
INTL 5000

Introduction to International Relations

Dr. Kyle Haynes

kylehaynes63[at]webster[dot]edu
Office: HSPC 105
Office Hours: Mon. 10 - 12:30 & by appt.

Fall 2013
Classroom: HSPC 201
Monday: 5:30-9:30

1 Description

Catalog Description: Students are introduced to the discipline of international relations through an overview of international security, foreign policy, international organizations, international law, and international political economy. Students examine the basic structure, processes, and issues relating to international affairs.

My Description: This course offers a broad survey of the core concepts and subfields of international relations. It seeks to provide students with a basic methodological toolkit as well as a broad substantive base of theoretical, conceptual, and empirical knowledge. Students will be introduced to multiple analytical approaches to the study of international politics, and will be asked to apply these frameworks to a wide variety of substantive issues. Students will also be required to apply these tools and skills in examining pressing contemporary policy debates over issues such as drone warfare, globalization, human rights, or the rise of China. Upon completing this course, students should be fully prepared to enroll in virtually any 5000 level INTL course at Webster.

2 Organization

The course is broken down into three main sections. The first four weeks offer a brief introduction to the methodology of social science and the logic of inference that underlies it. It also broaches the notion of “strategic choice” and the interdependence of decisions in international politics. The second section, in weeks five through eight, delve into some of the core substantive issue areas in the field of IR. Students will be introduced to the fields of international security, international political economy (IPE), international institutions, and “2nd image” theories linking domestic and international politics. The final section, on the last day of class, will ask students to utilize and apply the tools and knowledge from the course to one or more contemporary issue areas.

2.1 Class Policies

- *Missing Class*: Unexcused absences are not permitted in this class. If missing class due to illness or family emergency, please let me know as promptly as possible and be prepared to provide documentation attesting to the reason for your absence. Repeatedly arriving late to class will be treated as absences.
- *Cheating and Academic Dishonesty*: I take academic integrity *very* seriously. A student found cheating on an assignment will be given a chance to explain the situation. In the event I find the explanation unsatisfactory, the student will be given absolutely no credit for the assignment. Depending on the magnitude of the assignment, this could be enough to guarantee an *F* in the course.
- *Grade Appeals*: I will accept grade appeals no sooner than 48 hours and no later than 5 days after students receive their graded assignments. I provide detailed comments on graded assignments. Take the time to read and consider these comments before lodging an appeal. Grade appeals must include a written statement that addresses my comments on the assignment and indicates specifically why the student feels the grade is inappropriate. If a grade appeal is made, I reserve the right to adjust the grade either upward or downward, so I strongly recommend that you not lodge grade appeals frivolously.
- *Special Needs*: I rely on the Academic Resource Center (Loretto Hall, Room 6, 314-246-7620) to document and coordinate the appropriate action for students requiring special accommodations as a result of a disability. If you have special needs, please come speak with me so we can determine the appropriate accommodations.

3 Requirements

In order to succeed in this course, students will need to read all the required material carefully and attentively, and complete all assignments. Active participation in class is also required of all students.

3.1 Learning Outcomes

Upon completion of this course, students should be able to:

1. ...identify and define the key theories, concepts, subfields, and actors in international relations
2. ...access, compile, and assess academic resources for the study of topics in IR.
3. ...analyze a key international issue or do a case study using one or more IR perspectives.

3.2 Assignments and Evaluation

Final course grades will be calculated from the following assignments:

- **Class Participation** (20%): Success in the course requires students to actively engage in class discussion. Critical thinking can only be learned and demonstrated through spirited and open engagement with classmates and teachers.
- **Article Critique** (10%): In lieu of class on Labor Day, students must independently choose a scholarly research article and write a five page critical response, which is due on September 2.
- **Response Papers** (10% each, 40% total): In weeks five through eight, students will be required to submit a **two page, single spaced** review of that week’s readings. These response papers must *briefly* summarize the readings and explain how they relate to one another. They must then offer a critical examination of the literature, assessing its analytical and explanatory power, logical strengths and weaknesses, and overall contribution to our understanding of international politics. These papers are due *by email* to me at the beginning of class.
- **Final Exam**(30%): Class on October 14 will consist of a two-part final exam.
 - *Written Exam* (15%): The first half of class will consist of a cumulative, two-hour written exam. Students must bring a Blue Book to class.
 - *Oral Exam/Presentation* (15%): The second half of class will consist of short oral presentations covering *one* of the policy debates listed in the syllabus. Students will *briefly* summarize the debate before offering and justifying a set of clear, feasible policy prescriptions. Grading will focus on both clarity of the presentation and cogency of the logic/argument.

