
POL 180 – 03
Introduction to International Relations

Term: Spring Semester, 2016
Location: Stern Hall 201 (Tu/Th, 8:45–10:10am)

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Office Hours: T/W/H (10:30am–noon), and by app't.

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COURSE DESCRIPTION

As a broad introduction to the study of international relations (IR), this course is designed to give students an understanding of the basic concepts of world politics, an appreciation of the evolution of the current state system, and a sampling of various approaches and theories of IR. Readings come from primary documents as well as a standard text. The course is grounded in an awareness of current events. Students examine how the lens used to view the world shapes understanding of the world, its problems, and possible solutions.

Learning Objectives:

- Students will develop an understanding of social scientific research, and will be able to apply this understanding to several important issues in world politics.
- Students will understand basic causal mechanisms that will serve as a foundation for more advanced, specialized topics in world politics. Accordingly, students will follow principles of the scientific method in order to construct and evaluate causal theories beyond the material presented in the course.
- Students will develop an understanding of preferences and self-interest, as well as constraints that shape individuals' decisions. Thus, by the end of the course, students will be able to apply their understanding of preferences and constraints to analyze the effects of government policies and decisions, and make more informed and efficient choices in their own lives. This is, by far, the most important learning objective of the course.
- In the first half of the class, students will cultivate an understanding of issues and topics related to international security by assessing the patterns of conflict and cooperation in the modern international system.
- In the second half of the class, students will cultivate an understanding of issues and topics related to international political economy by assessing how political processes impact economic decision-making and how economic forces influence political decisions and outcomes.

READINGS

Readings for the course will consist of (2) two books and a set of articles (listed by topic below). Articles and selected chapters outside of the two main texts will be posted in the appropriate Course Topic module on Canvas.

Required Books

1. Bates, Robert H. 2010. *Prosperity and Violence: The Political Economy of Development*. New York, NY: W.W. Norton and Company.
 - Referred to as: **Bates**
2. Frieden, Jeffry A., David A. Lake, and Kenneth A. Schultz. 2015. *World Politics: Interests, Interactions, Institutions*. New York, NY: W.W. Norton and Company.
 - Referred to as: **FLS**

COURSE REQUIREMENTS

Video Lectures: I will post short video lectures that describe the essence of each topic, as well as mechanisms discussed in class. Each video will not contain all the information you will need to know about that class period, and by no means will the video lectures be a substitute for attending class. Students will be expected to watch the videos before class.

Read the Syllabus! The syllabus is for the benefit of the class; it informs you about required readings, grading expectations, course policies, how to contact me, required assignments, and any other general information pertaining to this class. Besides attending class, most important to the course is keeping up with the reading material and being able to assess and compare the theoretical arguments you encounter in the literature. So the most important thing you must do is keep up with the reading.

Additionally, you are required to remain up-to-date on current events by reading either a major news magazine (e.g. *Newsweek*, *Time*, *US News & World Report*, *The Economist*) or a major newspaper (e.g. *New York Times*, *Washington Post*) regularly. Finally, I reserve the right to add reading assignments from other sources, as necessary.

Grading: Students will be assessed according to the following grade scale:

A (93–100)	A– (90–92)	B+ (87–89)	B (83–86)	B– (80–82)
C+ (77–79)	C (73–76)	C– (70–72)	D (66–69)	F (≤ 65)

Final grades are rounded to whole numbers, where $\geq \#.5$ is rounded up and $\leq \#.49$ is rounded down.

