

PS 205: Introduction to International Relations
Oregon State University
Fall 2018

Instructor Information

Instructor: Michael W. Trevathan

Email: michael.trevathan@oregonstate.edu

Phone: 541.737.3648

Class Location: Milam Hall 318

Class Hours: Monday and Wednesday 4:00PM to 5:50PM

Office Location: Bexell Hall 100B

Office Hours: Monday and Wednesday 3:00PM to 4:00PM, and by appointment

Course Website(s):

[OSU Canvas](#)

[Student Textbook Resource Website](#)

[Statecraft Simulation](#)

Course Description, Objectives, and Details

The course objectives for this course are focused on assisting students to obtain an understanding of global politics, and how these relationships are shaped by states, international organizations, nongovernmental organizations, and other non-state actors in the global political arena. We will examine these processes by assessing (1) the theoretical paradigms used by scholars to explain global politics; (2) assessing historical and contemporary relations among global actors; and (3) a critical assessment of these theories in light of ongoing scholarly debates and contemporary and potential future global issues.

This is a 4 credit course and has no prerequisites. This course fulfills the Baccalaureate Core requirement for Social Processes and Institutions, which is based in an understanding that human beings are inevitably social, influencing and being influenced by social groups. The social sciences study social institutions and processes and deal with the human behaviors and values that form and change them, and are essential for an understanding of contemporary society.

This course will involve lecture, discussions, video, active and collaborative learning activities, and reading and writing assessments. Consequently, success in this course will require students to actively engage the course materials, the instructor, and fellow students through these mediums and activities.

Course Topics and Student Learning Outcomes

Our course will cover numerous topics, including:

- I. An assessment of Realism, Liberalism, Constructivism, and other international relations paradigms.

- II. The historical and theoretical foundations of state interactions in the international system.
- III. Theories of international institutions and interstate cooperation.
- IV. Theories of war, conflict, and security alliances.
- V. International Political Economy and Globalization.
- VI. Human, Environmental, and Economic Security.

Required Texts and Materials

Textbook

Shirayev, Eric B., and Vladislav M. Zubok. 2016. *International Relations, 2nd edition*. New York: Oxford University Press. Be sure to purchase the exact edition of our text.

Statecraft Simulation.

Students will be required to purchase access to this simulation online. The semester subscription fee is \$35 per student. Information on how to get access to the simulation will be provided later in the semester.

Additional required and optional readings are located in electronic format on Canvas. Students may also be asked to access and read additional resources, such as *The Washington Post*, *The New York Times*, *Foreign Affairs*, or other periodicals and news sources to complete class participation and assignment requirements. The topics and substantive focus of our course requires students to stay up to date with course-relevant current events.

Course Requirements and Evaluation

Graded Item	Points	Percent of Grade	Due Date(s)
<i>Exams (2)</i>	450	45%	10/24; 12/3
<i>Assignments (varies)</i>	250	25%	Ongoing
<i>Reading Summaries</i>	200	20%	Ongoing
<i>Participation</i>	100	10%	Ongoing
Total	1000	100	

Course Grading Scale

A	93-100	B-	80-82	D+	65-69
A-	90-92	C+	77-79	D	60-64
B+	87-89	C	73-76	F	0-59
B	83-86	C-	70-72		

Exams: This course will have two (2) exams. Exams may consist of true/false; multiple choice; short answer; and essay questions. There will be no makeup exams/quizzes unless students meet the requirements for makeup exams/assignments as outlined in the course syllabus.

Assignments: Assignments may consist of group exercises, online discussions, reaction papers, simulations, video exercises, or similar assessments. Assignments may take the form of in-class, or take home assessments. In general, there will be an average of one assignment per week, but there may be weeks where none are assigned, and other weeks where more than one assignment is due.

Statecraft: We will be using the Statecraft International Relations online simulation during this course. Many of our assignments will come from this simulation. The simulation will require students to engage in collaborative learning (group work). Students will form groups and create their own states where they will manage their economies, handle domestic politics, engage in diplomacy and warfare, and participate in international institutions, among other activities. Each student will take on leadership roles within their states (President, Secretary of State, Ambassador, etc.) and participate in the governance of their simulated world. It is expected that students will actively participate in this simulation, attend class, and apply the theoretical and substantive subject matter of the course when participating in the simulation. More details will be provided as the semester progresses.

Reading Summaries: Students must submit weekly reaction papers on the assigned readings for the week. These papers must be submitted before the start of Monday's class each week, starting with week 2. The reaction papers should detail the "big picture" themes and takeaways from each week's readings and critically evaluate the theories, methods, and concepts presented in the readings. Each paper must be between 2 and 3 pages in length (double-spaced, 12-point font, Times New Roman, 1-inch margins) and submitted to Canvas before class, or turned in to me at the start of class each Monday.

