

POSC 170: International Relations and World Politics
Winter 2020
WCC 230
MW: 9:50AM – 11AM
F: 9:40AM – 10:40AM

Professor Summer Forester
Office: Willis 408
Office Hours:
Mondays 2PM – 4PM
Thursdays 9AM – 11AM
By appointment

Course Description

What are the foundational theories and practices of international relations and world politics? This course addresses topics of a geopolitical, commercial and ideological character as they relate to global systems including: great power politics, polycentricity, and international organizations. It also explores the dynamic intersection of world politics with war, terrorism, national security, human security, human rights, and the globalization of economic and social development.

This course introduces students to the practices and theories that explain and predict the origin, dynamics, and the future of international relations and world politics. Mainstream theories of international relations (IR) and world politics focus on explaining and predicting statecentric world politics. While the dominant theories of IR are powerful in explaining the origin and dynamics of world politics as long as states are central players, they are insufficient in explaining and predicting both the statecentric (monocentric) world politics and multi-actor-centric (polycentric) world politics.

Course Objectives

By the end of this course, you will:

1. Understand the historical origins and evolution of the dominant theories in the field of International Relations
2. Have the conceptual and analytical tools necessary to analyze and thoughtfully discuss real-world events and issues
3. Understand and critically engage with published work by IR scholars

Required Texts

Shimko, K. L. (2012). *International relations: Perspectives, controversies and readings*. Cengage Learning.

Class Structure and Expectations

The success of this course relies on quality input from both you, the student, and me, the professor. As such, I expect you to:

- Complete the readings *before* you arrive in class. I recommend taking notes, writing questions, highlighting exciting (or depressing or confusing) sections while you are reading. That is, you should read *actively*.
- Engage with the course materials. I will typically lecture on the daily readings and topics for no more than 30 minutes. The remainder of our daily class time will involve discussions of current events, in-class activities, and class discussions. Use the discussion time to ask questions,

interact with your colleagues, and respond to questions or controversies that I (or your colleagues) raise.

- Treat each everyone in the class with respect. We will be discussing a variety of politically charged issues and I expect all of us to interrogate, critique, and discuss these issues in a safe environment free from judgement or fear of reprisal from any member of the class. In other words, I hope that you feel free to disagree with your colleagues, but I will require that you disagree *respectfully*.

What you can expect of me:

- I will arrive on time and end class on time
- I will return assignments in a timely manner
- I will be available and accessible during my office hours. If you cannot meet me during my office hours, please do not hesitate to contact me and we will arrange for an alternative time to meet.
- I will strive to make this course understandable and accessible for everyone. If you have any questions about the content or structure of the course or about specific assignments, please do not hesitate to contact me. I am always happy to help if you come to me *before* assignments or exams are due. Please do not wait to ask for help until after the due date – come talk to me before if you have lingering questions or would like me to elaborate on some aspect of the readings or an assignment.

Course Requirements & Grading

The requirements for this course involve both the completion of assignments on your own and your active and informed contributions to our class discussions. Most of your assignments will be submitted electronically via Moodle. It is your responsibility to make sure the file is not corrupted (you can download and view the file after you upload it to Moodle). I will often provide in-text commentary or line edits for your written work. **Please submit your documents in Word (.doc or .docx)**. Corrupted files will be treated as though they are late until they are correctly uploaded. Your grade will be based on the following requirements:

Overview:

Participation	15%
Take home exam	20%
Book Review	30%
Book selection (required for final grade)	
Summary of book (required for final grade)	
Book review draft (required for final grade)	
Black Panther Simulation	
Participation	10%
Reflection Paper	5%
IR Journal	20%

Description of Assignments

Participation (15%)

A large portion of your grade is based on your ability and willingness to contribute to our class. What does this require of you? Please prepare for, attend, and participate meaningfully in class weekly.

“Meaningful” participation comes in a number of forms: asking questions to clarify course topics, answering questions that I pose in class, drawing connections between course topics and current events, and participating respectfully in class discussions. In other words, good participation is simply being a good member of our class community. Everyone’s experience in this course is enhanced by regular attendance and active participation; conversely, everyone’s experience suffers if individuals do not participate. Remember that a sincere question often adds as much (if not more) to our understanding of the course material as an explanation of the week’s readings. So, don’t be afraid to speak up!

