RELATIONS
GVPT200
SPRING 2017**

Professor Calvert W. Jones
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BASICS

Course Meeting: MW 2-2:50pm, SKN 0200

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

Office Hours: Wednesdays, 3:15-5:15pm, 2116 Chincoteague

Prerequisites: GVPT 100

COURSE DESCRIPTION

Should the United States intervene more intensively in places like Syria, Iraq, and Yemen, or stay out of the Middle East entirely? What motivates countries like Russia and China? Do institutions like the World Bank and IMF work well or should they be reformed? Is war ever justified? 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, China and cybersecurity, and the rise of populism.

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 READINGS

All readings will be available online or in PDF form via ELMS. These readings should be completed prior to the associated lecture.

TEACHING ASSISTANTS

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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 mandatory. In lecture, laptops and tablets may be used for note-taking

purposes only, and phones must be put away with sound muted. In discussion sections, TAs will set their own policies on the use of technology.

Note that PowerPoint lecture slides will not be posted on ELMS, except in unusual circumstances and in the case of students with disabilities who require such accommodations.

Outside of class, the best way to get in touch with me is to email me at 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	Percentage of Final Grade
Midterm 1 (and Map Quiz)	Feb. 22 in-class	15%
Midterm 2	March 29, in-class	15%
Participation in Discussion Section	Ongoing	25%
Short Paper Assignment	Due in sections-Week 14	20%
Final Exam (cumulative)	May 17, 1:30-3:30pm	25%

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. 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/courselatedpolicies.html>.

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. Yes, easier said than done, but still an important goal toward which you should strive. The key is not *how long* you spend reading, but *how efficiently* you read. **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, 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. Check preconceived notions, emotions, ideological hang-ups, and biases at the door. When you are in this class, you are a social scientist and an intellectual, and not a lobbyist, pundit, or activist. Being tolerant of ideas and perspectives you disagree with is essential.
- 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 *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 any materials provided to the class during the excused absence. The Undergraduate Catalog 2016-2017 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).”

Note that absences stemming from work duties other than military obligation (e.g., unexpected changes in shift assignments) and traffic/transit problems do not typically qualify as excused absences. 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 (the first 10 days of class). See below for more information on excused absences based on religious observance and medical necessary absences.

RELIGIOUS OBSERVANCES

You should notify your instructor or TA within the first 10 days of classes (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. When returning to class after the first such absence, students may bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate. After the second such absence, or if the absence occurs on the date of a Major Scheduled Grading Event (identified on the syllabus), 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.

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. **Note 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 student-administered [Honor Code and 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 must 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 (301-314-8450) by any member of the campus community. For additional information, consult the Office of Student Conduct. See the section on [Academic Integrity in the University of Maryland Undergraduate Catalog](#) for more information.

STUDENTS WITH DISABILITIES

Students with disabilities who will need accommodations should contact Disability Support Service (DSS) Office (dissup@umd.edu) to discuss accommodations and obtain documentation. **Students are responsible for presenting this documentation to the instructor by the end of the drop/add period so that needed accommodations can be arranged.** Please note that DSS test scheduling has gone paperless, and students are now required to submit test requests online at least three business days prior to the scheduled test. **If students miss this deadline, they will be unable to book a test.**

COURSE SCHEDULE

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

PART 1: THEORETICAL FOUNDATIONS

Week 1 Course Introduction

Jan 25 Course Introduction

- As an introduction to contemporary debates, read “The Obama Doctrine” (Jeffrey Goldberg, *The Atlantic*) and a more critical perspective, “Barack Obama Was a Foreign-Policy Failure” (Stephen Walt, *Foreign Policy*). Re-assess at end of course.

Week 2 The State System and Origins of Liberalism

Jan 30 From Tribes, City-States, and Empires to Sovereign Statehood

- Read “Why Study IR?” (pp. 1-26) in Jackson et al. (contains important history of state system and definitions of basic terms that you should be familiar with).
- Read pp. 23-34 in Stephen Walt, “The Relationship Between Theory and Policy in International Relations,” *Annual Review of Political Science*, 2005.

