

POLI203: INTERNATIONAL RELATIONS, SPRING 2019

Course Title: POLI203 -- International Relations (CRN #33130, 3.0 credits)

Room: HS213

Days and Time: Tuesdays and Thursdays 11am-12:15pm

Instructor: Professor Jennifer Haydel

Office Location: HS 194

Office Hours: MWF 12-1pm; TR 12:30-1:30pm; or by appointment

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Course Description: Critical analysis of international problems. A survey of the concepts and problems of sovereignty and nationalism as well as the successes and failures of international institutions and organizations. Special attention given to the role of the United Nations in today's world and to contemporary situations that affect world politics.

Course Outcomes:

Students who successfully complete this course will be able to...

- Use and apply the major terms and concepts in International Relations.
- Explain the relationship between historical events and the development of International Relations as a field of study.
- Analyze the power differentials and opportunity structures affecting the relationships among state and non-state actors in the international system.
- Explain, apply, and interpret the major approaches and theories of International Relations.
- Compare and evaluate explanations for war and prescriptions for peace in the international system.
- Analyze the concept of globalization and apply it to contemporary changes to the international system.
- Examine current challenges to the international system.

General Education: POLI203 fulfills a General Education Program Behavioral and Social Sciences Distribution requirement and the Global and Cultural Perspectives requirement. Montgomery College's General Education Program is designed to ensure that students have the skills, knowledge and attitudes to carry them successfully through their work and personal lives. This course provides multiple opportunities to develop the following competencies: written and oral communication, critical analysis and reasoning, and information literacy. For more information, please see: www.montgomerycollege.edu/gened.

Required Texts: This is a Z-course, which means that we are using an open educational resource available for free in various online formats. A large percentage of the readings will come from the McGlinchey text cited below. You can read each chapter online, download the .pdf version of the textbook from the book website or from my annotated versions on the course Blackboard page, or purchase a copy of the textbook at online stores (www.amazon.com or www.bn.com). Prices vary, but most are under \$30. Additional texts are also required and are available through the course Blackboard page (details in reading schedule below). Accessing Blackboard is a mandatory part of the course.

*McGlinchey, Stephen, editor. *International Relations*. E-International Relations Publishing, 2017.

Available at: <http://www.e-ir.info/2016/12/07/e-ir-foundations-textbook-international-relations/>.

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Assignments and Grading: The total weight for each assignment is provided below. This course uses the following grading scale: A (90-100%); B (80-89%); C (70-79%); D (60-69%); F (0-59%)

**It is your responsibility to keep track of due dates for assignments. Due dates are provided on the attached reading and assignment schedule.*

Course Participation Grade (10% of course grade). I will take attendance in a number of different ways throughout the semester. In addition to keeping track of attendance on a roll check sheet, we will often complete a variety of in-class activities, some of which I will collect in order to gauge your learning and to provide you with feedback. This portion of your grade is based on your attendance in class:

- Days you were present ÷ Total number of class meetings = Course Participation Grade
- Example: $40 \div 45 = 88.9\%$

I recognize that there are days when you may experience an unavoidable absence due to family emergence, illness, or getting called in unexpectedly for work. Therefore, I provide the entire class with three extra credit opportunities that count towards one class day. For example, if the student in the example above had completed all three extra credit opportunities, s/he would have a course participation grade of $43 \div 45 = 95.6\%$.

Extra Credit Opportunity – May be completed up to 3 times – 3 different events.

Here is the first opportunity:

- 1) Attend an event related to international politics. It can be at the college, in your community, in DC, etc.
- 2) Provide some proof of attendance.
- 3) Write 2-3 paragraphs connecting what you learned in the event with something we have covered in class or in the assigned readings.

Each time is worth one class day in your participation grade. You have until the final examination period to submit for extra credit, but I encourage you to do these extra credit opportunities early in the semester and turn them in once you have completed them.

Reading Response Assignment (20% of course grade). During the course of the semester, there will be ten reading response deadlines. Six out of ten will count towards your grade, meaning that I will drop the four lowest reading response grades. Because I will drop the four lowest grades, I will not accept late reading response assignments.

