

**Introduction to International Relations**  
**Political Science (PSCI) 2223**  
**Fall 2013**

**Professor:**

Professor Moonhawk Kim

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Office Hours: Mondays 10AM – 11AM & Wednesdays 1PM – 2PM

**Course Description:**

Day/Time: Mondays and Wednesdays 9AM – 9:50AM (and a recitation section)

Location: Math 100

Website: Access via Desire2Learn (D2L) at <http://learn.colorado.edu/>

This is an introductory undergraduate course in international relations (IR). Taking this course will prepare you to take advanced and specialized courses in international relations with a better grasp of concepts, theories and problems. While the course assumes no prior background in the study of international relations, I expect everyone to engage all the course material with enthusiasm and effort. The course has three main goals:

1. to familiarize students with enduring questions and analytical concepts and arguments in the study of international politics. The course will focus on war and peace, economic closure and openness, and broader conflicts and cooperation over human rights and the global environment;
2. to prepare students to think systematically about explaining outcomes in international politics. The course will introduce students to how to think like social scientists, who devise theories and evaluate them against evidence to better understand the world; and
3. to encourage students to consider ethical concerns about international politics in conjunction with but separate from the scientific analysis of international politics. Class discussions and a writing assignment will provide students opportunities to engage in normative debates.

**Course Requirements:**

1. Midterm Exam (20%): An in-class midterm exam will be administered on Wednesday, October 9. The exam will be a mixture of multiple-choice and short-answer questions, closed-book/closed-notes and cover the readings, lectures and discussions through Monday, October 7.

2. Final Exam (30%): A comprehensive final exam will be administered on Tuesday, December 17 between 1:30PM and 4:00PM. The location of the exam will be the regular lecture hall (Math 100), unless announced otherwise. The exam will be a mixture of multiple-choice and short-answer questions, closed-book/closed-notes and cover all material in the course with a greater emphasis on topics since the midterm.
3. Data Analysis (15%): During the early part of the semester, we will conduct a public opinion survey about U.S. foreign policy. Students will be expected to write a paper collaboratively with another student that explains classmates' foreign policy stances using the scientific method you learn in class. Detailed guidelines for the paper assignment will be posted on the D2L course website. The guidelines will contain contain instructions on how to submit the paper as well. The data analysis paper is due at the *beginning of lecture* on Wednesday, October 23. Late submissions on *any of the submission methods* will be penalized at a rate of 10% for every 24 hours.
4. Policy Brief (15%): For this paper assignment, students will be expected to write a policy recommendation to the U.S. president collaboratively with another student. The assignment will provide an opportunity for students to analyze a policy problem in international relations and discuss the ethical values on which you base your policy recommendation for the president. Detailed guidelines for the assignment will be posted on the D2L course website later in the semester. The policy brief is due at the *beginning of lecture* on Wednesday, December 4. As with the data analysis assignment, late submissions on *any of the submission methods* will be penalized at a rate of 10% for every 24 hours.
5. Section Participation and Assignments (15%): Please see the teaching assistant for your recitation section for their expectations on participation and additional assignments. You should consider your recitation syllabus to be an extension of this course syllabus. All the university policies and guidelines contained in this syllabus apply to your recitation section as well.
6. Attendance and Participation (5%): During lecture, students will respond to various multiple choice questions. The questions will 1) motivate students to remain engaged and participate in a large lecture setting and 2) allow the teaching staff to assess student learning. While the answers will not be graded, students are expected to answer them consistently. For full credit, you need to answer at least 50% of the questions during at least 18 out of the 29 lectures. Otherwise you will receive *zero* for this portion of your course grade. I will not account for any excused absences or equipment problems, since the required amount of participation more than sufficiently compensates for such scenarios. It is your responsibility to bring your clicker to class and to make sure it functions correctly. Please purchase a CUClicker remote at the CU Bookstore and register it online by following the instructions at:

- <http://oit.colorado.edu/node/779>.

Here are additional guidelines to promote your and your classmates' learning:

- Turn off your cell phone when you enter the lecture hall.
- Do not read newspapers, check e-mail/Facebook/blogs or otherwise engage in activities that distract you from paying full attention. I reserve the right to prohibit laptop/smartphone usages during lectures.
- While I will post lecture slides on the course website, the best way to catch up when you are absent is to get notes from a classmate.

