

Introduction to International Politics

Spring 2021

Section 115-B: MWF 10-10:50 am Wake Forest Time, online

Section 116-C: MWF 11-11:50 pm Wake Forest Time, online

Instructor: Carrie Coberly

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Office Hours:

Virtual: MWF 3-4 pm via Zoom

Study Hour: Thursdays 3-4 pm via Zoom

In Person: Email me to request a time

Why do countries go to war? When are countries more likely to sign trade agreements or start a trade war? What is the best approach to manage global challenges such as climate change, migration, or terrorism? How does the United States make foreign policy decisions? This course will introduce you to key issues in international politics and the main analytical approaches used to evaluate their causes. We will also discuss a wide variety of examples of how theories and policies work, ranging from the Peloponnesian War to the Cuban Missile Crisis to China's Belt and Road Initiative today. You will then apply theory and facts in a variety of scenarios, including writing policy memos and performing simulations of real-world events.

Course Goals

- Expand students' understanding of key issues in international politics and the value of approaching them from different analytical frameworks.
- Apply theories of international relations to key policy issues.
- Develop students' writing skills, specifically drawing distinctions between analytical and persuasive writing techniques.
- Familiarize students with basic game theory models and counterfactual analysis.

This class will be taught synchronously and fully online. Students should prepare the course materials (readings, videos, and/or podcasts) listed on the Canvas page before each class and come prepared to discuss them. Class time will be divided between lectures and class discussion.

Evaluation

I expect students to spend an average of 10 hours/week on this course. Three hours will be spent in class, and 3-4 hours/week *each* should be spent on doing course readings (around 1 hour of reading for each class period) and assignments.

Summary of Assignments

<i>Assignment</i>	<i>% of overall grade</i>	<i>Type of grade</i>	<i>Date due</i>
Class Activities	20	Points	Throughout semester
Essay: Theories	20	Letter	March 19
Policy Memo			
Draft Memo	10	Credit/No Credit	April 23
Revised Memo	10	Letter	April 30
Simulation			
Preparation	10	Credit/No Credit	1 week before simulation
Simulation	10	Letter	Throughout semester
Final Paper			
Reaction Paper	5	Letter	February 12
Opinion Piece	15	Letter	May 14

Class Activities (20% of your grade)

I do not take attendance in class, but there are 15 assignments spread across the semester that ask you to reflect on what you have learned or comment on material presented in class. These assignments are generally graded on a 2-point scale, where students receive 1 point for turning in the assignment and 2 points for a thoughtful statement. To receive an A- for class activities, you need to turn in 13 of the 15 assignments (i.e., receive 13 points). To receive an A for this portion of your grade, you need to receive 18 points total.

Essay: Theories of International Relations (20% of your grade)

At the end of the third unit of the class, you will turn in a 2-page (single spaced) analytical essay debating the relative merits of realist vs liberal approaches to international relations. This essay will receive a letter grade.

Policy Memo (20%)

At the end of the final class unit, you will turn in a 2-page (single spaced) memo making a foreign policy recommendation to either the U.S. president or the UN Secretary General. This assignment is divided into two parts: a required draft (10% of your overall grade) that will be graded credit/no credit and the final revised memo (10%) that will receive a letter grade.

Simulation (20%)

Over the course of the semester, you will need to participate in one of the four simulations that end the final four class units. These simulations are group activities based on historical events or contemporary “what if” scenarios. Each student will receive a role (either a country or a government official) and research how that country or individual would approach the question at hand. In class, students will then role-play the scenario. This assignment is divided into two parts: a worksheet to help you prepare for the simulation (10% of your overall grade) that will be graded credit/no credit and the actual simulation (10%), which will receive a letter grade.

Opinion Piece: Issues in International Relations (20%)

The final assignment for this course asks you to return to the issues discussed in the first unit of the class and write an op-ed, commentary, or podcast that applies the theories and approaches learned throughout the semester to a significant issue in international affairs. This assignment is divided into two parts, both of which will receive letter grades: a 1-page (single spaced) reaction paper at the end of the first unit (5% of your overall grade) and a 2-page (single spaced) or 10-minute final paper/podcast (15%).