United Nations Security Council Simulation (20% of course grade). We will conduct a diplomacy simulation in class (see attached reading and assignment schedule). You will be required to complete a preparatory assignment and a reflection on the experience for the simulation. A detailed assignment handout will be provided. *If you are not present for the simulation or if you have not completed your preparatory assignment*, you will be required to complete an alternative assignment. You must see me individually if you miss either simulation in order to receive this assignment. Please be aware that the alternative assignment is challenging, and is only intended to accommodate students with significant emergencies.

Exams (Midterm and Final @ 15% each = 30%). We will have two exams in this course. Exams will consist of a map quiz, identification questions, and an essay question. I will provide a study guide in advance of exams. If you miss an examination, you must request a make-up examination *in writing*. We will then arrange a time for you to make up the examination with the Assessment Center. If possible, you should inform me that you will miss the exam *in advance*.

Arctic Ice Cap Simulation (20% of course grade). During the final examination period, we will conduct a simulated international summit meeting. Each student will have preparatory reading, research, and writing to conduct for the simulation. Each student will also write a brief reflection of the experience during the simulation period. The summit grade will be based on the preparatory work, summit participation, and in-class

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reflection. *You are required to attend.* I will only make alternative arrangements in extreme and documented cases (such as death in the family or hospitalization).

Classroom Policies:

Classroom Conduct.

We will discuss politically and socially sensitive issues. As such, it is important that we provide a safe and comfortable learning environment for each other. Keep in mind that it is often my job to play devil's advocate. The views I express in class are not necessarily my personal opinion. Similarly, you will have opportunities to express your own opinions, *and* you will be asked to recognize, consider and evaluate differing perspectives.

Academic Honesty.

Plagiarism and cheating are serious violations of the Student Code of Conduct. You will receive a "0" on any assignment or exam where you have cheated or where you have plagiarized the majority of your work. Any plagiarism serious enough to warrant a "0" will also be reported to the Dean of Student Development. If you have any questions about what counts as plagiarism or cheating, ask me *before* the assignment is due. I strongly encourage you to take the MC Library's Plagiarism Tutorial.

According to www.plagiarism.org, a website produced by iParadigms, LLC, "[a]ll of the following are considered plagiarism:

- ✓ **turning in someone else's work as your own**
- ✓ copying words or ideas from someone else without giving credit
- ✓ failing to put a quotation in quotation marks
- ✓ giving incorrect information about the source of a quotation
- ✓ changing words but copying the sentence structure of a source without giving credit
- ✓ copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not..."

Source: iParadigms, LLC. 2014. "What is Plagiarism." [Plagiarism Learning Center](http://www.plagiarism.org/plagiarism-101/what-is-plagiarism). Available at: <http://www.plagiarism.org/plagiarism-101/what-is-plagiarism>. (Accessed 1 July 2015).

Important Student Information Link: www.cms.montgomerycollege.edu/mcsyllabus

In addition to course requirements and objectives that are in this syllabus, Montgomery College has information on its web site to assist you in having a successful experience both inside and outside of the classroom. It is important that you read and understand this information. The link provides information and other resources to areas that pertain to the following: student behavior (student code of conduct), student e-mail, the tobacco free policy, withdraw and refund dates, disability support services, veteran services, how to access information on delayed openings and closings, how to register for the Montgomery College alert System, and finally, how closings and delays can impact your classes. If you have any questions please bring them to your professor. As rules and regulations change they will be updated and you will be able to access them through the link. If any student would like a written copy of these policies and procedures, the professor would be happy to provide them. By registering for this class and staying in this class, you are indicating that you acknowledge and accept these policies.

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Course Reading and Assignment Schedule

Unit I. Course Introduction

January 22: Welcome and Course Overview

January 24: “Ways of Seeing” in International Relations

- Kaplan, Robert D. “Old World Order: How geopolitics fuels endless chaos and old-school conflicts in the 21st century.” *Time*, 31 March 2014, pp. 32-35. [Blackboard]
- “Rethinking the ‘third world’: Seeing the world differently.” *The Economist*, 12 June 2014, pp. 65-66. [Blackboard or direct link] Also available at: <http://www.economist.com/node/16329442>.
- Wan, William. “Beijing turns to its archival arsenal.” *The Washington Post*, 18 February 2013, A8. [Blackboard or direct link] Also available at: https://www.washingtonpost.com/world/asia_pacific/china-wages-a-quiet-war-of-maps-with-its-neighbors/2013/02/14/d682b704-76b3-11e2-aa12-e6cf1d31106b_story.html?utm_term=.404c1a921927.

