

POLS 2020: Introduction to International Relations

*Syllabus Fall 2016*

*East Carolina University, Political Science Department*

PRACTICAL INFORMATION

Meeting time: MWF 10.00 - 10.50 pm  
Meeting room: Austin 321  
Instructor: Dr. Magda Giurcanu  
Office: Brewster A 118  
Email: [giurcanum16@ecu.edu](mailto:giurcanum16@ecu.edu)  
Office Hours: MWF 12.00 - 13.00 & T/TH 11.00 - 12.00  
Office Phone: 252 328 5427  
Course website: On Blackboard

All students are automatically enrolled in Blackboard after registration and can access the course using their ECU id and password. All communication about this course will be conducted via the blackboard system.

COURSE DESCRIPTION

This course will introduce the core concepts, theories and issues which make up the study of International Relations (hereafter IR). We will explore the participants in the international system, including the differences between *kinds* of countries, how they pursue conflict and cooperation, and the core global issues.

**Learning objectives:** Students will identify & explain

- the historical context of IR in the 21<sup>st</sup> century; transformation of the international
- the major actors (state and non-state) in IR;
- the major theories which explain IR;
- the actors involved in foreign policy making;
- the roles of International Law, IGOs, & NGOs in international cooperation
- the causes and consequences of international conflict; nature of War;
- conflict & cooperation between “global North” and “global South”
- the interaction between the state and markets through trade & globalization (IPE)
- poverty and development
- cooperation & definition on Environmental concerns

**Foundation Curriculum (FC:SO):** Social Sciences are fields of study which seek to understand the human condition using the scientific method. IR, a field of the Social Science discipline of Political Science, focuses on the ways in which countries interact, peacefully and otherwise, and on the institutions which they build to facilitate those interactions. Students will identify & explain:

- the core concepts, theories and issues which make up the study of IR;

- the approaches political scientists take to research; and
- the relevance of that research for general knowledge, in explaining the ways the international system works, well or badly

This course will not focus solely on the descriptions of events, but more importantly, the understanding of events, *why* those international events occur. For example, why do states go to war? Why not? Why do countries trade or cooperate—or not? And, what role does the UN play in international cooperation, peace and security?

### COURSE MATERIALS

There is only one textbook for this course. It has been ordered through ECU bookstore and is available used through multiple online vendors.

- ✓ Joseph Grieco, John Ikenberry, and Michael Mastanduno. Introduction to International Relations. Enduring Questions and Contemporary Perspectives, Palgrave 2015
- ✓ Additional materials for the class (videos, short news articles, links to various useful websites) will be available via Blackboard.

### GRADING POLICIES

Grading Scale: The course grade and individual exams will use the following scale:

<b>Course Average</b>	<b>Grade</b>
93 and above =	A
90 to 92 =	A-
87 to 89 =	B+
83 to 86 =	B
80 to 82 =	B-
77 to 79 =	C+
73 to 76 =	C
70 to 72 =	C-
67 to 69 =	D+
63 to 66 =	D
60 to 62 =	D-
Below 60 =	F

Students will be able access their grades throughout the course via Blackboard. Grades for individual assignments will be posted as soon as they are graded. Students may secure their final course grades via the Pirate Port <https://pirateport.ecu.edu/portal/> using their exchange user-id and password. Questions about final examination grades should be directed to the instructor who determined the grade.

Course Grade: The course grade is based on the following components:

<b>Assignment</b>	<b>Percentage</b>
Attendance and Participation	10%
First Exam	15%
Second Exam	30%
Final Exam	20%
Simulation Exercise	25%

Further policies regarding grading:

- A. Classroom Attendance and Participation (10% of the course grade)**—come to class prepared to actively contribute to the discussion.

Class attendance is required for this course. (5%) This includes lectures attendance and weekly discussion sections. Attendance will be monitored as necessary during lectures (roll) and through participation in in-class assignments. If you arrive excessively late to class or if you leave class early, you will receive only partial credit for attendance. Your class attendance grade will be based on the percentage of classes that you attend (e.g., a student who attends every class will earn a 100; a student who attends half of the classes will earn a 50, etc.).