Take home exam (20%)

You will take one exam in Week 4 of the course. The exam will assess your grasp of the key concepts presented in the first three weeks of the course. The exam will consist entirely of essay questions. You will receive the exam questions in class on January 24 and your answers are due by 7PM on January 27. I will provide more in-depth instructions in class.

Book Review (30%)

You will write an analytical book review of a scholarly book of your choice. Book reviews are important contributions to scholarship as they help the scholarly community understand the key contributions of a text while also highlighting the possible oversights of a text. You will turn in the book review in stages which should help you avoid an end-of-the-term procrastination induced frenzy in order to finish your paper. Your final submission should be *no more than* 1,500 words. I will provide more information on each component of the book review in class.

Black Panther Simulation (15%)

How would the international community react to the emergence of a wealthy, powerful African state like Wakanda? You will be divided into various nations – including a Wakanda contingency – and we will host a mock UN summit that interrogates Wakanda’s contributions to (and potential disruptions of) the international order. How would the international community respond to Wakanda’s arms technology? What responsibility does Wakanda have for sharing their advanced medical treatments? Could Wakanda join the Security Council? After the simulation ends, you will write a short reflection paper on your experience. I will circulate more details about the simulation and the reflection paper in class.

IR Digital Journal (20%)

During the first week of the course, each of you will sign up to come to my office. During this meeting, you will select an international event, conflict, or situation to follow over the course of the semester. Each week, you will read and comment on **three** pieces of media (newspaper/magazine articles; blog posts; videos from news outlets; etc), connecting them to the theories, concepts, and/or questions that we are exploring in class. Your commentary should be approximately 250 words and should address the three pieces of media comprehensively. That is, you should not write 250 words on each item.

Be sure to properly cite the materials, providing copies of the media material (or links to videos, etc). I will provide you feedback on your journal entries early in the course so that you can continually improve your responses. You will be responsible for keeping up-to-date with the news in your country and providing an overview of current events for your colleagues from time to time during the course. You will submit your IR journal for review four times over the course of the term. Your fifth and final submission will be during finals week and will include a brief reflection paper on how your understanding of your particular issue evolved and changed over the course of the term.

Citation Style:

Please adhere to the APA citation guidelines in your papers and other assignments:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Grading Scale

The course will follow a standard grading scale:

- A: Achievement outstanding relative to the basic course requirements
 - A 93 or higher
 - A - 90-92
- B: Achievement significantly above the basic course requirements
 - B+ 87-89
 - B 83-86
 - B- 80-82
- C: Achievement meeting the basic course requirements
 - C+ 77-79
 - C 74-76
 - C- 70-72
- D: Achievement worthy of credit but below the basic course requirements
 - D+ 67-69
 - D 63-66
 - D- 60-62
 - F Below 60

Additional Grading Policies

1. I will not consider grade complaints if more than one week has passed after the assignment has been returned to you.

Before I review your grade, you must first:

- Wait 24 hours.
 - Schedule a time to meet with me to discuss your grade.
 - Submit a formal appeal in writing (email is sufficient—but be clear that it is the appeal in the subject heading) that clearly identifies content in the assignment and the reasons why you think your grade should be changed. These appeals should refer to specific things in the assignment, and not vague reasons like “I worked really hard.”
 - The second grade, higher or lower, will become your grade on the assignment.
2. Murphy’s Law¹ Deadline Extension: Over the course of the semester, you have **one** no-questions-asked opportunity to submit an assignment 24 hours after the deadline has passed. You may only use this grace period once per term. Because I have included this provision, I will not accept late work for full credit, unless official documentation is provided.
 - a. The only acceptable (not penalized) excuses for not completing an assignment on time are family emergencies or illnesses. However, in these cases, I will arrange to give you

¹ Murphy’s Law: anything that can go wrong, will go wrong.

extra time only if you communicate with me before the assignment is due and you provide documentation of the circumstance.

- b. If you submit work late after you have used your Murphy's Law extension, then your grade will be lowered a full letter grade for each 24-hour period it is late. For example, if your assignment is due by 7:00PM on Friday and you submit it sometime between 7:01PM on Friday and 7:00PM on Saturday, the highest score you can earn is an B. Please note that I will not accept any (unexcused) work that is more than 48-hours late.

