Political Science 110: Introduction to International Politics
Emory University, Spring 2016
White Hall 205, Mo&We 10-11:15

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Discussion Sections
Section DA2
Mon 4:00-4:50p, LIBSC 123 (Widner)
Section DA1
Mon 5:00-5:50p, LIBSC 123 (Widner)
Section DB2
Tue 4:00-4:50p, LIBSC 123 (Park)
Section DB1
Tue 5:00-5:50p, LIBSC 123 (Widner)
Section DC2
Wed 5:00-5:50p, LIBSC 123 (Park)
Section DC1
Wed 4:00-4:50p, LIBSC 123 (Park)

Course Description & Objectives
This course is an introduction to the study of international politics. There are no prerequisites. It is a gateway course Intermediate International Politics (POLS210) and for more advanced 300- and 400-level international politics courses offered by the Political Science Department. It fulfills a requirement for both the Political Science and International Studies majors. This course does not fulfill an Emory College writing requirement but it does count towards the Emory College Area VI (HSC) General Education Requirement.

The course will introduce you to a fundamental theoretical framework for explaining behavior in the international system. Using this framework, we will examine the nature of the international system, the causes of international conflict, and the challenges to establishing international cooperation. We will explore the causes of both international and civil wars. The course also focuses on the role played in international politics by institutions such as democracy, collective security organizations, and alliances. The course then uses these theoretical insights to shed light on special problem areas in world politics, from terrorism and nuclear weapons, to international trade and financial relations, economic development, human rights, and the global environment.

The purpose of this course is to provide an analytical basis for understanding international politics. It is a social science course, not a course on current events or history – even though we will frequently be discussing current and historical international relations events and examples. The emphasis here is on developing analytical skills, so that you can think rigorously and critically about politics and policy choices.
Requirements

Your grade in the course will be based on the following items:

- 10% In-lecture questions
- 10% Discussion section, including discussion section attendance & participation
- 40% two analytical papers (4 pages), due in class on February 22\textsuperscript{nd} and April 11\textsuperscript{th} (20% each)
- 20% one in-class midterm exam, on Wednesday March 2\textsuperscript{nd}.
- 20% final exam, on Friday April 29th (8:00-10:30AM)

\textit{In-lecture questions}. There will be questions built into each lecture that you will need to answer using your Turning Point clicker. These will total 10\% of your final grade. You must purchase a clicker from the bookstore and BRING it to every class. We will start keeping track of points earned during lecture on January 25\textsuperscript{th}. If you do not have your clicker in class, you will not be able to earn points for that lecture.

\textit{Discussion section}. You have each enrolled in one of the six discussion sections for this class. The purpose of a discussion section is to give you an opportunity to explore the material in greater depth, clarify your understanding of the material, and ask any questions you might not have asked during lectures. The section may also introduce material not covered in the lectures. These discussion sections will meet \textit{weekly} during this semester, starting in the first full week of class (January 25). In addition, during the week of the midterm (February 29\textsuperscript{th}), discussion sections will meet on a modified schedule. Attendance in section is \textbf{mandatory}. See the discussion section schedule on the last page of this syllabus. Attendance and class participation at each of the discussion sections will be graded, along with any short in-class assignments that might be part of some of those sections.

\textit{Analytical papers}. Each of the two analytical papers will be a 4 page (+/- ½ page) essay responding to a question and assignment guidelines distributed at least one week before each paper is due. You will make an argument and support that argument with evidence from the readings and class meetings. (No outside sources will be necessary.) Your goal will be to demonstrate an understanding of the concepts and examples introduced in the course as well as your ability to engage in sophisticated analytical and critical thinking about the subject in question.

\textit{Exams}. There will be one in-class, closed book midterm exam on March 2\textsuperscript{nd} and a final exam on April 29\textsuperscript{th}. Each of which is worth 20\% of your final grade.

