

GOVT 114S (both sections) International Relations

Mon and Weds 10-10:50 am or 11-11:50 am | KJ 125

Instructor: Professor Ivan Willis Rasmussen (PhD)

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Office hours: Mondays 2:30-4:30 pm or by appointment

NB that the Professor reserves the right to alter the syllabus; any changes will be explained in Class and via Email—the most up to date syllabus will be posted on Blackboard

Course description:

This course examines the both the study and practice of international relations. Fundamentally, the area of investigation will be the vacillation of conflict and cooperation in the foreign relations between countries (later elaborated as nation-states). The course will begin with a synopsis of theories of international relations and analytical frameworks to facilitate the investigation of inter-state relations. In addition, we will study the key history for the study of international relations. Focusing on contemporary international affairs, the course will conclude by using both theory and history to elucidate current issues. Topics include, amongst others, theories of international relations, the emergence of the nation-state, international economics, humanitarian intervention, nuclear weapons, non-state actors and terrorism, rising (declining) power politics, international institutions, and global environmental issues.

Objectives:

- Increase knowledge of the study of international relations (within the discipline of political science/government) based on fundamental analytical frameworks (images of IR or levels of analysis), theories (realism, liberalism, constructivism, and critical theories), and salient international history.
- Improve analytical abilities by developing both hypothesis testing skills (typical research methods for the study of government and political science) and theoretical analysis.
- Assess key current developments in international relations and world politics.
- Develop primary data collection and research capabilities.

Requirements and Grading:

- 1) **Class attendance and participation** (20%): Regular class participation and active engagement is required for this course.
- 2) **Midterm** (20%): Identify and short answer examination to be held in class on **March 9**.
- 3) **Memo** (20%): Conduct primary research on a relevant IR topic, maximum 4 pages double-spaced (questions and guide to be distributed later). Due on **April 8 in class (hard copy)**.
- 4) **Position Response Paper** (10%): Randomly assigned a topic from the Current Issues weeks (**April 11-May 4**) to prepare a max 3 double-spaced page response due the day of that class.
- 5) **Final exam** (30%): On **May 12 or 14** (likely essay format).

Grading:

Your grade will be based on the completion of all assignments in the aforementioned allocation (Attendance/Participation 20%; Midterm 20%; Memo 20%; Position Response Paper 10%;

Final Exam 30%). Please note that it is my policy to reward progress and improvement over the course of the semester through informal assessment built into the attendance/participation grade. Also, I provide several assignments that draw upon various skill sets from the technical (Midterm) to the informed primary source research (Memo) along with creative/debate skills (Position Response Paper) and analytical (Final exam). My goal is to allow students a wide variety of opportunities to display their intellectual rigor and how well they have engaged the course material.

All excellent work (90-99%) will earn a grade in the A range; all meritorious work will earn a grade in the B range (80-89%); work without any marked merit or defect will earn a grade in the C range (70-79%); and all unsatisfactory or mediocre work will earn a grade in the D range (60-69%). All other work will earn an F (59% or lower). Please do not attempt to bargain, negotiate, or plead for a higher grade. **Grading guidelines for all assignments**, including late penalties, will be given with the assignments themselves; without exception, all assignments will be evaluated according to these guidelines. No extra credit assignments or re-writes will be permitted. Assignments will be returned within ten or twelve (10-12) days after the due date.

Required Texts:

- World Politics | Frieden, Lake, and Schultz (hereafter **WP**)
- Theories of War and Peace | Brown, Cote, Lynn-Jones, Miller (here after **TWP**)

All other readings will be posted on blackboard (hereafter **BB**) or provided as a link in the syllabus. The above books should all be available for purchase and on reserve along with some other resources, which you may find particularly useful for your studies.

Classroom approach and policies:

In class:

My approach to teaching is based on using a mix of discussion, lecture, and other activities such as simulations, videos, and debates. Students are asked to be **actively engaged** in both the course material and the presentation of that material in the classroom. I appreciate and expect students to interact in a positive and respectful way with their peers. If at any time, you feel the classroom environment has deviated from the norms of respectful intellectual engagement, please feel free to bring this to my attention.

Feel free to bring and use laptop computers; however, I expect all cellphones to be put away and turned off or on silent. If you must take a phone call in the case of an emergency or other extenuating circumstances, you can leave the classroom. I do reserve the right to ask you to turn off your laptop during class particularly when we conduct debates.