January 29: Theories of International Relations

- “International Relations Theory” by Gold & McGlinchey (ch. 4 in McGlinchey textbook)
- ✓ *1st Reading Response Due on 1/29*: In 1-2 sentences each, summarize the main point of each magazine/newspaper article assigned for 1/24 (Kaplan, “Rethinking the ‘third world,’” and Wan). Then, in one paragraph (i.e. 5-7 sentences), explain what connections you see between those readings.

January 31: The Nation-State Norm and Contemporary International Relations

- “In quite a state.” *The Economist*, 10 April 2010, pp. 62-63. [Blackboard]
- Keating, Joshua. *Invisible Countries: Journeys to the Edge of Nationhood*. Yale University Press, 2018. Pp. 1-18. [to be distributed in class on January 24]
- ✓ *2nd Reading Response Due on 1/31*: In one paragraph explain one key difference between realism and liberalism. Then, in one additional paragraph, explain *one* of the following concepts, as introduced in the assigned readings: the English School, constructivism, Marxism, postcolonialism, or poststructuralism. You may draw on multiple readings, but your response *must* include direct references to Gold & McGlinchey.

Unit II. International Relations in Historical Context

February 5: Legacies of World Wars I and II

- Gerson, Michael. “What the doughboys gave us.” *The Washington Post*, 4 March 2011, A19. [Blackboard]
- Watch the following documentary, available through MC’s Films on Demand Database: *Making the World Safe for Democracy: Manifest Destiny*. *Films On Demand*. Films Media Group, 2010. Web. 3 Aug. 2016.
<https://montgomerycollege.idm.oclc.org/login?url=http://fod.infobase.com/PortalPlaylists.aspx?wID=16705&xtid=51869>
- “One World, Many Actors” by Gebhard (ch. 3 in McGlinchey)

February 7: The United Nations Overview

- “International Organizations” by Abidin (ch. 6 in McGlinchey)
- Go to www.un.org. Read the main sections in “About the UN,” especially the following overview materials: Overview, Main Organs, Specialized Agencies, History, and UDHR

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February 12: The Cold War Overview

- No assigned reading
- ✓ *3rd Reading Response Due on 2/12:* First, explain why the *Making the World Safe for Democracy* documentary argues that the origins of the Vietnam War are found in World War I. Second, identify another recent event that might be shaped by the legacy of WWI, and explain the connection you see. If you use an outside source to help you connect to another recent event, make sure to cite that source as well. (Your answer should be approximately 2-3 complete paragraphs.)

February 14: The End of the Cold War – 1989 – A New World Order?

- **Chollet, D. and Goldgeier, J.** *From 11/9 to 9/11: America Between the Wars*. Public Affairs, 2008, pp. ix-xvi. [Blackboard]
- Excerpts from Svetlana **Alexievich** (to be provided) and from **Wang Hui** (to be provided)

February 19: Nuclear Proliferation

- **Mueller, John.** “Nuclear Weapons Don’t Matter.” *Foreign Affairs*. November/December 2018, pp. 10-15. [Blackboard]
- **Tannenwald, Nina.** “The Vanishing Nuclear Taboo?” *Foreign Affairs*. November/December 2018, pp. 16-24. [Blackboard]
- **Sagan, Scott.** “Armed And Dangerous.” *Foreign Affairs*. November/December 2018, pp. 35-43. [Blackboard]
- ✓ *4th Reading Response due on 2/19:* Chollet & Goldgeier argue that the end of the Cold War ushered in a confusing and unstable period in global politics -- particularly in US foreign policy. World leaders and political thinkers debated whether it was a period of mayhem or a period of unprecedented peace and prosperity. Drawing on Chollet & Goldgeier, Alexievich, and Wang Hui, why were views of the 1990s so conflicted? Use specific examples to support your response. (Your response should be approximately 2-3 complete paragraphs.)