\textbf{Grading Scale}

The following grading scale will be used to calculate your final course letter grade for the class. There will be \textbf{no rounding}. For example, an 89.99 is a B+.

\begin{tabular}{llll}
A & [93,100] & B- & [80,83] & D+ & [67,70] \\
B+ & [87,90] & C & [73,77] & F & [0,60] \\
B & [83,87] & C- & [70,73] &
\end{tabular}
Grading Standards

The following standards will be applied to the evaluation of assignments in the class:

A  Exceptional Performance

Consistently outstanding work on all course-related tasks at a level that distinguishes the student from other members of the class. A comprehensive and incisive command of the issues, readings, and substantive information relevant to the course. A frequently demonstrated exceptional capacity for original, creative, critical, and logical thinking. The ability to master and integrate large amounts of factual material and abstract theories. An outstanding ability to effectively discuss course subject matter using both written and oral communication skills.

A-  Excellent Performance

Consistently strong work on all course-related tasks. A comprehensive command of the issues, literature, and substantive information relevant to the course. A clearly demonstrated capacity for original, creative, critical, and logical thinking. Understands well and can integrate the relevant factual and theoretical material central to the course. A strong ability to effectively discuss course subject matter using both written and oral communication skills.

B+  Very Good Performance

Consistently above average work on all course-related tasks. A very good grasp of the issues, literature, and substantive information relevant to the course. A generally demonstrated capacity for original, creative, critical, and logical thinking. A very good command of factual and theoretical material, and some capacity to integrate the two. A solid ability to effectively discuss course subject matter using both written and oral communication skills.

B  Good Performance

Good and generally consistent work on all course-related tasks. A general understanding of the issues, literature, and substantive information relevant to the course. Modest evidence of the capacity for original, creative, critical, and logical thinking. A good understanding of factual and theoretical material, but limited evidence of the capacity to integrate the two. A basic ability to effectively discuss course subject matter using both written and oral communication skills.

B-  Satisfactory Performance

Satisfactory work on course-related tasks. A reasonable understanding of the issues, literature, and substantive information relevant to the course. An infrequently demonstrated capacity for original, creative, critical, and logical thinking. Understands at a basic level the facts and theories related to the course, but demonstrates weak integration skills. A limited or inconsistent ability to effectively discuss course subject matter using both written and oral communication skills.
C+/C/C-Adequate Performance

Adequate performance on course-related tasks. An understanding of the basic elements of the issues, literature, and substantive information relevant to the course. A rarely demonstrated capacity for original, creative, critical, and logical thinking. An inability to go beyond a recitation of basic factual material related to the class. Demonstrated weaknesses in the ability to effectively discuss course subject matter using both written and oral communication skills.

D+/D Minimal Passing Performance

Barely acceptable work on course-related tasks. A generally superficial and often inconsistent familiarity with the issues, literature, and substantive information relevant to the course. A failure to demonstrate the capacity for original, creative, critical, and logical thinking related to course content. An uneven understanding of basic factual material related to the course; no evidence of fact/theory integration. Demonstrates significant gaps in the ability to discuss effectively course subject matter using both written and oral communication skills.

F Unacceptable Performance

Fails to meet minimum course expectations. Unable to understand even the most basic elements of the issues, literature, and substantive information relevant to the course. Demonstrates an inability to engage in coherent written or oral discussion of course material. Does not satisfy specific course expectations with respect to attendance, deadlines, participation, etc.

Course Policies

Preparation. This class is designed primarily as a lecture but questions during the lectures are encouraged. In addition, sections will involve considerable discussion and activity in small groups. This requires active participation on your part. It is incumbent upon students to attend all class meetings and required discussion sections and to complete the readings in advance in order to promote a successful class experience. In addition, in-lecture questions will be used to assess your comprehension of the materials assigned for each class. Be sure to prepare for lecture by completing the assigned materials before class. Points will be given for correct answers on the in-class questions.

Punctuality. Please be on time to class. The noise and distraction of late arrivals is inconsiderate to classmates.

Late assignments/absences. You will be penalized for late assignments or missed exams, unless the absence/delay is due to documented serious illness or is otherwise excused by the instructor in advance (such as for certain official Emory-sponsored activities). The penalty for unexcused late papers is one "minus" each day late, e.g., A to A-, etc. A student with three or more unexcused absences from the 10 regular section meetings will receive a zero for the discussion section portion of the course grade.