Participation in class discussions is also required. (5%) Throughout the course students are encouraged to raise questions and relevant discussion topics in class, and students are expected to contribute to class discussions. To prepare for discussions, it is important that assigned readings be completed prior to the corresponding class period.

Note: I make a strong distinction between attendance and participation. Attending every class, without ever speaking up, does not constitute participation. To receive credit for participation, students are required to ask questions, raise issues, express opinions, etc. regarding the topics covered, as well as respond to the questions. Students who do not feel comfortable speaking in class must contact me by the end of the second week of class at the latest to arrange for alternative methods of participation.

Please also follow world news; recommended sources for international news include the BBC, *The New York Times*, *The Economist*, and *The Wall Street Journal*. Access to all four is available online; if subscription is required, they may be accessed through Joyner.

**B. In-class exams (65% of the course grade): Sept 19, Oct 31, Dec 9**

There are two exams and a final exam associated with this course. The first exam counts for 15% of the final grade, the second counts for 30%, and the final values 20%. The exams will NOT be cumulative and will be only on the material covered since the start of semester (for first exam) or since the previous exams (for the second and third exams). These exams will consist of multiple choice questions, maps, fill in the blanks, as well as more elaborate short essay answers.

Failure to be present for any of the scheduled exams will result in an automatic “0.” On all exam dates, please come prepared with a bubble sheet, Blue Book, and a pencil. If you cannot attend

an exam, you must contact me at least 30 minutes before I have administered the test. I will grant a make-up exam only for circumstances that I deem extraordinary or for circumstances that meet university guidelines. If you miss an exam because of an illness, you are still required to contact me before the exam. You must also present me with proper verification as noted above.

### C. In-class simulation (25%)

The simulation will be handled by the United Nations through a peace conference in Greenville, North Carolina. You are an attendee at this conference and have been assigned a role within an actor team. The theme of the conference is **“What can the international community do to stop the conflict in Ukraine?”**

The simulation will take place during the last week of class but the bulk of the work required for this simulation to go smoothly will be done before these days.

Here are the following steps related to the simulation:

1. Students are assigned roles in different teams. The size and number of teams vary depending on the final number of students in class. I anticipate to have around 10 teams (5 students each).
2. Once the teams are established, each team must collaborate to produce 2 papers: a public position paper and a private position paper.
  - ✓ The public statement will be read prior to the start of negotiations on Day 1 of the simulation. Teams and individuals within each team will be responsible for researching their assigned actor in order to best represent the actor’s interests. Within each actor, there are multiple roles. Research into each role can take place separately, but in order to prepare the position statement, all team members must work together. (Estimated length: 1-2 paragraphs) (10 %)
  - ✓ In addition to a public position statement, each team must produce a private position paper. This paper should provide the necessary information needed about your role’s position in the conflict. It should include what you must achieve and where you may be able to negotiate, as well as any internal dynamics that may influence how you approach the discussions. Each role within the actor team will need to contribute so that all interests within the actor are represented. This will not be shared with the conference attendees, but will be submitted to Blackboard *prior* to the start the simulation on Day 1. The private position paper will help to guide negotiators throughout the discussions. (Estimated length: 1 page, single-spaced) (10%)
3. The simulation will end when a comprehensive agreement has been reached or when Day 3 class period comes to an end. Any agreements, comprehensive or otherwise, will need to be in writing with appropriate signatures. Side deals are possible. These do not need to be formal, but must be provided at the end of talks to assist in analysis. (5%)
4. The simulation will be followed by a discussion of the experience and lessons learned. In addition, a short evaluation of the simulation will be completed by all participants for evaluative purposes. This ‘quiz’ will be made available on Blackboard at the conclusion of the simulation. In addition to providing feedback on their team, students will have an opportunity to provide feedback on the simulation itself.