Accommodations for Students with Disabilities

Carleton College is committed to providing equitable access to learning opportunities for all students. The Disability Services office (Henry House, 107 Union Street) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), please contact disability@carleton.edu or call Jan Foley, Student Accessibility Specialist (x4464) or Chris Dallager, Director of Disability Services (x5250) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Academic Integrity

In writing course papers, students must document all passages, paraphrases and/or ideas that are borrowed from any source, and direct quotations must be placed within quotation marks. Similarly, papers must represent research conducted for the course in which they are assigned and no other; it is not appropriate to submit a paper that has already been or will be submitted to another course. Finally, papers must be the product of students' own work. Papers written by anyone other than the student, including those purchased from commercial research services, are unacceptable.

All work is expected to be your own. Cheating, plagiarism (using someone else's words or ideas without properly citing them), and all forms of academic misconduct will not be tolerated and will be strictly handled according to university policy. If you are uncertain, cite your sources! A discussion of plagiarism can be found at: <https://apps.carleton.edu/campus/doc/integrity/>.

Well-Being

Carleton College urges you to make yourself--your own health and well-being--your priority throughout this ten-week term and your career here. It is important to recognize stressors you may be facing, which can be personal, emotional, physical, financial, mental, or academic. Sleep, exercise, and connecting with others can be strategies to help you flourish at Carleton. If you are having difficulties maintaining your well-being, feel free to contact me and/or pursue other resources, such as [Student Health and Counseling](#) or the [Office of Health Promotion](#).

An additional word² on wellness and health: Audre Lorde once said, "Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare." Please see your wellness as an act of power and perseverance. The core to your success. Hold each other – and me – accountable. Go for walks. Let your mind wander. Take a deep breath. Drink water. All of your work will wait for you, and your final product will be better when you are in balance.

² Thank you to Dr. Nicole Gonzalez Van Cleve at Brown University and Dr. Simon Weffer at Northern Illinois Univ for this addition

Weekly Course Outline & Assignment Due Dates

Please note that some of the readings may change over the course of the term, depending on the interests of the class and on events happening in the world. I will notify you well in advance of any changes.

Week 1: January 6 - 11

Monday

Course Introduction

Sign-up for time to come see me!

Wednesday

Required Readings:

Shimko, Introduction for the Student: Why Study International Relations?

Shimko, Chapter 1: Change and Continuity in International History

Friday

Required Readings:

Excerpts from *Theories of International Politics and Zombies*, D. Drezner (available on Moodle in a single PDF):

1. "The Realpolitik of the Living Dead"
2. "Regulating the Undead in a Liberal World Order"
3. "The Social Construction of Zombies"

Week 2: January 13 - 17

Monday

Required Readings:

1. Shimko, Chapter 2: Contending Perspectives on International Politics
2. Tickner, J. Ann. 1992. "Engendered Insecurities: Feminist Perspectives on International Relations." In *Gender in International Relations: Feminist Perspectives on Achieving Global Security*, J. Ann Tickner. New York: Columbia University Press, Ch.1

Wednesday

Required Readings:

1. Finnemore, M and Sikkink, K (2001). "Taking Stock: The Constructivist Research Program in International Relations and Comparative Politics," *Annual Review of Political Science*, 4, pages 391 – 416.

Friday

Submit book selection for your book review by 8AM

Submit IR journal by 8AM

Required Readings:

1. Richter-Montpetit, M., & Weber, C. (2017). Queer international relations. In *Oxford research encyclopedia of politics*.

Week 3: January 20 - 24

Monday

Readings:

1. Shimko, Chapter 3: Power Politics

Wednesday

Required Readings:

1. Goddard, Stacie and Daniel H. Nexon, (2016). "The Dynamics of Global Power Politics: A Framework for Analysis," *Journal of Global Security Studies*, 1 (1), Pages 4 – 18, <https://doi.org/10.1093/jogss/ogv007>

Required Viewing:

1. Short video "[The power of images: Our response to humanitarian crises](#)"

Friday

Required Readings:

1. Shimko, Chapter 4: War & Democracy
2. "[Four Trends That Could Put The Democratic Peace at Risk](#)"
Take home exam circulated

Week 4: January 27 - 31

Monday

No class: Take home exam due by 7PM

Wednesday

Required Readings:

1. Poznansky, M. (2015). Stasis or decay? Reconciling covert war and the democratic peace. *International Studies Quarterly*, 59(4), 815-826.