Academic advising. The academic counselors at Emory College's Office of Undergraduate Education are invaluable resources for all academic-related questions during your time at Emory (e.g., choice of major, distribution requirements, resources for coping with personal problems interfering with academic progress, etc.). The main office is White Hall, Suite 300, but there are two other locations as well, in the SAAC (Suite 310, Clairmont Campus) and the Woodruff Residential Center (Suite 337). Email
college@emory.edu or telephone 404-727-6069 to make an appointment with Office of Undergraduate Education staff at any of those locations.

Class conduct. Laptop computers and cell phones are prohibited in class and discussion sections, without special permission from the instructor (which will be given only in case of documented disability). Please silence and put away all electronic devices prior to the start of class.

Disabilities. It is the policy of Emory University to make reasonable accommodations for qualified students with disabilities. All students with special requests or need for accommodations should consult as soon as possible with the Office of Access, Disability Services and Resources (404-727-9877, 110 Administration Building) to make arrangements. All information will be held in the strictest confidence.

Honor code. You are required to know and uphold the Emory Honor Code. Violations of the Honor Code include but are not limited to plagiarism on written work and cheating on exams. What this means in the context of a particular assignment is spelled out in the relevant assignment’s instructions.

Blackboard and course communication. There is a Blackboard site for this course. This syllabus and all other handouts, along with the analytical paper assignments, will be posted on that site. We will normally post course announcements on that site as well, but you are responsible for any and all announcements made during the class periods in addition. It is a good idea to check with classmates if you have missed class. Otherwise, contact an instructor during office hours or by email if you have questions or concerns. The best way to reach Prof. Davis outside of office hours is by email at poldd@emory.edu.

Office hours. Most students only attend office hours immediately before papers or exams are due or after grades are returned. These are the times when the longest lines form, and consequently at such times instructor availability may be limited. We are very happy to answer questions about exams or papers up until the due dates, where availability permits, but we strongly urge you to use office hours throughout the rest of the semester to discuss the course and your progress. Because this is an introductory survey of the field, we cover a broad range of material in a short time. As a result, there may be topics that you wish were covered in more detail. It is important to us that this course enriches your educational experience and fosters your curiosity and interest in the field. We hope that you will visit during office hours, or at other times by appointment, whenever you think discussion on an individual basis would be helpful. Take responsibility for your learning and ask for individual attention when you need it.

Readings

There is one required textbook for the course: Jeffry A. Frieden, David A. Lake, and Kenneth A. Schultz, World Politics: Interests, Interactions, Institutions Second Edition (New York: W. W. Norton, 2012), abbreviated “FLI” below. It is available at the Emory University Bookstore and on Amazon and other vendors. Please purchase the SECOND Edition. You can purchase the eBook version if you would like to save a few dollars.

A number of short additional readings are also required. You can access these through the course Blackboard site. You may need to download the free Acrobat Reader before viewing them. You are expected to have completed the reading by the day for which it has been assigned. Both the textbook and additional items will provide material for the exams and assignments.
While this class is not about current events, it can nonetheless be helpful to follow contemporary developments concerning international politics, so that you can practice applying the concepts and explanations we will be developing. Some useful sources of coverage of these phenomena are the main international political stories of the day/week in the *New York Times*, the *Wall Street Journal*, or the *Economist*. We will periodically touch on such events in class; knowing some basic details about such events could also be useful on your exams as an option but will not be mandatory where not otherwise covered in the assigned readings.