Students will be graded on their contribution to their team and the quality of the two position papers. **Position papers and negotiations should accurately represent the actors and their positions assigned.** *More details on each step will be provided in class.*

## COURSE POLICIES

**Attendance:** I will excuse absences, including those on exam dates, for the following reasons: (1) participation in an authorized activity as an official representative of the university (this includes athletic events, university-sponsored performances, or academic conferences); (2) participation in other activities deemed by the Dean of Students to warrant an excused absence; (3) an extreme personal emergency; (4) the death of an immediate family member; (5) participation in a religious holiday; and (6) health reasons such as an incapacitating or contagious illness or unavoidable surgery.

If your absence meets any of the criteria mentioned above, I will need you to present me with some form of verification no later than one week after the absence if you wish to have your absence excused. Some acceptable forms of verification include the following: a note from Student Health Services; a note from a doctor or medical office; an obituary; or official documentation from the athletic department indicating your travel schedule.

**Assignments:** All assignments must be submitted on line (where appropriate), by the deadline, and handed in to the instructor, at the beginning of the class. Make up exams and late final papers will not be accepted unless there are serious legitimate reasons. Provision of a signed medical note is required, and notice must be given **PRIOR** to the deadline.

**Academic Integrity:** The standard plagiarism and academic integrity rules apply, i.e. all the materials you submit in paper or online must be the results of your own individual work. Any signs of plagiarism will be taken very seriously. The university code of academic integrity will be strictly enforced in this course. According to the East Carolina University Honor Code, violations of academic integrity include the following:

- *Cheating.* Unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work.
- *Plagiarism.* Copying the language, structure, ideas, and/or thoughts of another and adopting same as one's own original work.
- *Falsification.* Statement of any untruth, either spoken or written, regarding any circumstances relative to academic work.
- *Attempts.* Attempting any act that if completed would constitute an academic integrity violation as defined herein.

For more information about university policies concerning academic Integrity, please visit the web at [http://issuu.com/ecustudentaffairs/docs/at\\_the\\_helm/111.htm](http://issuu.com/ecustudentaffairs/docs/at_the_helm/111.htm) . If you violate the Honor Code you will be reported to the Academic Integrity Board for disciplinary action. The penalties

for violating the university code of academic integrity *range* from having assigned an F for that particular assignment to more stringent measures such as failure in the course and/or expulsion from the university.

**Courtesy:** Don't come late and turn off your cell-phones. Any disruptive behavior (reading newspapers or materials related to other courses, talking outside of class discussions, sleeping in class) will not be tolerated and you will be asked to leave the class. Do not leave before class is dismissed. **Students who benefit from using their computers to take notes during class must sit in the front of the class.** Please be courteous to your classmates and respectful of your fellow students' views, comments, and questions.

**Disability Services Statement:** East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138 ((252) 737-1016 (Voice/TTY)). <http://www.ecu.edu/accessibility/>

**Campus Emergencies and Severe Weather:** In case of campus wide emergencies, you may obtain information about changes in the University class schedule by calling 252 328-0062. **ECU Alert:** In addition, in case of adverse weather or other campus emergencies you may consult <http://www.ecu.edu/alert/> for information.

If and when face-to-face classes are suspended, you will receive an email from me and a Blackboard Announcement that detail how we will communicate, where you can locate course information and what you can expect during this time period. I realize that some of you may be affected by the event and not able to participate, however I will continue to provide instruction to those that are able to continue. If the university has not canceled classes, but you commute to campus from a considerable distance and believe driving conditions may be hazardous, I will consider excusing your absence.