### **Grading Policies:**

1. The following is the general guidelines on the percentage breakdowns for determining your final letter grade in the course: 100-94 A, 93-90 A-, 89-87 B+, 86-84 B, 83-80 B-, 79-77 C+, 76-74 C, 73-70 C-, 69-67 D+, 66-64 D, 63-60 D-, 59 and lower F. There are no extra credit projects available in the course. Your final grade will be solely based on the six assignments/components laid out above.
2. We hope that all grades given on your assignments and exams will be fair and accurately reflect the quality of your work. If you strongly disagree with a grade you receive, however, we will use the following procedure:
  - Write a short, signed letter in which you formally request a re-grade of your assignment/exam.
  - In the letter explain in detail why you think your assignment/exam should have received a different grade. Your justification needs to go beyond merely asking for more points.
  - Submit the letter and your assignment/exam to your teaching assistant within one week of receiving your assignment/exam with a grade. If you and your TA reach an agreement on the grade, the process stops here.
  - If you and your TA do not reach an agreement, your re-grade request will be automatically forwarded to another member of the teaching staff, selected at random.
  - The new grade assigned by a different teaching staff member, which may be higher, lower or the same as your original grade, will be your final grade on the assignment/exam.

### **University and Campus Policies:**

1. Special Accommodations:

I will—whenever possible—accommodate students' special needs. Please note, however, that requests for special accommodations need to be presented in a timely manner. This in the context of the Maymester means on the first day of class.

2. Disability Accommodations:

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that I can address your needs. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu).

If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at Disability Services website (<http://disabilityservices.colorado.edu/>) and discuss your needs with me.

3. Campus policy Regarding Religious Observances:

Campus policy regarding religious observances requires that I make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please follow the special accommodations procedure stated above. See full details at [http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html).

4. Campus “Classroom Behavior” Policy:

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the term so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student\\_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code).

5. Discrimination and Sexual Harassment:

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, “Protected Classes” refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and

Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://hr.colorado.edu/odh/>.

#### 6. Academic Integrity:

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://honorcode.colorado.edu>.

#### Readings:

- Frieden, Jeffry A., David A. Lake, and Kenneth A. Schultz (2013) *World Politics: Interests, Interactions, Institutions*. 2nd edition. New York, NY: W. W. Norton and Company. This book is available at the CU Bookstore and is marked [FLS] on the reading schedule. Three copies are also on a two-hour reserve at Norlin Library.
- Donovan, Todd and Kenneth Hoover (2014) *The Elements of Social Scientific Thinking*. 11th edition. Boston, MA: Wadsworth Cengage Learning. This book is available at the CU Bookstore and is marked [DH] on the reading schedule.
- All other readings are available online through the D2L course website and are marked with [D2L] on this syllabus.

#### Course and Reading Schedule:

Reading assignments are to be done *before* the class on the assigned dates.

#### Part I: Introduction and Tools

##### *Week 1: Introduction*

##### *Class 1: Introduction and Historical Overview (August 26)*

- \* Read through the entire syllabus and download an electronic copy of it from the course website.
- \* [FLS] Introduction (pp. xix–xxx)
- \* [FLS] Ch. 1: What Shaped Our World? A Historical Introduction [You may skim the chapter but do go through it.]

*Class 2: Enduring Questions and How to Answer Them* (August 28)

- \* [FLS] Ch. 2: Understanding Interests, Interactions, and Institutions [“A Primer on Game Theory” (pp. 74–79) may be difficult but read through it.]

*Week 2: Thinking Systematically*

*Labor Day holiday. No classes.* (September 2)

*Class 3: Making Theories about International Politics* (September 4)

- \* [HD] Ch. 1: Thinking Scientifically
- \* [HD] Ch. 2: The Elements of Science

*Week 3: Thinking Systematically (continued)*

*Class 4: Theories about Democracy and War* (September 9)

- \* [D2L] Russett, Bruce (1993) *Grasping the Democratic Peace: Principles for a Post-Cold War World*. Princeton, NJ: Princeton University Press. [Ch. 2]
- \* [HD] Ch. 3: Strategies
- \* [HD] Ch. 4: Refinements

*Class 5: Evidence about Democracy and War* (September 11)

- \* [D2L] Russett. [Ch. 1]
- \* [HD] Ch. 5: Measuring Variables and Relationships [Read pp. 80–103]

## Part II: War and Peace

*Week 4: Why Do States Go to War?*

*Class 6: Bargaining and War* (September 16)

- \* [FLS] Ch. 3: Why Are There Wars?