Participation: Students are expected to actively participate in this course. This means that students are expected to attend all classes, complete all scheduled readings before coming to class, and to actively discuss the readings during class discussions, and participate in class activities.

Extra Credit: As a general principle I believe that a student gets the grade that they earn. If I do decide to offer extra credit it will involve work that is related to the course and will require some effort on the part of the student. Extra credit will be offered to the entire class and not on an individual basis.

Deadlines and Makeup Policies

Deadlines are important. I expect all assessments (tests, assignments, projects, etc.) to be completed by the assigned due date. Do not get in the habit of waiting until the last minute to prepare for important class assessments. This is always the time when real life happens and sets you back. If something has happened that was unforeseen, the time to tell me is when you find out. Send me an email ASAP and keep me in the loop. This does not mean I will grant you amnesty or an extension, but it does increase the chances that I will. The time to tell me is not 5 minutes before it is due, or weeks after the problem has presented

itself.

Makeup Exams and Assignments: Makeup opportunities for missed exams and other assessments are granted only in extreme circumstances and require appropriate documentation. Makeup opportunities are only given in the case of a student having a serious personal illness; a serious personal illness or death of an immediate family member(s) (Spouse, Parent, Sibling, Child); or an academic-related absence.

In all cases, the student must provide appropriate documentation of the incident that led them to miss the assessment. Without appropriate documentation the assessment cannot be made up, nor can an extension be granted for the missed assessment. It is the students responsibility to provide the instructor with the appropriate documentation and it must be provided in a timely fashion (generally, within in one week or less).

Furthermore, makeup assessments must be completed in a timely manner. As a rule of thumb, makeup assignments/exams **must** be completed within one week of the original due date. It is the students responsibility to keep the professor informed of the students status and their ability to makeup an assessment. In the case of an academic-related absence the student must notify the professor in advance of the missed class and must provide documentation. This usually occurs within the first one to two weeks of the semester.

Incomplete Grades: The grade of (I) Incomplete can be granted when a student has satisfactorily completed all course work up to the withdrawal date of that semester/session but for reason(s) beyond the students control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. A student who receives an I is responsible for making up whatever work was lacking at the end of the semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly.

Communication and Feedback Policies:

Email: My goal is to reply to all course-related communications and emails within 24 to 48 hours, Monday through Friday. On some occasions I may not get back to you in the stated time frame. This does not mean I am ignoring you. Send me another email, remind me after class, or come to my office hours. In any case, remember that most (all) of your administrative concerns will be covered in this syllabus and the Important Course Information section of our Canvas site. When in doubt, always refer to those sections and the assignment-specific instructions.

Classroom Behavior, Academic Integrity, and the Student Code of Conduct

Every student is entitled to a distraction-free classroom. Classroom behavior should always be courteous, respectful of others, and consistent with the expectations set forth by the university. Students may not behave in any manner that interferes with the learning of another student, or my teaching. This includes, but is not limited to, the following: tardiness; private and disruptive conversations; crude language; etc. Furthermore, I do not allow the

use of recording or other electronic devices(cell phones, laptops, etc.) during my lectures. No exceptions.

Academic Integrity Academic integrity is an important concern in the academic community. I expect all students to maintain, uphold, and engage in the highest levels of academic integrity and honesty. All forms of academic dishonesty will result in punitive sanctions. Examples of academic dishonesty includes, but is not limited to cheating, plagiarism, and other forms of academic dishonesty. The penalty for any infraction of academic dishonesty is an immediate grade of 0 for the assignment. Additionally, the student will be reported to the University for further investigation and possibly official university sanctioning. If you are unclear as to what constitutes plagiarism and other forms of academic dishonesty, please refer to Oregon State University's policies and regulations regarding academic dishonesty.

For more information please see [Oregon State University Code of Student Conduct](#).

Student Disability Access Services (DAS)

Statement Regarding Students with Disabilities: Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

For more information please see [the DAS statement linked here](#).

Course Reading Schedule**Readings Abbreviations Key****SZ:** Shiraev and Zubok**VL:** Video link on Canvas

Week 1 (9/24 and 9/26): Introduction to International Relations*Required Readings*

MacKinder.1904. "The Geographical Pivot of History." *The Geographical Journal* 23(4): 421-437 (Canvas).

SZ, Chapter One

Topics: The History of International Relations; Theories, Methods, and Data in International Relations

Week 2 (10/1 and 10/3): Realism*Required Readings*

SZ, Chapter 2

Thucydides. "*The Melian Dialogue*." (Canvas).

Hobbes, Thomas. Chapter 13 of "*Leviathan*." (Canvas).

Mearsheimer, John. 2000. *The Tragedy of Great Power Politics*. Chapter Two. (Canvas).