Academic dishonesty:

Your participation in the course and its assignments must adhere to Hamilton's **Honor Code**. The Honor Code can be found here: <http://www.hamilton.edu/student-handbook/studentconduct/honor-code>. I will proctor exams, less for draconian reasons and more to be available to answer any clarifying questions. According to the **Honor Code**, some salient elements include the following statements:

“Any form of academic dishonesty is a serious offense in an academic community. At Hamilton such dishonesty will often result in removal from the course, assignment of an XF for the course, or separation from the College community, or some combination of these. It is essential, therefore, that every student understands the standards of academic honesty and how to avoid dishonesty by proper acknowledgment of intellectual indebtedness. The Honor Court will not excuse a lack of awareness or understanding of what constitutes academic dishonesty. Any attempt to commit any of the following infractions also constitutes academic dishonesty. Academic dishonesty includes but is not limited to:

1. **Plagiarism:** Failure to acknowledge ideas, phrases, data, music, or images used in any paper, examination, quiz, report, presentation, exercise or project submitted in a course but gained from another person. Guidelines for proper documentation are available from many sources, including the Hamilton College Style Sheet, which is provided to all first-year students and may be obtained at the Library or at the Writing Center. Similar guidelines for using sources in oral presentations are available from the Communication Department and the Oral Communication Center.
2. **Misrepresentation or falsification of data** in any coursework.
3. **Self-plagiarism:** the submission of one piece of work in more than one course without the written permission of the instructors involved.
4. **Cooperative or collaborative effort in coursework without acknowledgment.** Assume that acknowledgement is necessary any time you collaborate and/or cooperate, unless you are expressly informed that it is not. This is not meant to inhibit discussion and debate of academic subjects either inside or outside the classroom.
5. **Cooperative or collaborative effort in coursework without the explicit permission of the instructor.** Assume collaboration and/or cooperation are not permitted unless you are expressly informed that they are. This is not meant to inhibit discussion and debate of academic subjects either inside or outside the classroom.
6. **Cheating on examinations or tests:** to give or receive assistance from written material, another person, his or her paper, or any other source, including electronic sources, or to attempt to do so, during an examination or test. The only exceptions will be at the explicit instruction of the teacher of the course.
7. The **submission of work as one's own that has been prepared by another person.**
8. **Stealing, altering, redirecting, or otherwise tampering with the form or content of digital media created or presented by another person without explicit permission of that person.**
9. **Forgery or falsification of academic documents.** The chair of the Honor Court, after consultation with the dean of students, may remand such complaints to the Judicial Board.”

Attendance:

I will take roster the first two weeks. In general, I take a **1-2-3 approach to absences**. The first absence can be completely unexcused and needs no clearance; the second absence must have a reasonable explanation such as illness; by your third absence, we need to meet to discuss attendance. Note Hamilton’s policy regarding religious holidays:

<https://my.hamilton.edu/chaplain/holy-days-school-policy>

Please give me advance notice of any classes you might miss.

Additional policies:

Hamilton prides itself on **diversity and inclusion** as an institution and particularly within the classroom. This course also seeks to elicit a wide-range of perspectives to enrich your academic and personal experience at Hamilton. That includes being open to discussing a range of issues related but not limited to race, gender, sexual orientation, and more. In this way, the classroom should be viewed as a safe environment for these discussions as long as all involved maintain an appropriate level of respectfulness and sensitivity to others.

In case of an **emergency**, we will follow emergency protocol guidelines. As your instructor, I will gather information and action ordinance then we will follow these instructions as a class.

Hamilton College will make reasonable accommodations for students with properly documented disabilities. If you are eligible to receive an accommodation(s) and would like to make a formal request for this course, please discuss it with me during **the first two weeks of class**. You will need to provide Allen Harrison, Associate Dean of Students (Elihu Root House; ext. 4021) with appropriate documentation of your disability. **All students** should be aware of and take advantage of the various additional services to improve their writing, oral communication, etc.

Course Outline:

Sections:

- 1) Introduction and Theories of IR/Analytical Frameworks (Jan 22-Feb 12)
- 2) History and Seminal IR Debates (Feb 15-April 8)
- 3) Current Issues (April 8-May 4)
- 4) Future developments (May 6-9)

Daily schedule (Jan 20-May 9):

Wednesday Jan 20

Introduction to the class (syllabus discussion)

No readings

Friday Jan 22

Analytical frameworks and theories of international relations

Readings

- **WP** Introduction

Monday Jan 25

Realism: Classical, Neo, and Neo-classical

Readings

- John Mearsheimer “Structural Realism” **BB**

Wednesday Jan 27

Realism: Offense vs Defense

Readings

- **TWP** pages 55-93 (Van Evera “Offense, Defense, and the Causes of War”)
- History of the Peloponnesian War, Melian Dialogue:
<https://www.mtholyoke.edu/acad/intrel/melian.htm>

Friday Jan 29

Exercise (from theory to ‘practice’)

No Readings (review earlier readings)

Mon Feb 1

Liberalism: Institutionalism

Readings

- **TWP** 384-415 (Keohane and Martin; Kupchan and Kupchan; Ruggie)