*Class 7: Bargaining and War (continued)* (September 18)

*Week 5: Domestic Politics and International Institutions*

*Class 8: Domestic Politics* (September 23)

- \* [FLS] Ch. 4: Domestic Politics and War

*Class 9: Domestic Politics (continued)* (September 25)

*Week 6: International Institutions and Nonstate Actors*

*Class 10: International Institutions* (September 30)

- \* [FLS] Ch. 5: International Institutions and War

*Class 11: Nonstate Actors* (October 2)

- \* [FLS] Ch. 6: Violence by Nonstate Actors: Civil War and Terrorism

*Week 7: Just War Theory and Midterm Exam*

*Class 12: Just War Theory* (October 7)

- \* [D2L] Crawford, Neta C. (2003) Just War Theory and the U.S. Counterterror War. *Perspectives on Politics*. 1(1): March, 5–25.

*Class 13: Midterm Exam* (October 9)

- \* The exam will be administered in class (Math 100) during the regular class time (9–9:50AM).

### Part III: Economic Cooperation and Conflict

*Week 8: International Trade*

*Class 14: Economics and Domestic Politics of Trade* (October 14)

- \* [FLS] Ch. 7: International Trade

*Class 15: International Politics of Trade* (October 16)

*Week 9: International Financial and Monetary Relations*

*Class 16: International Financial Relations* (October 21)

- \* [FLS] Ch. 8: International Financial Relations

*Class 17: International Financial and Monetary Relations* (October 23)

- \* **Data Analysis assignment due at the beginning of lecture.**
- \* [FLS] Ch. 9: International Monetary Relations

*Week 10: International Monetary Relations and Ethics*

*Class 18: International Monetary Relations* (October 28)

*Class 19: Ethics and International Trade* (October 30)

- \* [D2L] Kapstein, Ethan B. (1999) Distributive Justice and International Trade. *Ethics and International Affairs*. 13(1): December, 175–204.

### Part IV: Redistribution and Regulation

*Week 11: Poverty and Aid*

*Class 20: Causes of Economic Development* (November 4)

- \* [FLS] Ch. 10: Development: Causes of the Wealth and Poverty of Nations

*Class 21: International Politics and Policies over Development* (November 6)

*Week 12: Violation and Protection of Human Rights*

*Class 22: Logic of Human Rights* (November 11)

- \* [FLS] Ch. 12: Human Rights

*Class 23: Promotion of Human Rights* (November 13)

- \* [FLS] Ch. 11: International Law and Norms [pp. 425–434]

*Week 13: Protecting the Global Commons*

*Class 24: Tragedy of the Commons* (November 18)

- \* [FLS] Ch. 13: The Global Environment

*Class 25: Promotion of Environmental Cooperation* (November 20)

- \* [FLS] Ch. 11: International Law and Norms [pp. 425–434]

*Week 14: Ethics of Redistribution and Course Evaluation*

*Class 26: Ethics in Redistribution* (December 2)

- \* [D2L] Singer, Peter (1972) Famine, Affluence, and Morality. *Philosophy and Public Affairs*. 1(3): Spring, 229–243.
- \* [D2L] Hardin, Garrett (1974) Lifeboat Ethics: The Case Against Helping the Poor. *Psychology Today*. 8(4): September, 38ff.

*Class 27: Faculty Course Questionnaire* (December 4)

- \* **Policy Brief paper assignment due at the beginning of lecture.**
- \* Faculty Course Questionnaire (FCQ) in class.

Part V: Conclusion

*Week 15: Summary and Review*

*Class 28: Three “I”s, the Scientific Method and a Current Event* (December 9)

- \* Supplementary readings to be posted online

*Class 29: Looking Ahead* (December 11)

- \* [FLS] Ch. 14: The Future of International Politics

*Final Exam: Tuesday, December 17, 1:30–4:00PM*

The exam will be administered in Math 100 (the regular lecture hall) unless announced otherwise.