### COURSE SCHEDULE

**WEEK 1: August 22-26: Understanding International Relations**

Readings: textbook, Chapter 1

- ❖ **Lecture 1: An Introduction to International Relations**
  - International Relations as a part of everyday life
  - Building blocks for the study of international relations
  - Enduring Questions of international relations
  - Viewing the world from differing perspectives
- ❖ **Lecture 2: Making connections in International Relations**
  - Connecting theory and practice
  - Connecting past and present
  - Connecting aspiration and reality

**WEEK 2 August 29-Sept 2: The Emergence of a Global System of States, 1500-today**

Readings: textbook, Chapter 2

*EQ: How did a fragmented world become a global, integrated system of states for which order is an ongoing problem?*

**Lecture 1: Formation of the international political system, 1500–1900**

- The international system in 1500
- The rise of a state system
- Imperialism and the pursuit of empire (1500–1900)

❖ **Lecture 2: World War I and World War II, 1900-1945**

- The path to War, 1900–1914
- World War I and its aftermath
- The path to war, 1920–1939
- World War II and its aftermath

❖ **Lecture 3: The Cold War and the Contemporary International Order**

- The beginning of the Cold War
- The Cold War heats up
- The rest of the world reacts

**WEEK 3 Sept 7-9: Theories of International Relations (short week) (1)**

Readings: textbook, Chapter 3

*EQ: How do theoretical traditions in international relations differ on how to understand actors and their behavior on the global stage?*

❖ **Lecture 1: Introduction to IR theories and Realism**

- Introduction to IR theories
- Realist assumptions and propositions

❖ **Lecture 2: Liberalism and Marxism-Leninism**

- Liberal assumptions and propositions
- Marxist assumptions and propositions

**WEEK 4 Sept 12-16: Theories of International Relations 2**

Readings: textbook, Chapter 3

❖ **Lecture 1: Constructivism and Feminism**

- Constructivist assumptions and propositions
- Feminist assumptions and propositions

Readings: textbook, Chapter 4

*EQ: Which factors most influence the foreign policies of states?*

❖ **Lecture 2: Connections to International Relations and Core Concepts**

- The study of International Relations and the analysis of foreign policy
- Foreign policy interests

❖ **Lecture 3: How and why states change their foreign policy**

- Sources of foreign policy change at the individual level of analysis
- Sources of foreign policy change at the state level of analysis

**WEEK 5 Sept 19-23 War and Its Causes**

*Sept 19, In class test 1.*

Readings: textbook, Chapter 5

*EQ: Why is war a persistent feature of international relations?*

- ❖ **Lecture 1: Wars between countries and the underlying causes of war (individual level of analysis)**
  - Wars between countries
  - Underlying causes of war: the individual level of analysis
  
- ❖ **Lecture 2: The underlying causes of war (state and international levels of analysis)**
  - Underlying causes of war: the state level of analysis
  - Underlying causes of war: the international level of analysis

**WEEK 6 Sept 26-30** Pathways to Interstate Peace

Readings: textbook, Chapter 6

*EQ: What factors make it more likely that states will resolve their differences and live in peace?*

- ❖ **Lecture 1: Peace, the international distribution of power, and state strategies**
  - The international distribution of power as a condition for peace
  - State strategies for achieving interstate peace
- ❖ **Lecture 2: International law and institutions as mechanisms for peace**
  - Essential features of international law and institutions
  - Three experiences with international law and institutions
- ❖ **Lecture 3: Transnational mechanisms for peace**
  - Economic interdependence
  - A possible international community of democratic nations

**WEEK 7 Oct 3-7** Weapons of Mass Destruction

Readings: textbook, Chapter 7

*EQ: How have nuclear weapons and other weapons of mass destruction changed the practice of international relations?*

- ❖ **Lecture 1: Nuclear weapons and the Nuclear Revolution**
  - Nuclear weapons
  - The nuclear revolution: deterrence and statecraft
- ❖ **Lecture 2: Nuclear Proliferation and Efforts to Halt It**
  - Obtaining nuclear capability: difficult but not impossible
  - Why do states want nuclear weapons?
- ❖ **Lecture 3: Other Means of Mass Destruction**
  - Chemical weapons
  - Biological weapons

**WEEK 8 Oct 12-14** International Economic (short week)

Readings: textbook, Chapter 8

*EQ: How is the world economy influenced by international politics?*

- ❖ **Lecture 1: Basic elements of international trade**
  - Building blocks for analysis: consumption and production
  - Why do countries protect themselves from trade?