Feb 1 Origins of Liberalism

- Read E.H. Carr, “The Role of Utopianism” (pp. 6-9) in *The Twenty Years Crisis*, 1939.
- Read Immanuel Kant, “Perpetual Peace: A Philosophical Sketch” (pp. 121-127), 1795.
- Read “Liberalism” (pp. 95-113) in Jackson et al.

Week 3 Liberalism Cont’d and Classical Realism

Feb 6 Testing Liberalism

- Read Jones, “Exploring the Microfoundations of International Community: Toward a Theory of Enlightened Nationalism.” *International Studies Quarterly*, 2014 (provides example of one means of testing liberal hypotheses).

Feb 8 Classical Realism

- Read E.H. Carr, “The Impact of Realism” (pp. 9-10) in *The Twenty Years Crisis*, 1939.
- Read “Realism” (pp. 59-79, 84-87) in Jackson et al.

Week 4 Realism Cont’d and Constructivism

Feb 13 Varieties of Realism

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

Feb 15 Constructivism

- Read “Social Constructivism” (pp. 160-179) in Jackson et al.
- Read Wendt, “Anarchy Is What States Make of It” (excerpts in Art and Jervis, 2015).

PART 2: THE QUEST FOR PEACE AND PROSPERITY

Week 5 Constructivism Cont’d and Midterm 1

Feb 20 Assessing Constructivism

- Read Finnemore, “Constructing Norms of Humanitarian Intervention” (pp. 309-316) in Katzenstein, *The Culture of National Security*, 1996.
- Read Legro, “Which Norms Matter? Revisiting the ‘Failure’ Of Internationalism,” *International Organization*, 1997. In discussion sections, consider which norms today are most effective and why.

Feb 22 **Midterm 1

Week 6 The Problem of War

Feb 27 The Problem of War

- Read Russett, “The Game of International Conflict” (1 page).
- Read Clausewitz, “What Is War?” (short excerpt from *On War*).
- Read Fearon, “Rationalist Explanations for War” (pp. 52-59 in Art and Jervis 2015).

- Read “The World Wars” in Spiegel et al., which also provides good practice using theory to analyze and predict the course of conflict.

March 1 No Class

- Catch up on reading

Week 7 Realist Strategies

March 6 The Balance of Power

- Read Blainey, “The Abacus of Power” (pp. 108-124) in *The Causes of War*, 1973.
- Read Mearsheimer, “Strategies for Survival” (pp. 138-167) in *The Tragedy of Great Power Politics*, 2001.

March 8 Nuclear Weapons and the Concept of Deterrence

- Read short and well-known contributions by Waltz, “Why Iran Should Get the Bomb”, *Foreign Affairs*, 2012 and Colin Kahl, an architect of the recent Iran deal, “Would a Nuclear Iran Make the Middle East More Secure?” by Colin Kahl.
- Then, for more recent perspectives, read Meade, “The Strategic Impact of the Iran Deal,” 2015 (pp. 1-10), Jervis, “Turn Down for What? The Iran Deal and What Will Follow,” 2015 (pp. 1-5), and Lorber, “President Trump and the Iran Nuclear Deal” (pp. 1-4). Debate in sections.

Week 8 Liberal Strategies

March 13 International Law and Institutions

- Read “International Law and Organizations” (pp. 63-73, 493-522, 529-535) in Spiegel et al.
- Read “Assessing the United Nations” (pp. 1-19).
- Read “UN Peacekeeping Missions: Expectations and Experience” (pp. 522-539) in Spiegel et al.
- Read short blog posts summarizing research on the effectiveness of UN peacekeeping by Barnett and Fang (5 pages) and by Chenoweth (1 page). In discussion sections, consider the best ways to improve UN peacekeeping efforts.

March 15 The Democratic Peace

- Read Layne, “Kant or Cant: The Myth of the Democratic Peace.” *International Security*, 1994.

SPRING BREAK (MARCH 19-26): NO CLASS MARCH 20 AND MARCH 22

Week 9 Intro to IPE and Midterm 2

March 27 From Mercantilism to Globalization

- For background, read “International Political Economy: Classical Theories” (pp. 182-195) in Jackson et al. and “World Politics: Trade and Investment” (pp. 337-365) in Spiegel et al.