Course Readings

There is a required textbook for this class:

- Nau, Henry. *Perspectives on International Relations: Power, Institutions, and Ideas*. CQ Press.

NOTE: *This is not a complete list of material you will need to prepare for the class—it only highlights key readings. The full list of requirements for each day is available on Canvas.*

Unit 1 – Issues in International Relations

January 27 – Introduction: What is International Relations?

January 29 – Global Health

- Smith, Frank L. 2020, May 15. “A Healthy Dose of Realism: Stopping COVID-19 Doesn’t Start with the WHO.” *War on the Rocks*.
- Patrick, Stewart. 2020, July/August. “When the System Fails: COVID-19 and the Costs of Global Dysfunction.” *Foreign Affairs* 99(4): 40-48.

February 1 – Climate change

- Hill, Alice. 2019, October 29. “The Coming Climate Disruption.” The President’s Inbox Podcast, *Council on Foreign Relations*.
- Gosnell, Rachael. 2018, June 25. “Caution in the High North: Geopolitical and Economic Challenges of the Arctic Maritime Environment.” *War on the Rocks*.

February 3 – Migration

- Lischer, Sarah Kenyon. 2017. “The Global Refugee Crisis: Regional Destabilization & Humanitarian Protection.” *Daedalus* 146(4): 85-97.
- Selee, Andrew. 2019, July 8. “Mexico’s Migration Dilemmas: The Border Crisis South of the Border.” *Foreign Affairs*.
- Betts, Alexander and Paul Collier. 2016, April 28. “Jordan’s Refugee Experiment: A New Model for Helping the Displaced.” *Foreign Affairs*.

February 5 – Terrorism

- Bloom, Mia. 2019, December 5. "No Place to Hide, No Place to Post: Lessons from Recent Efforts at 'De-Platforming' ISIS." *Just Security*.
- Anderson, Jon Lee. 2011, January 17. "Death of the Tiger." *New Yorker*.
- Bieter, Mark. 2013, November 12. "The Rise and Fall of ETA." *The Blue Review*.

February 8 – Internet/Cybersecurity

- Knake, Rob. 2021, January 6. "The U.S. Failed to Execute Its Cyberstrategy—and Russia Pounced." *Foreign Affairs*.
- Ellick, Adam B. and Adam Westbrook. 2018, November 12. "Operation Infektion: Russian Disinformation from Cold War to Kanye." *New York Times*.

February 10 – Human rights

- Eyler, Samantha. 2015, May 28. "Exporting Feminism: Are Women's Rights Universal?" *Foreign Affairs*.
- Feldstein, Steven. 2017, June 1. "Why Internet Access is a Human Right." *Foreign Affairs*.

February 12 – Proliferation

- Lyall, Jason. 2020, December 16. "Drones Are Destabilizing Global Politics." *Foreign Affairs*.

Unit 2 – Realism

February 15 – Level of Analysis

- Szayna, Thomas S., Stephen Watts, Angela O'Mahony, Bryan Frederick, and Jennifer Kavanagh. 2017. *What Are the Trends in Armed Conflicts, and What Do They Mean for U.S. Defense Policy?* RAND Corporation
- Nau, "Levels of Analysis," p. 75-79.

February 17 – Realism – theory (BOP)

- Thucydides. "The Melian Dialogue." *A History of the Peloponnesian War* (431-404 BC). Book V, paragraphs 84-116.
- Mearsheimer, John J. 2014. "Anarchy and the Struggle for Power." In *The Tragedy of Great Power Politics* (2nd edition). W.W. Norton & Company. (Chapter 2, p. 29-54)

February 19 – Realism, part 2 (deterrence, security dilemma)

- Nau, "The Realist Perspective," p. 41-50.

February 22 – WWI

- Nau, Chapter 2 (World War I), p. 87-116.

February 24 – Cold War

- Gaddis, John Lewis. 1986. "The Long Peace." *International Security* 10(4): 99-142.

February 26 – India-Pakistan

- Kapur, S. Paul. 2005. "India and Pakistan's Unstable Peace: Why Nuclear South Asia Is Not Like Cold War." *International Security* 30(2): 127-152.

March 1 – Terrorism

- Pape, Robert A. 2003. "The Strategic Logic of Suicide Terrorism." *American Political Science Review* 97(3): 343-61.