- ❖ **Lecture 2: Multinational enterprises and the institutions of the world economy**
  - Definition and characteristics of multinational enterprises
  - Importance of MNEs to the world economy

**WEEK 9 Oct 17-21** Power, Politics, and the World Economy

Readings: textbook, Chapter 9

*EQ: How do governments use international economic relations to further national political objectives?*

- ❖ **Lecture 1: Great eras of globalization and great traditions of thought**
  - Two great eras of economic globalization
  - States and markets: three great traditions of thought
- ❖ **Lecture 2: States and markets in a world of anarchy**
  - The two-sided government: managing domestic and international relations
  - State building, war, and markets
- ❖ **Lecture 3: Great powers in the world economy and the contemporary world economy**
  - Great power and the world economy
  - The contemporary world economy: globalization and its challenges

**WEEK 10 Oct 24-28** Dilemmas of Development

Readings: textbook, Chapter 10

*EQ: How does participation in the world economy help or hinder the economic development of poorer countries?*

- ❖ **Lecture 1: Introduction to development: developing countries and their challenges**
  - What and where are the developing countries?
  - International relations and challenges to developing countries
- ❖ **Lecture 2: Developing countries and international paths to development**
  - Is international trade a path to development?
  - Is international finance a path to development?
- ❖ **Lecture 3: Development strategies and emerging great powers**
  - Brazil, Russia, India, China

**WEEK 11 Oct 31- Nov 4** Pirates, War Lords, and Terrorists

**Oct 31, second in-class test**

Reading: textbook, Chapter 11

*EQ: Is the state a political actor in decline?*

- ❖ **Lecture 1: Sovereignty and its Challenges, Part 1**
  - States, sovereignty, and the Westphalian System
  - Challenges to sovereign states
- ❖ **Lecture 2: The international system and its challenges**
  - International responses to terrorism, non-state violence, and failed states
  - Wither the state?

**WEEK 12 Nov 7-11** The Environment and International Relations

Research regarding individual roles in the simulation exercise is uploaded on blackboard by Monday Nov 7, 9am

Readings: textbook, Chapter 12

*EQ: How does the natural environment influence international relations?*

- ❖ **Lecture 1: Sources of problems for the global environment and natural resources**
  - Negative externalities; Tragedy of the commons
  - Global deforestation
- ❖ **Lecture 2: Challenges for the global environment and natural resources**
  - Problems with the atmosphere
  - Damage to the world's water resources
- ❖ **Lecture 3: Management of international environmental problems**
  - Unilateral responses
  - Bilateral efforts

**WEEK 13 Nov 14-18** Facing the Future

Public statements papers for the simulation exercise are uploaded on blackboard by Monday Nov 14, 9am

Readings: textbook, Chapter 13

*EQ: Will the international system undergo fundamental change in the future?*

- ❖ **Lecture 1: Models 1 and 2**
  - Model 1: a world of geo-economic competition
  - Model 2: a return to a multipolar balance of power system
- ❖ **Lecture 2: Models 3 and 4**
  - Model 3: a new bipolarity
  - Model 4: a democratic peace
- ❖ **Lecture 3: Models 5 and 6**
  - Model 5: a clash of civilizations
  - Model 6: global fracture-pre-modern, modern, and post-modern zones
    - Contrary evidence and questions

**WEEK 14 Nov 21** Discussion of Simulation

- ❖ The private position paper is uploaded on blackboard by Nov 21, 9am
- ❖ Students are discussing the last details of the simulation
- ❖ The public statements papers are read in this class

**WEEK 15 Nov 28 Dec 2** In class simulation

- ❖ Students will participate in a 3-hour simulation exercise
- ❖ Final agreements regarding the conflict are reached

**WEEK 16 Dec 5** Final comments on class material and simulation

**FINAL TEST** scheduled for Friday, December 9, at 8.00 – 10.30