Friday

Submit IR Journal by 8AM

Required Readings:

1. Shimko, Chapter 5
2. Excerpt from *On Killing: The Psychological Cost of Learning to Kill in War and Society*

Week 5: February 3 - 7

Monday

Summary of book for book review due by 7PM

See Moodle for bonus points opportunity!

Required Readings:

1. Shimko, Chapter 6: Free Trade

Wednesday

Required Readings;

1. Shimko, Chapter 7: The IMF, Global Inequality, and Development
2. Moore, P. W. (2005). QIZs, FTAs, USAID and the MEFTA: A political economy of acronyms. *Middle East Report*, (234), 18-23.

Friday

Required Readings:

1. Willman-Navarro, A. (2006). Making it at the margins: The criminalization of Nicaraguan women's labor under structural reform. *International Feminist Journal of Politics*, 8(2), 243-266.

Scavenger Hunt discussion: Who made my stuff?

Week 6 February 10 - 14

Monday: Midterm break

Wednesday

Required Readings:

1. Shimko, Chapter 8
2. Kirshner, J. (2008). Globalization, American power, and international security. *Political Science Quarterly*, 123(3), 363-390.

Friday

Submit IR Journal by 8AM

Required Readings:

1. Posen, A. S. (2018). The post-American world economy: Globalization in the Trump era. *Foreign Aff.*, 97, 28.
2. "Bumpy new world; Slowbalisation." *The Economist*, 13 July 2019, p. 5(US).

Week 7: February 17 - 21

Monday

Full book review draft due by 7PM

Required Readings:

1. Shimko, Chapter 9
2. Daphne Eviater, November 3, 2014: "Does International Law Matter," <https://www.justsecurity.org/16999/international-law-matter/>

Wednesday

Required Readings

1. Shimko, Chapter 10
2. Schroeder, U. C. (2018). Introduction: Decentering the study of international interventions. *Cooperation and Conflict*, 53(2), 139-153.

Friday

Required Readings:

1. Saba, A., & Akbarzadeh, S. (2018). The Responsibility to Protect and the use of force: an assessment of the just cause and last resort criteria in the case of Libya. *International Peacekeeping*, 25(2), 242-265.
2. [Why The US Hasn't Intervened in Syria](#)

Week 8: February 24 - 28

Monday

Required Readings:

1. Shimko, Chapter 12: Terrorism
2. Rick Gladstone, "Many Ask, Why Not Call Church Shooting Terrorism?" *New York Times*, June 18, 2015.

Wednesday

Required Readings:

1. Shimko, Chapter 13
2. Trombetta, Maria Julia (2008), "Environmental Discourse and Climate Change: Analysing the Discourse," *Cambridge Review of International Affairs*, 21 (4): 585 – 602.

Friday

Submit IR Journal by 8AM

Required Readings:

1. Climate Change and the Syrian Civil War
2. Syria's Climate Conflict
3. Adams, C., Ide, T., Barnett, J., & Detges, A. (2018). Sampling bias in climate–conflict research. *Nature Climate Change*, 8(3), 200. (Link to article: Sampling Bias in the Climate-Conflict Research)
4. The Sophomore Curse: Sampling Bias and the Future of Climate-Conflict Research

**Note: The debates presented in these readings reflect both a substantive debate about the links between climate change and conflict AS WELL AS methodological debates about how we study climate change and conflict. Readings 1, 2, and 4 are relatively straightforward. Give yourself some extra time to fully digest reading 3 (it's not long – only three pages – but it is dense).

Week 9: March 2 - 6

Monday

IR Book Review due by 7PM

Black Panther Simulation. Details TBD

Monday

Black Panther Simulation. Details TBD

Wednesday

Submit simulation reflection paper by 8AM

Required Readings:

1. "Wakanda, Afrofuturism, and Decolonizing International Relations Scholarship," <http://politicalviolenceataglance.org/2018/02/06/wakanda-afrofuturism-and-decolonizing-international-relations-scholarship/>

Week 10: March 9 - 13

Monday: IR journal presentations

Wednesday: IR journal presentations

Friday: No classes, reading day

Week 11: Finals Week

Submit final IR journal and brief reflection paper by **Monday, March 16 at noon.**