March 3 – NO CLASS

March 5 – Simulation: World War I or the Korean War

Unit 3 – Liberalism and Trade

March 8 – Liberalism (trade theory)

- Martin, Lisa. 2015. "Introduction." *The Oxford Handbook of the Political Economy of International Trade*. Oxford University Press.

March 10 – Globalization and International Financial Institutions

- Ghemawat, Pankaj. 2017. "Globalization in the Age of Trump." *Harvard Business Review*.
- Farrell, Henry and Abraham Newman. 2020, January/February. "Chained to Globalization: Why It's Too Late to Decouple." *Foreign Affairs*.

March 12 – Trade Wars

- Frontline (PBS). 2019. "Trump's Trade War."

March 15 – Sanctions

- Rosenberg, Elizabeth, Zachary K. Goldman, Daniel Drezner and Julia Solomon-Strauss. 2016. "The New Tools of Economic Warfare: Effects and Effectiveness of Contemporary U.S. Financial Sanctions." Center for New American Security.

March 17 – NAFTA

- Burfisher, Mary, E., Sherman Robinson, and Karen Thierfelder. 2001. "The Impact of NAFTA on the United States." *Journal of Economic Perspectives*, 15(1): 125-144.

March 19 – Belt and Road Initiative

- Benabdallah, Lina. 2019. "Contesting the international order by integrating it: the case of China's Belt and Road Initiative." *Third World Quarterly* 40(1): 92-108.

March 22 – Simulation: U.S.-China Trade Relations or Anti-Apartheid Sanctions

Unit 4 – International institutions

March 24 – Liberalism (institutions)

- Keohane, Robert O. and Lisa L. Martin. 1995. "The Promise of Institutional Theory." *International Security* 20(1): 39-51.

March 26 – Institutions, treaties, and norms

- Finnemore, Martha and Kathryn Sikkink. 1998. "International Norm Dynamics and Political Change." *International Organization* 52(4): 887-917.

March 29 – Sovereignty

- Stephen Krasner. 2009, March 30. "Who Gets a State, and Why? The Relative Rules of Sovereignty." *Foreign Affairs*.

March 31 – Regional institutions

- Gottemoeller, Rose. 2019, December 19. "NATO Is Not Brain Dead: The Alliance Is Transforming Faster Than Most People Think." *Foreign Affairs*.
- Matthijs, Matthias. 2020, May/June. "The Right Way to Fix the EU." *Foreign Affairs* 99(3): 160-170.

April 2 – Human Rights Treaties

- Hathaway, Oona A. 2002. "Do Human Rights Treaties Make a Difference?" *Yale Law Journal* 111(8): 1935-2042.
- Simmons, Beth A. 2009. "Introduction." In *Mobilizing for Human Rights: International Law in Domestic Politics*. Cambridge University Press, p. 3-17.

April 5 – Arms Control

- Tannenwald, Nina. 2018, November/December. "The Vanishing Nuclear Taboo? How Disarmament Fell Apart." *Foreign Affairs* 97(6): 16-.

April 7 – NO CLASS

April 9 – Simulation: UNSC meeting on the DPRK or Climate Change

Unit 5 – U.S. Foreign Policy

April 12 – Domestic politics and International Relations

- Putnam, Robert D. 1988. "Diplomacy and domestic politics: the logic of two-level games." *International Organization* 42(3): 427-460.

March 14 – Democratic Peace

- Owen, John. 1994. "How Liberalism Produces Democratic Peace." *International Security* 19(2): 87-125.

April 16 – Public Opinion and Interest Groups

- Baum, Matthew A. and Philip B.K. Potter. 2015. "Introduction: Looking for Democratic Constraint." In *War and democratic constraint: how the public influences foreign policy*. Princeton University Press.
- Mearsheimer, John J. and Stephen M. Walt. 2006, March 23. "The Israeli Lobby and U.S. Foreign Policy." *London Review of Books*, 28(6).

April 19 – Bureaucracy

- Halperin, Morton H., Priscilla Clapp, and Arnold Kanter. 2006. "Organizational Interests." In *Bureaucratic Politics and Foreign Policy*, 2nd ed. Brookings.