February 21: The 9/11 World and the transformation of Transnational Terrorism

- “**Transnational Terrorism**” by Brown (ch. 14 in McGlinchey)
- “**Poststructuralism**” by Aishling MC Morrow (chapter 7 in McGlinchey, Walters, and Scheinpflug) [Blackboard]

February 26: Globalization, Technology, and Protest

- ✓ Excerpts from **Vaidhyathan, Siva.** *Anti-Social Media*. Oxford University Press, 2018. [to be provided in class]
- ✓ Read one of the following, provided and assigned in class:
 - **Nabulsi, Jawad.** “From Partier to Protester: The Birth of a Social Conscience.” *From Cairo to Wall Street: Voices from the Global Spring*, edited by Anya Schiffrin and Eamon Kircher-Allen, The New Press, 2012, pp. 28-35.
 - **Zaitounh, Razan.** “Patriot and Fugitive.” *From Cairo to Wall Street: Voices from the Global Spring*, edited by Anya Schiffrin and Eamon Kircher-Allen, The New Press, 2012, pp. 72-79.
 - **Naidu, Suresh.** “My Trajectory with Occupy.” *From Cairo to Wall Street: Voices from the Global Spring*, edited by Anya Schiffrin and Eamon Kircher-Allen, The New Press, 2012, pp. 202-205.

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February 28: United Nations Security Council Simulation

- *Preparatory Materials Due at Simulation on 2/28*

March 5: The Resurgence of the Nation-State

- Krastev, Ivan. "The Unraveling of the Post-1989 Order." *Journal of Democracy* 27.4: 88-98. [Project Muse](https://doi.org/10.1353/jod.2016.0065). DOI: <https://doi.org/10.1353/jod.2016.0065>. [provided as file on Blackboard]
- *UNSC Simulation Reflection Due in Class on 3/5*

March 7: Midterm Examination

March 11-15: Spring break – no classes

Unit III. Human Rights and Peacebuilding

March 19: Human Rights and Human Security

- "Protecting People" by Bellamy (ch. 11 in McGlinchey)

March 21: Genocide and Crimes Against Humanity

- *Obedience/Authority Handout* [Blackboard]

March 26-28: International Criminal Law and Transitional Justice

- "International Law" by Traisbach (ch. 5 in McGlinchey)
- Read one of the following, assigned in class:
 - Msimang, Sisonke. "All is Not Forgiven." *Foreign Affairs*. Vol. 97, No. 1, 2018, pp. 28-34. [Blackboard]
 - Evans, Richard J. "From Nazism to Never Again." *Foreign Affairs*. Vol. 97, No. 1, 2018, pp. 8-15. [Blackboard]
 - Clark, Phil. "When Remembrance is Official Policy." *Foreign Affairs*. Vol. 97, No. 1, 2018, pp. 35-41. [Blackboard]

- ✓ *5th Reading Response Due on 3/28*: Explain why the Milgram Experiments have been so influential in social science attempts to explain the causes of genocide. What are the limitations of using this experiment to understand crimes against humanity and genocide? Use the case studies on the Obedience/Authority handout to support your answer. (Your answer should be 2 complete paragraphs.)

April 2: Migration and Flight in International Relations

- Handouts from Arendt and interviews with [Syrian refugees](#) [Blackboard]
- "Marxism" by Maïa Pal and "Critical Theory" by Marcos Farias Ferreira (chapters 5 and 6 in McGlinchey, Walters, and Scheinpflug) [Blackboard]

April 4: *Darmok* and Translation in International Relations

- "Postcolonialism" by Sheila Nair and "Indigenous Perspectives" by Jeff Cornassel and Marc Woons (chapters 9 and 18 in McGlinchey, Walters, and Scheinpflug) [Blackboard]
- *6th Reading Response Due on 4/4*: How do you think the Syrian refugees you have been introduced to in the readings would respond to Hannah Arendt's discussion of the refugee experience? Use specific examples to answer this question. (Your answer should be 2-3 complete paragraphs.)