**Course Outline**

*Part I: Introduction*

**We Jan 13:** Introduction. Course administration. What is this course about?

**Mo Jan 18:** MLK Day

**We Jan 20:** Theory and social science in the study of world politics. Levels of analysis.
- FLS, xix-xxii

**Mo Jan 25:** The evolution of world order, 1500-1990. Patterns and puzzles.
- FLS, 2-37

*Part II: Cooperation, Bargaining, and War*

**We Jan 27:** Cooperation and Bargaining I: Actors, interests, and interactions.
- FLS, 38-61

**Mo Feb 1:** Cooperation and Bargaining II: Institutions.
- FLS, 62-79

**We Feb 3:** Why War? The bargaining model of war I.
- FLS, 80-93

**Mo Feb 8:** The bargaining model of war II: information and credibility in coercive diplomacy.
- FLS, 93-105

**We Feb 10:** The bargaining model of war III: commitment problems.
- FLS, 105-122
- Russett et al., 240-241, on the “security dilemma”
- Analytical Paper #1 topic distributed.

**Mo Feb 15:** Domestic politics and war.
• FLS, 124-154

We Feb 17: The democratic peace.
• FLS, 154-166

• FLS, 168-188
  Analytical paper #1 due in class.

We Feb 24: Institutions: Collective security and peacekeeping.
• FLS, 188-212

Mo Feb 29: Civil War

We Mar 2: Midterm Exam

Mo & We Mar 7 & 9: Spring Break

Part III: International Political Economy

Mo Mar 14: The politics of international trade.
• FLS, 264-293, 306-311

We Mar 16: Regional and global trade institutions: the European Union and WTO.
• FLS, 293-304

• FLS, 312-347

We Mar 23: International finance II: currencies and exchange rate politics.
• FLS, 350-384

Mo Mar 28: 2008 and Beyond

We Mar 30: Development
• FLS, 386-418
• Paul Collier, Bottom Billion: Why the Poorest Countries are Failing and What We Can Do About It (Oxford: Oxford Univ. Press, 2008), 38-52
• Nancy Birdsall, Dani Rodrik, and Arvind Subramanian, “How to Help Poor Countries,” Foreign Affairs (Jul/Aug 2005), 136-152

Mo Apr 4: Fitting together the IPE puzzle
• FLS, 557-567
• Analytical Paper #2 topic distributed.
Part IV: Transnational Politics

We Apr 6: Transnational politics, International Law and Norms.
  • FLS, 420-450

Mo Apr 11: Transnational Politics and Advocacy Networks
  • FLS, 420-450
  • Sebastian Mallaby, "NGOs: Fighting Poverty, Hurting the Poor," Foreign Policy (Sep/Oct 2004), 50-58
  • Analytical paper # 2 due in class.

We Apr 13: Human rights.
  • FLS, 452-490

Mo Apr 18: International environmental politics.
  • FLS, 492-532

We Apr 20: Terrorism
  • FLS, 242-262, 538-548
  • Joshua Kurlantzick, “Indonesia’s Trial by Fire and the Risk of Leaderless Terrorists,” The National (May 22, 2011)

Mo Apr 25: The US, China, Russia, and other rising powers.
  • FLS, 534-578 (Just skim back over 538-548, and 557-567)
  • Stewart Patrick, “Irresponsible Stakeholders? The Difficulty of Integrating Rising Powers,” Foreign Affairs (Nov/Dec 2010), 44-55
  • Eric S. Edelman, Andrew F. Krepinevich, Evan Braden Montgomery, “The Dangers of a Nuclear Iran: The Limits of Containment,” Foreign Affairs (Jan/Feb 2011), 66-83

Fr Apr 29: Final Exam 8:00 A.M - 10:30 A.M
Political Science 110: Introduction to International Politics
SECTIONS SCHEDULE, Spring 2016

Week of Jan 12: No sections

Week of Jan 25: Sections meet. Theory and puzzles, social science, levels of analysis.

Week of Feb 1: Sections meet. Cooperation and bargaining.

Week of Feb 8: Sections meet. The bargaining model of war


Week of Feb 29 Special sections schedule because of midterm. Collective security & peacekeeping dilemmas. Wednesday sections attend Monday or Tuesday sections

Week of Mar 7 Spring Break

Week of Mar 14: Sections meet. International trade.


Week of Mar 28: Sections meet. The IMF. The Euro debt crisis.

Week of Apr 4: Sections meet. Development

Week of Apr 11: Sections meet. International Law, transnational politics, & human rights,

Week of Apr 18: Sections meet. Environmental politics and terrorism.