Weds Feb 3

Liberalism: Democratic Peace Theory

Readings

- **TWP** 137-176 (Owen)

Friday Feb 5

NO CLASS

Mon Feb 8

Constructivism

Readings

- **TWP** 416-438 (Wendt; Mearsheimer)

Weds Feb 10

Critical Theories

Readings

- Tickner “Gender in International Relations: Feminist Perspectives on Achieving Global Security” **BB**

Friday Feb 12

Theory Review

Readings

- Slaughter “International Relations, Principal Theories” **BB**
- Drezner “A theory of international politics and zombies”
<http://foreignpolicy.com/2009/08/18/theory-of-international-politics-and-zombies/>

Mon Feb 15

History (overview)

Readings

- **WP** Chapter 1

Weds Feb 17

History: WWI and WWII

Readings

- Woodrow Wilson's 14 points: http://avalon.law.yale.edu/20th_century/wilson14.asp

Friday Feb 19

History: Cold War (Cuban Missile Crisis bureaucratic politics exercise)

Readings

- Allison "Conceptual Models and the Cuban Missile Crisis" **BB**

Mon Feb 22

History: Post Cold War

Readings

- **TWP** 329-383 (Mearsheimer)

Weds Feb 24

History: End of History?

Readings

- Fukuyama "End of History" **BB**

Friday Feb 26

Exercise: End of History Debate

No Readings

Mon Feb 29

History: War and Institutions (historical evidence)

Readings

- **WP** Chapter 5

Weds March 2

History: Iraq 1.0

Readings

- Stein "Deterrence and Compellence in the Gulf" **BB**

Friday March 4

History: Iraq 2.0

Readings

- Kaufman "Threat Inflation and the Failure of the Marketplace of Ideas: The Selling of the Iraq War" **BB**

Mon March 7
MIDTERM REVIEW

Weds March 9
IN CLASS MIDTERM

Fri March 11
NO READINGS: In-class exercise/video
****Spring recess begins at 4 pm****
March 11-27 Spring Break

Mon March 28
****Spring recess over | Classes resume****
Seminal IR Debates (overview)
Readings

- **WP** Chapter 2

Weds March 30
Why War?
Readings

- **WP** Chapter 3

Friday April 1
Domestic and International Explanations of War
Readings

- **WP** Chapter 4

Mon April 4
Democracy and Conflict
Readings

- **TWP** pages 221-255 (Mansfield and Synder)

Weds April 6
Nationalism and Conflict
Readings

- **TWP** pages 257-91 (Van Evera)

Friday April 8
No Readings Exercise: Inevitability of international conflict?

Mon April 11
Nuclear weapons (case of Iran)
Readings

- Waltz “Why Iran should get the Bomb”
<http://www.foreignaffairs.com/articles/iran/2012-06-15/why-iran-should-get-bomb>

- Sagan “How to keep the Bomb from Iran”
<https://www.foreignaffairs.com/articles/iran/2006-09-01/how-keep-bomb-iran>

Weds April 13

International Political Economy (case of Europe)

Readings

- **WP** Chapters 7-9

Friday April 15

IPE: Video “Life or Debt”

Readings

- **WP** Chapters 7-9 (continued from Weds April 13)

Mon April 18

Development/Aid (case of US aid to Africa/Washington Consensus)

Readings

- **WP** Chapter 10
- **TWP** 464-500 (Copeland)

Weds April 20

Environmental Issues (case of climate change)

Readings

- **WP** Chapter 13
- **TWP** 501-536 (Homer-Dixon)

Friday April 22

Globalization and Terrorism

Readings

- Cronin “Behind the Curve: Globalization and International Terrorism” **BB**

Mon April 25

Terrorism

Readings

- **WP** Chapter 6
- Pape “The Strategic Logic of Suicide Terrorism” **BB**

Weds April 27

Humanitarian Intervention (case of Syria)

Readings

- **WP** Chapter 11
- Case of Syria (explained by Vox):
http://www.huffingtonpost.co.uk/2015/11/28/syrian-civil-war_n_8672068.html

Friday April 29

Human Rights

Readings

- **WP** Chapter 11

Monday May 2

Rise of China

Readings

- Beckley “China’s Century” **BB**
- Christensen “Posing Problems without Catching Up” **BB**

Weds May 4

Decline of a Hegemon (?)

Readings

- Kupchan “The Decline of the West: Why America Must Prepare for the End of Dominance”: <http://www.theatlantic.com/international/archive/2012/03/the-decline-of-the-west-why-america-must-prepare-for-the-end-of-dominance/254779/>

Friday May 6

Future Developments

Readings

- **WP** Chapter 14

Mon May 9

Last class course review/summary with concluding remarks

No Readings

May 12 or 14 (please review Hamilton Final Exam Schedule)

****Final Exam**** (NB essay format and a review session will be held on approx. May 10)