Assignment	Weight	Deadline
Online Quizzes (Best 10 out of 12)	200	See schedule
Participation	150	Every class
Presentations (2)	50	TBD by Student
Hypothesis Paper Proposal	C/I	Feb. 18
Midterm Examination	150	Mar. 03
Hypothesis Testing Paper	200	TBD by Student
+ Final Examination	250	May 07
Total	1000/10 = 100%	

Quizzes: There will be a total of 12 quizzes during the semester, each of which will be taken online before the first class of each topic. Quizzes will be posted at least a week in advance of their deadlines. I will grade the best 10 out of 12 quizzes, which means that I drop the lowest 2 quizzes. The total points possible from quizzes is 200, so each quiz is worth 20 final grade points towards the 1,000 total possible points. There will be no makeups for these quizzes. Once the deadline passes, that's it. You will be accountable for missing any of the quizzes, and no excuses will be accepted, specifically because I drop the lowest 2 quizzes. The quizzes will be based on readings and video lectures that are assigned for the topic they appear under, so if the next topic on the syllabus includes a video lecture and Chapter 2 of your textbook, then the quiz will be assessing your knowledge of that video lecture and Chapter 2 from your textbook. All quizzes are open notebook, but you should make sure to be prepared before taking the quiz — don't rely on looking up the answer during the quiz. Students will have 10 minutes to take each quiz, and may only attempt each quiz once. If you cannot complete the quiz because of a faculty or lacking internet signal, or if you get locked out of the quiz, there's nothing I can do. If you go over the 10 minutes, you get a 0 for the quiz, even if every question was right. Keep track of your time and you'll be fine. I drop 2 quizzes to account for: accidentally forgetting about a quiz, illness, internet problems, and any other reason why the quiz wasn't completed.

Participation: You should talk in this class whenever you have a question or comment, but you will also be accountable for participating in class. To get full participation, you are expected to contribute a thoughtful comment on the material being discussed. Saying "yes" or simply acknowledging what a term is, like "balance of power," does not count as participation. All you have to do is provide (1) one thoughtful comment to receive participation for the day's discussion. On a piece of scrap paper you will be expected to write your name and a brief description of the thoughtful comment/question you raised. You will then take that piece of scrap paper up to me at the end of class, place it in my hand, and look me in the eyes to determine if I'll accept your contribution as thoughtful. If I reject your participation attempt, don't take it seriously, as I rejected it because I expect more to grant participation for the discussion. Participation will be graded as follows:

- (8) points for attending class *and* making a thoughtful contribution to the material discussed in class
- (4) points for attending class and sitting in absolute silence
- (0) points for not showing up to class

The maximum amount of points you can get for the semester is 150, and I will start grading participation on January 21. If you miss class, there is no way to make up that class period's participation. No excuses will be accepted because there are 25 scheduled class periods that you can participate in during this semester. If you show up to all 25 classes, and never say a word, your participation will look like this: 25 Classes \times 4 Points = 100 Final Participation Points. So you should develop a habit of participating frequently.

Hypothesis Testing Paper: In order to receive credit for the course, students will be required to submit a final paper. The topic of the paper will be determined by the student, and students will be expected to submit a paper proposal, which describes what they will be writing about, and how they plan to actually carry out the steps to writing the paper. The proposal should essentially be a blueprint that students can use to write the actual final paper. I don't want you to just tell me what you want to write about. Instead, *I want you to tell me how you will meet the expectations of the assignment in a step-by-step guide.* This is something you should get familiar with for all of your writing assignments. If you fail to plan, you plan to fail. However, I reserve the right, after reading paper proposals, to reject any topic on the basis of feasibility, appropriateness, etc.

Students must have a clear research puzzle that motivates their paper, and are expected to produce a causal argument that results in at least (1) one clear, testable hypothesis. This is not a “research paper,” rather, you are expected to follow the scientific method of building a theory and deriving hypotheses from your own argument.

I don't care what the paper is about. Seriously, it can be about baseball, war, NASCAR, development, trade, ballroom dancing, cooking, sailing, or even *The Real Housewives of Beverly Hills*. You can write this paper about anything that is interesting to you because, at the end of the day, the most important part of this paper is not whether you can write about world politics. Instead, the most important part of this paper is applying the scientific method to a question or puzzle you want to answer or explore. The paper will start with a puzzle about something you find interesting and important. You will come up with an explanation for that puzzle that involves making a causal argument, which you will then assess with data you collect. More detail about the assignment will be provided in the near future, and we will also spend time discussing the assignment in class.