April 21 – Leaders

- Jervis, Robert. 1968. "Hypotheses on Misperception." *World Politics* 20(3): 454-479.

April 23 – Statecraft – the tools of foreign policy

Read ONE of the following:

- Zelikow, Philip. 1994. "Foreign Policy Engineering: From Theory to Practice and Back Again." *International Security* 18(4): 143-171.
- Nye Jr, Joseph S. 2008. "Public diplomacy and soft power." *The annals of the American academy of political and social science* 616(1): 94-109.
- Mandelbaum, Michael. 1999, September/October. "The Failure of Intervention." *Foreign Affairs*.
- Riddell, Roger. 2007. "The political and commercial dimensions of aid." In *Does Foreign Aid Really Work?* Oxford University Press. (Chapter 6)

April 26 – Cuban Missile Crisis

- Allison, Graham and Philip Zelikow. 1999. *Essence of Decision: Explaining the Cuban Missile Crisis*. New York: Longman, p. 1-7, 109-129, and 329-347.

April 28 – Humanitarian Intervention and the Responsibility to Protect (RTP)

- Power, Samantha. 2001, September. "Bystanders to genocide: Why the United States let the Rwandan tragedy happen." *The Atlantic* 288(2): 84-108.
- Goldstein, Joshua S., and Jon Western. 2011. "Humanitarian intervention comes of age: lessons from Somalia to Libya." *Foreign Affairs* 90(6): 48-59.

April 30 – Syria

- Vice News. 2019, August 22. "How Assad Won the War in Syria."

May 3 – Simulation: Migration or Intervention in South Sudan

May 5 – Conclusion

Course Policies

Civil discussion

We can only really learn in an environment where we keep an open mind and everyone is valued and respected. We will establish class expectations for civil discussion as a group, but as a starting point, please remember:

- Racism, sexism, and other forms of discrimination and inequality exist. We may disagree about their causes and consequences, but we agree to work to better understand them and refrain from personal attacks.
- Personal experiences shared in class remain confidential unless otherwise agreed.
- No individual is expected to serve as a spokesperson for their identity group or country of origin.
- We all make mistakes. Questions and missteps are welcome in an environment of mutual respect and learning.

Late assignments

Every student gets two “free passes” to turn in an assignment late. If you need more time to complete an essay or part of your project, email me before it is due (preferably 24 hours in advance, but the same day is fine). You don’t need to give a reason – just say you are using one of your free passes. Otherwise, you will lose a letter grade for each day your assignment is late. If you are finding completing your assignments challenging in general, email me and we can talk about a schedule that will work for you.

Challenging a grade

If you disagree with a grade you received on an assignment, you may appeal that grade. To appeal, please submit a 1-2 paragraph explanation why the grade given was inappropriate. I will review the explanation and reevaluate the grade. Re-grade requests must be submitted no earlier than one day after grades have been returned and no later than one week from the time the grade was first received.

Contact Policy

I am always reachable via email (I respond between 8 am and 7 pm daily) and during my office hours, but will not always respond immediately. I have also provided my phone number to you for emergencies. I will not respond to questions about grades until 24 hours after they have been returned to you.

Academic Honor Code

All students are expected to submit work that is a reflection of their own ideas and to properly cite published sources when referencing the ideas of others. Plagiarism will result in a failing grade for an assignment and possibly the course. If you have any questions about proper citation practices or what constitutes plagiarism, please come talk to me. Please review Wake Forest’s honor code here: <https://studentconduct.wfu.edu/undergraduate-student-handbook/honor-code-and-conduct-system/>.

Student Resources

We are all under unusual stress right now, and it is important we all acknowledge the toll social distance and anxiety are taking on our mental and physical health. If you have specific needs or require an accommodation in class, please let me know as soon as possible. You may also find the following university resources of help:

- Learning Assistance Center: <https://lac.wfu.edu/>
- Office of Academic Advising: <https://advising.wfu.edu/>
- Wake Forest Office of Wellbeing: <https://thrive.wfu.edu/>
- University Counseling Center: <https://counselingcenter.wfu.edu/>
- Student Health: <https://shs.wfu.edu/>
- Wake Forest Information Systems: <https://is.wfu.edu/student/>