Topics: Classical Realism; Structural Realism; Offensive Realism; Defensive Realism

Week 3 (10/8 and 10/10): Liberalism*Required Readings*

SZ, Chapter 3

Deudney, Daniel and G. John Ikenberry. 1999. "The Nature and Sources of Liberal International Order." *Review of International Studies* 25: 179-196. (Canvas).

Topics: Classical Liberalism; Neoliberal Institutionalism

Week 4 (10/15 and 10/17): Constructivism and Critical Perspectives*Required Readings*

SZ, Chapter 4

Tickner, Ann J. 1997. "You Just Don't Understand: Troubled Engagements Between Feminists and IR Theorists." *International Studies Quarterly* 41: 611-632. (Canvas).

Keohane, Robert. 1998. "Beyond Dichotomy: Conversations between International Relations and Feminist Theory." *International Studies Quarterly* 42(1): 193-197. (Canvas).

Recommended Readings

Wendt, Alexander. 1995. "Constructing International Politics." *International Security* 20(1): 71-81. (Canvas).

Little, Richard. 2000. "The English School's Contributions to the Study of International Relations." *European Journal of International Relations* 6(3): 395-422. (Canvas).

Zalewski, Marysia. 2007. "Do We Understand Each Other Yet? Troubling Feminist Encounters With(in) International Relations." *The British Journal of Politics and International Relations* 9(2): 302-312. (Canvas).

Topics: Critical IR Perspectives; Constructivism; (Neo)Marxist Perspectives; Feminist Perspectives; The English School

Week 5 (10/22 and 10/24): International Security

Required Readings

SZ, Chapter 5

10/22: Statecraft Simulation Begins

Midterm Review

10/24: Midterm Exam

Topics: International & Regional Security; The Security Dilemma; Collective Security

Week 6 (10/29 and 10/31): Domestic Sources of International Conflict

Required Readings

SZ, Chapter 8

Vinci, Anthony. 2008. "Anarchy, Failed States, and Armed Groups: Reconsidering Conventional Analysis." *International Studies Quarterly* 52: 295-314. (Canvas).

Dixon, Jeffrey. 2009. "What Causes Civil Wars? Integrating Quantitative Research Findings." *International Studies Review* 11(4): 707-735. (Canvas).

Topics: International Terrorism; Failed States; Civil Wars; Ethnic Conflict

Week 7 (11/5 and 11/7): Environmental and Human Security

11/9: Last Day to Withdraw for Fall Term

Required Readings

SZ, Chapter 9.

SZ, Chapter 10.

Græger, Nina. 1996. "Environmental Security?" *Journal of Peace Research* 33(1): 109-116. (Canvas).

Recommended Readings

Trombetta, Maria Julia. 2008. "Environmental Security and Climate Change: Analyzing the Discourse." *Cambridge Review of International Affairs* 21(4): 585-602. (Canvas).

Keohane, Robert O. and David G. Victor. 2011. "The Regime Complex for Climate Change." *Perspectives on Politics* 9(1): 7-23. (Canvas).

Inglhart, Ronald F. and Pippa Norris. 2012. "The Four Horsemen of the Apocalypse: Understanding Human Security." *Scandinavian Political Science* 35(1): 71-96. (Canvas).

Topics: Environmental Security; Human Security; Resource Politics

Week 8 (11/12 and 11/14): International Law and Global Governance

11/12: No School - Veterans Day

Required Readings

SZ, Chapter 6

Weiss, Thomas G. and Rorden Wilkinson. 2014. "Rethinking Global Governance? Complexity, Authority, Power, Change." *International Studies Quarterly* 58: 207-215. (Canvas).

Murphy, Craig N. 2014. "Global Governance Over the Long Haul." *International Studies Quarterly* 58: 216-218. (Canvas).

Topics: International Law; Global Governance; International Organization

Week 9 (11/19 and 11/21): International Political Economy

Required Readings

SZ, Chapter 7

Topics: The Global Economy; Hegemonic Stability Theory; Global Economic Governance; Bretton Woods Institutions

Week 10 (11/26 and 11/28): International Development and Globalization

Required Readings

Collier and Gunning. 1999. "Why Has Africa Grown Slowly?" *The Journal of Economic Perspectives* 13(3): 3-22. (Canvas).

Grugel, Riggirozi, and Thirkell-White. 2008. "Beyond the Washington Consensus? Asia and Latin America in Search of More Autonomous Development." *International Affairs* 84:3: 499-517. (Canvas).

Yagci. 2016. "A Beijing Consensus in the Making: The Rise of Chinese Initiatives in the International Political Economy and Implications for Developing Countries." *Perceptions: Journal of International Affairs* 21(2): 29-56. (Canvas).

Topics: Global North-South Relations; International Development; Globalization

Week 11 (12/3 and 12/5): Finals Week

12/3: Final Exam

I reserve the right to amend the syllabus and schedule