The final paper proposal is an ungraded, but required assignment that must be submitted before I read the actual final paper. Submitted proposals will be given one of two “grades:” Students receiving a *Complete* are cleared to continue on with the project. Students receiving a *Revise-and-Resubmit (R&R)* must make revisions to their proposal or change their topic based on the comments and suggestions I give on the original proposal. Students have two weeks to resubmit the proposal. After submitting a paper proposal, all students must also meet with me sometime before March 3 to discuss their project. No submitted final paper proposal or no meeting to discuss the paper means that the final paper (complete or not) will be given a failing grade. Paper submissions will roll over the course of five weeks — six students per week. During those weeks, the six students will give a brief presentation of their project to the class.

Examinations: There will be (2) two examinations, each taken in class. Any material from the assigned readings and class meetings can appear on the examinations. The midterm will be based on all class material and discussion up to the day of the examination, March 3. As for the final examination, it will be cumulative — meaning that all material from class (1) one to the day of the examination may appear on the assessment. However, the majority of the material on the final examination will be based off the second half of the class (post-midterm). The final exam is on May 7, from 8:30 – 11:30am (I know — the final is on a Saturday).

Make ups for missed examinations will only be provided for emergencies, which will, of course, require documentation. Make ups must be arranged for prior to the examination day, and must have official documentation from your Dean's Office (they'll send me an email). Missing an examination without arrangements made beforehand will not result in a make up.

LATE ASSIGNMENTS

Students will be expected to fully understand the implications of turning in their assignments late. No excuses will be accepted for late assignments, as students can submit assignments at any time before the due date, if they choose to do so. If an emergency arises, creating a situation where an assignment cannot be completed by the deadline, students are required to submit the work they have at the time of the emergency. Send me an email with the assignment as an attachment (mackey@hws.edu). I will judge the quality of the work, given the emergency. Keep in mind that I will need some sort of proof that an emergency occurred. Absent of an emergency, **all** late assignments will be penalized according to the following procedure:

Any assignment submitted past the deadline will receive a grade of 0 points

Failure to complete any of the assignments for the course implies more than just a zero for that assignment. Students are required to complete all **graded** and **ungraded** assignments. **Failure to submit all assignments (late or on time) will result in an F for the entire course, regardless of your overall grade in the class.**

COURSE OUTLINE

Class	Topic	Readings
Jan. 19	<i>Topic 0: Course Introduction</i> Why are we here?	Read Syllabus and Guidelines
Jan. 21	<i>Topic 1: Epistemology</i> How we know what we know **Drop/Add Deadline is Jan. 25**	Bull (1966); Singer (1969)
Jan. 26 Jan. 28	<i>Topic 2: An-arrrrgh-chy</i> Pirate Democracy Pirate Governance	Leeson (2011) Leeson (2011)
Feb. 02	<i>Topic 3: Self-Interest</i> Thinking strategically	BDM (2009), Ch. 1; FLS, Ch. 2
Feb. 04 Feb. 09 Feb. 11	<i>Topic 4: War, Power, and Bargaining</i> Rationalist Explanations for War I Rationalist Explanations for War II War Termination	Leeson (2010); FLS, Ch. 3 FLS, Ch. 3 Reiter (2009)
Feb. 16 Feb. 18	<i>Topic 5: International Institutions</i> Alliances and war Collective security and the United Nations Hypothesis Paper Proposal Due	FLS, Ch. 5 FLS, Ch. 5
Feb. 23 Feb. 25	<i>Topic 6: Democracy and Conflict</i> Two stories of democracy and conflict Two more stories of democracy and conflict	FLS, Ch. 4 FLS, Ch. 4
Mar. 01	<i>Topic 7: Domestic Politics</i> Discussion of Putnam	Putnam (1988)
Mar. 03	Midterm Examination	—