3.3 Assignments and Assessing Learning Outcomes

Table 1: “++” = Key Tool; “+” = Secondary Tool; “X” = Not Used

Outcome	Partic.	Art. Critique	Resp. Papers	Written Final	Oral Final
Outcome 1	++	X	+	++	+
Outcome 2	X	++	+	+	++
Outcome 3	+	+	+	+	++

3.4 Reading

All readings listed below are required for the course. Students will be required to buy or rent *three* books for this course: Gary King, Robert Keohane and Sidney Verba’s *Designing Social Inquiry* (denoted “KKV” below), David Lake and Robert Powell’s *Strategic Choice and International Relations*, and Robert Gilpin’s *The Challenge of Global Capitalism*.

Day 1/Aug 19: Introduction to the Course, Webster University and IR

- KKV: chs 1, 3

Day 2/Aug 26: Methodology and Inference

- KKV: chs 2, 4-6

Day 3/Sep 2: NO CLASS - LABOR DAY

- Using the tools and skills learned so far, students must find a scholarly research article that interests them and write a 5 page critical reaction paper. Students must summarize the paper's argument, discuss and critique its theoretical logic, and assess the validity of its empirical findings/conclusions. Students must clear the article with me by Wednesday, Aug. 28. Papers are due at midnight on Monday, September 2.

Day 4/Sep 9: The Strategic Choice Approach

- Lake & Powell - *Strategic Choice and International Relations*: chs 1-3, 7

Day 5/Sep 16: Foundations of International Security

- **FIRST RESPONSE PAPER DUE, BY EMAIL, AT THE START OF CLASS**
- Frieden, Lake, and Schultz: ch 3
- Jervis: *Cooperation Under the Security Dilemma*
- Walt: *Alliance Formation and the Balance of World Power*

Day 6/Sep 23: International Institutions

- **SECOND RESPONSE PAPER DUE**
- Axelrod and Keohane: *Achieving Cooperation Under Anarchy: Strategies and Institutions*
- Ikenberry: *Institutions, Strategic Restraint, and the Persistence of Postwar Order*
- Mearsheimer: *The False Promise of International Institutions* (except)

Day 7/Sep 30: International Political Economy

- **THIRD RESPONSE PAPER DUE**
- Gilpin - *The Challenge of Global Capitalism*: chs 3-7

Day 8/Oct 7: Domestic Forces and International Politics

- **FOURTH RESPONSE PAPER DUE**

- Lake and Powell - *Strategic Choice and International Politics*: ch 4
- Frieden: *Sectoral Conflict and U.S. Foreign Economic Policy*
- Narizny: *Both Guns and Butter, or Neither*

Day 9/Oct 14: Final Exam and Contemporary Applications

- First half of class will consist of a cumulative, written exam.
- Second half of class will consist of student presentations. Presentations must summarize and assess one of the contemporary policy issues/debates introduced in the readings below, supplemented by reputable external sources.

Debate # 1: The Rise of China - Should the United States adopt a confrontational “containment” strategy against an increasingly powerful China? Or is a more cooperative “engagement” strategy likely to be more effective? Readings: G. John Ikenberry - *The Rise of China and the Future of the West* vs. Aaron Friedberg - *Bucking Beijing*.

Debate # 2: Drones - Should the United States continue using Unmanned Aerial Vehicles (i.e. drones) as a primary tool for combating terrorism overseas? Is the use of drones counterproductive? Readings: Daniel Byman - *Why Drones Work* vs. Audrey Kurth Cronin - *Why Drones Fail*.

Debate # 3: The Doha Round - Would the goal of deepening international trade be best served by scrapping the Doha Round of multilateral trade negotiations altogether? Is a comprehensive, multilateral trade deal better than a series of regional or even bilateral agreements? Readings: C. Fred Bergsten - *Rescuing the Doha Round* vs. Susan Schwab - *After Doha*.

Debate # 4: Human Rights - Should the international community work to expand the definition of human rights and forcefully press noncompliant states to adopt these higher standards? Or do such actions violate the norm of sovereignty and unnecessarily breed tension and conflict? Readings: Jacob Mchangama and Guglielmo Verdirame - *The Danger of Human Rights Proliferation* vs. Thomas Franck - *Are Human Rights Universal?*.

Debate # 5: Iran’s Nuclear Program - Should the United States use military force to destroy Iran’s nascent nuclear program? Or should it continue to rely on nonviolent coercive measures such as economic sanctions? Readings: Kenneth Waltz - *Why Iran Should Get the Bomb* vs. Matthew Kroenig - *Time to Attack Iran*.