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April 9: Poverty and Human Development

- “Global Poverty and Wealth” by Arvanitakis & Hornsby (ch. 10 in McGlinchey)
- “Feeding the World” by Richardson (ch. 16 in McGlinchey)
- ✓ 7th Reading Response Due on 4/9: Now that you’ve had the opportunity to watch *Darmok*, thoroughly explain at least one connection between *Darmok* and the readings for 4/4 (Nair; Corntassel & Woons) and the *Star Trek* episode. (1-2 paragraphs)

April 11: Norms, Norm Entrepreneurs, and Peacebuilding

- “Global Civil Society” by Marchetti (ch. 7 in McGlinchey)
- “Feminism” by Sarah Smith (chapter 8 in McGlinchey, Walters, and Scheinpflug) [Blackboard]
- ✓ 8th Reading Response Due on 4/11: This reading response is a little different. To think about the role of transnational activism, norm entrepreneurs, and peacebuilding, I’d like you to select a recipient of the Nobel Peace Prize. Once you have done so, write one paragraph explaining why that individual/group received the Nobel Peace Prize, and one paragraph spelling out any controversies surrounding that selection. (If you can’t find a controversy, explain whether that selection has had a lasting legacy.) You can start your search here: https://www.nobelprize.org/nobel_prizes/peace/.

Unit IV. International Political Economy

April 16: Bretton Woods and the Liberal Order

- Rose, Gideon. “The Fourth Founding: The United States and the Liberal Order.” *Foreign Affairs*. Vol. 98, No. 1, 2019, pp. 10-21. [Blackboard]

April 18: The Washington Consensus and its Discontents

- “Global Political Economy” by Walzenbach (ch. 8 in McGlinchey)
- Liao, Rebecca. “Out of the Bretton Woods: How AIIB is Different.” *Foreign Affairs*. 27 July 2015. <https://www.foreignaffairs.com/articles/asia/2015-07-27/out-bretton-woods> (Accessed 18 August 2015). [Blackboard]

April 23: Global South Perspectives on the Global Economy

- “Global South Perspectives” by Lina Benabdallah, Carlos Murillo-Zamora, and Victor Adetula (chapter 17 in McGlinchey, Walters, and Scheinpflug) [Blackboard]
- ✓ 9th Reading Response due 11/19: Using Walzenbach and Liao, explain why many Economists and Political Scientists argue that the global economic system has been fundamentally changing, especially since 2008. Make sure you use specific examples to support your answer. (Your response should be 2 paragraphs.)

April 25: Where are we headed?

- “Managing Global Security Beyond ‘Pax Americana’” by Sapolsky (ch. 17 in McGlinchey)
- Yan, Xuetong. “The Age of Uneasy Peace.” *Foreign Affairs*. Vol. 98, No. 1, pp.40-46. [Blackboard]
- “Asian Perspectives” by Pichamon Yeophantong (chapter 16 in McGlinchey, Walters, and Scheinpflug) [Blackboard]

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April 30: Environmental Politics

- “The Environment” by Pacheco-Vega (ch. 15 in McGlinchey)
- ✓ *10th Reading Response due 4/30*: Throughout the semester, we have read about a number of theories and approaches that challenge eurocentrism and American hegemony. Select 1-2 of these approaches and explain its/their significance. (Chapters written by Yeophantong, Nair, Smith, Benabdallah et al., or Comtassel & Woons would be particularly useful. Your response should be 2 complete paragraphs.)

May 2: Final Examination

May 9, 10:15am-12:15pm: Arctic Ice Cap Simulation

- *Simulation preparatory materials due and reflection conducted during simulation*

Assignment Deadline Summary:

- January 29: Reading Response 1*
- January 31: Reading Response 2*
- February 12: Reading Response 3*
- February 19: Reading Response 4*
- February 28: UNSC Simulation Materials***
- March 5: UNSC Reflection***
- March 7: Midterm Examination***
- March 28: Reading Response 5*
- April 4: Reading Response 6*
- April 9: Reading Response 7*
- April 11: Reading Response 8*
- April 23: Reading Response 9*
- April 30: Reading Response 10*
- May 2: Final Examination***
- May 9: Arctic Ice Cap Simulation Materials***