Class	Topic	Readings
Mar. 08	Discussion of Putnam	Putnam (1988)
Mar. 10	MAPs – Midterm Assessment	—
Mar. 15	Spring Break!	—
Mar. 17	More Spring Break!	—
	<i>Topic 8: International Trade</i>	
Mar. 22	Trade	FLS, Ch. 7
	<i>Topic 9: Financial Relations</i>	
Mar. 24	International borrowing and lending	FLS, Ch. 8
Mar. 29	Foreign direct investment	FLS, Ch. 8
	<i>Topic 10: Development</i>	
Mar. 31	Roving-versus-stationary bandits	Olson (1993)
Apr. 05	Poverty and prosperity	FLS, Ch. 10
	<i>Topic 11: Development and Violence</i>	
Apr. 07	Discussion of <i>The Godfather</i>	Watch <i>The Godfather (I)</i> before class
Apr. 12	Discussion of Bates, part I	Bates, Ch. 1–3
Apr. 14	Discussion of Bates, part II	Bates, Ch. 4–6
	<i>Topic 12: State Failure</i>	
Apr. 19	Why do states fail?	Bates (2008)
	<i>Topic 13: Civil War</i>	
Apr. 21	Why do civil wars occur?	FLS, Ch. 6
	<i>Topic 14: Terrorism</i>	
Apr. 26	Why resort to terrorism?	FLS, Ch. 6; Pape (2003)
Apr. 28	<i>Catch-up and Review</i>	TBD
May 03	<i>Catch-up and Review</i>	TBD
May 07	Final Examination 8:30am – 11:30am Yes, a Saturday.	—

Attendance: Students who are absent from 25% or more (7 or more) of the scheduled class periods will receive a failing grade (F) for the course. The reason behind this is fairly straightforward: attending class is the most important thing you can do to ensure that you have a good understanding of the material we will cover this semester. Moreover, it is your academic responsibility as a student to attend class.

Academic Honesty: Plagiarism and cheating are serious matters that, should they occur, will be pursued to the limits of the Colleges' rules. Moreover, academic dishonesty will result in a failing grade for the course. For details regarding the Colleges' policy on cheating and plagiarism and academic dishonesty more generally, see the Colleges' Handbook.

Course Material: Students are advised to retain all course material for all course work for (2) two weeks after final grades are received. This includes: returned assignments and electronic versions of written assignments. I will not consider any grading questions without evidence of the assignment.

Students with Disabilities: Students with disabilities should register with the Office of Disability Services at the Center for Teaching and Learning (315-781-3140), and should coordinate with David Silver (silver@hws.edu). Extra time and necessary arrangements can be made in conjunction with that office and the instructor.

Course Website/Syllabus: Please visit the course website on Canvas; I'll update it weekly with electronic versions of the chapters from books and articles that are not listed as *required* for the course. The online (Canvas) version of the syllabus is the official syllabus for this course, as it is updated periodically. I reserve the exclusive right to alter the syllabus if I feel such changes are necessary for the class. Visit the course website to view the most recent version of the syllabus (updated date is located at the lower right corner of the document). You will be notified in your HWS email of any changes to the syllabus. You as the student are responsible for having the most updated copy of this document, and I will make sure you are notified of any changes.

Internet Access and Assignments: Failure to complete an assignment because of a faulty or lacking internet signal will not be excused. Assignment dates and times are posted well in advance, and it is your responsibility to ensure that you will have adequate access to Canvas or email during those and other times necessary to fulfill assignment requirements. Please submit a hardcopy and electronic copy (to Canvas) for all written assignments.

Assignment Extensions: No extensions will be allowed for any assignment, as all assignments are posted well in advance of the due date. Students are expected to know the deadlines and complete all assignments by their due date, preparing in advance for any unforeseen events that may fall around the assignment deadline. I will not respond to extension requests, and no excuses will be accepted.

Materials allowed in class: Pen/pencil, and paper. Electronic devices are not allowed at any time. If you're expecting an important call/text, let me know before class, and step outside when that call/text comes. First violators will be excused from class (without participation credit); second violators will be withdrawn from the course.

Incompletes: No grades of Incomplete will be given. All work must be submitted before semester's end.

Extra Credit: No extra credit assignments will be provided for this course; I will not respond to requests.