- For a major contemporary debate, read Sachs, “The Case for Aid,” *Foreign Policy* (pp. 1-8), 2014 and Q&A with Sachs’ biggest critic, Easterly, “Why Foreign Aid Doesn’t Work” (pp. 1-8), 2006. Debate in sections.

March 29 **Midterm 2

PART 3: CONTEMPORARY INTERNATIONAL CHALLENGES

Week 10 Rise of Non-State Actors

April 3 Transnational Non-State Actors

- Read Keck and Sikkink, “Transnational Activist Networks” (excerpts in Art and Jervis, 2015).
- Read Cooley and Ron, “The NGO Scramble: Organizational Insecurity and the Political Economy of Transnational Action,” *International Security*, 2002.

April 5 Terrorism and Organized Crime

- Read Sageman, “The Next Generation of Terror,” *Foreign Policy*, 2008.
- Read Eilstrup-Sangiovanni and Jones, “Assessing the Dangers of Illicit Networks,” 2008.

Week 11 Film Week¹

April 10 “The Triumph of Evil” (UN failure in Rwanda)

- Assignment TBA

April 12 “The White Helmets” (limited and local-level successes in Syria)

- Assignment TBA

Week 12 Shifts in Global and Regional Hegemony

April 17 Hegemony, Polarity, and America’s Role

- Read Posen, “Pull Back: The Case for a Less Activist Foreign Policy,” *Foreign Affairs*, 2013.
- Read Brooks, Ikenberry, and Wohlforth, “Lean Forward: In Defense of American Engagement,” *Foreign Affairs*, 2013.

April 19 Rising Populism: Domestic and Individual-Level Factors

- Read Inglehart and Norris, “Trump, Brexit, and the Rise of Populism: Economic Have-Nots and Cultural Backlash,” 2016.

¹ 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.

Week 13 Beyond Traditional Interstate Wars

April 24 New Approaches to Security

- Read Dupont, “The Strategic Implications of Climate Change” (excerpts in Art and Jervis, 2015).
- Read Hudson et al., “The Heart of the Matter: The Security of Women and the Security of States,” *International Security*, 2008. Focus on main arguments.

April 26 China and Cybersecurity (Guest Speaker: Christopher Lew)

- Readings TBA

Week 14 International Crises in the Middle East

May 1 Civil Wars, Failed States, and the Politics of Intervention

- Read Kaufman, “Possible and Impossible Solutions to Ethnic Civil Wars” in Betts 2004.
- Read Hartzell and Hoddie, “Crafting Peace through Power-Sharing” (excerpts in Art and Jervis 2015).
- Read Fearon and Laitin, “Neotrusteeship and the Problem of Weak States,” *International Security*, 2004. Focus on main arguments.

May 3 Navigating the Arab Spring and the Stability-Democracy Debate

**** Short Paper Assignment Due in Section This Week**

- Read Hamid, “Islamism, the Arab Spring, and the Failure of America’s Do-Nothing Policy in the Middle East,” *The Atlantic*, 2015.
- Read Kamrava, “The Arab Spring and the Saud-Led Counterrevolution,” 2012.

Week 15 Conclusion

May 8 Stemming the Tide of Conflict: ISIS, Syria, and Yemen

- Read Cronin, “ISIS Is Not a Terrorist Organization: Why Counterterrorism Won’t Stop the Latest Jihadist Threat.” *Foreign Policy*, 2015.
- Read Lynch, “Would Arming Syria’s Rebels Have Stopped the Islamic State?”
- Read short contributions by Christia, Downs, Walters, and Fearon in *The Political Science of Syria’s War*, 2013.

May 10 Conclusion

- Read Walt, “The Top 5 Foreign Policy Lessons of the Past 20 Years,” *Foreign Policy*, 2014.
- Re-read and re-assess “The Obama Doctrine” (Jeffrey Goldberg, *The Atlantic*) and a more critical perspective, “Barack Obama Was a Foreign-Policy Failure” (Stephen Walt, *Foreign Policy*).

FINAL EXAM DATE: WEDNESDAY, MAY 17, 1:30-3:30PM