

POSC 170: International Relations and World Politics
Fall 2020
Online
MW: 1:00PM- 2:10PM CST
F: 1:50PM-2:50PM CST

Professor Summer Forester
Office: Willis 408
Virtual Office Hours ([click to sign up for a time](#))
Mondays 2:30PM – 4:30PM
Thursdays 1PM – 4PM
By appointment

Professor Forester's Welcome Message

Welcome to POSC170: International Relations & World Politics! In this class we will explore the foundational theories and practices of the discipline of International Relations. This course addresses topics of a geopolitical, commercial, and ideological character as they relate to world politics including: great power politics, international organizations, identity, and security. It also explores the dynamic intersection of world politics with war, human security, human rights, climate change, and the globalization of economic and social development.

Kudos to all of us for engaging with these topics while contending with a global pandemic, pursuing racial justice, and keeping an eye on the upcoming US election. And navigating our own personal and professional commitments. I want to encourage you all to embrace chaos with a solid sense of grace, patience, and flexibility.

I have done my best to design the course so that everyone can be successful, regardless of personal circumstances. Communication will be key; please keep me updated about your situation in addition to reaching out to the other relevant offices on campus. If you experience significant technological problems that limit your ability to participate, please contact the ITS Helpdesk at 507-222-5999 or helpdesk@carleton.edu. For announcements of known technical issues, visit the [Helpdesk portal](#). If your personal situation (due to COVID-19 illness or other circumstances) begins to impact your ability to engage with the course, please contact the Dean of Students Office.

Course Objectives & Learning Outcomes

Course Objectives:

1. Introduce major theories and debates within the field of International Relations
2. To cultivate the conceptual and analytical tools necessary to analyze and thoughtfully discuss current events and global grand challenges
3. To clarify international phenomena are deeply personal.

Learning Outcomes

1. Understand the historical origins and evolution of both the dominant and heterodox theories in the field of International Relations
2. Sharpen the analytical skills necessary to read, comprehend, and synthesize scholarly articles on world politics in order to advance an argument
3. Understand and appreciate your position as a global citizen

Ethics & Expectations

Confidentiality

I believe in transparency and open communication, and strive to ensure you understand the purpose and intent of the readings, activities, grading, and other course-related materials/decisions. My goal is for us to create a collaborative environment where we can grapple with difficult topics and sharpen our intellect in a trusted and secure space. As such, I require that you treat our course, course content, and all communication (e.g., emails, Moodle posts, discussion forums, etc.) with confidentiality. I will not share your comments, communication, or other submissions and ask that you do the same for your colleagues and me.

Mutual Respect

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 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.

Other Additions?

As this is your class, too, I'd like to hear what you think we should include in our course's rules of engagement. [What \(else\) is important to you?](#)

Course Components & Assessment

The requirements for this course involve both the completion of assignments on your own and your active and informed contributions to our class discussions. All of your assignments will be submitted electronically via Moodle. I will often provide in-text commentary or line edits for your written work. **Please submit your documents in Word (.doc or .docx).** Your grade will be based on the following requirements:

Overview:	
<u>Participation</u>	<u>25%</u>
<u>Midterm exam</u>	<u>20%</u>
<u>Short Current Events Papers (3)</u>	<u>30%</u>
Special Issue of an IR Journal	25%

Required components:

- Topic Selection
- Annotated bibliography (2)
- Draft of editor's introduction
- Final submission

Description of Assignments

Participation (25%)

A large portion of your grade is based on your willingness to contribute to and engage in our class. What does this require of you? You should prepare for and participate meaningfully in class every week, to the best of your ability. In an online environment, your participation is especially crucial. "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/or participating respectfully in class discussions.

You will demonstrate your participation in the course by fully engaging in the weekly activities that I post on the Moodle page. For example, during week three we will have an online debate about the IR theory that the film "Black Panther" best illustrates. Your preparation for and engagement in the debate will contribute to your participation grade. Your weekly collaborative reading notes will also contribute to your participation grade.

Midterm Exam (20%)

You will take one exam in week four 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 on Friday, October 9th, and your answers are due by 9PM on Sunday, October 11. I will provide more in-depth instructions via Moodle.

Three Short Current Events Papers (30%)

During the first week of the term you will select one current event related to international politics (very broadly construed) that you will write about throughout the course. For example, you might choose to follow: reconstruction efforts in Beirut following the recent port explosion; the ongoing Afghan peace

process; Chilean mining prospects in the Boundary Waters; Russian influence in the US elections; or the effects of climate change in the Amazon. All of these are issues that IR scholars study.

Over the course of the term, you will write three papers in which you apply different IR theories or concepts to the current event you selected. Each paper should be between 650 – 800 words. By the end of the term, you should feel like an expert on your topic and be able to discuss the nuances of it from a number of different perspectives. I will provide prompts for each paper via Moodle.

Special Issue of an IR Journal (25%)

You will design and curate a special International Relations journal issue on a topic of your choice. You will find ten academic articles (they *must* come from academic journals) that address some question, debate, methodological approach, or issue in the field of International Relations and write a 1,500 word “editor’s introduction” to the selected pieces. Special issues are quite common in academic journals, though they tend to collate articles from a single journal. You, however, may include articles from many different journals.

You will submit your special issue in stages, starting with the topic that you’d like to pursue. I will provide more information on each component via Moodle as well as links to different special issues that will give you an idea of what I’m expecting you to produce.

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 term, you have **one** no-questions-asked opportunity to submit an assignment 48 hours after the deadline has passed. You may only use this grace period once per term. However, we are showing up for classes in a pandemic. If you are struggling to meet a deadline, then please talk to me and I will do my best to accommodate you. But please be respectful of group-work situations. No one person should carry all the weight of the group!

Resources & Well-Being

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/>.

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

Well-Being

During these particularly rough times, I urge you to make yourself – your own health and well-being – a priority throughout this ten-week term. It is important to recognize stressors you may be facing, which can be personal, emotional, physical, financial, mental, or academic (along with the global pandemic, struggles for racial justice, and a tense US election). 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.

Course Structure & Format

This course will include both synchronous and asynchronous components. **In general, we will meet synchronously via Zoom on Mondays and Wednesdays and have asynchronous activities on Fridays.** I fully recognize that not all of you will be able to join the synchronous discussions – I assure you that you will still be able to succeed in this class. I’ll post the recorded classes to Moodle and provide a discussion forum through which you can engage with your colleagues and me should you find it impossible to join synchronously. Moreover, I am happy to connect with you during office hours (or by appointment) to discuss any of the course components, readings, or to extend a class discussion.

Weekly Readings & Due Dates (tentative!)

Refer to the Moodle page for additional activities (e.g., videos, discussion forums, collaborative reading guides, etc.) These readings and due dates are all tentative and subject to change. Prof. Forester will alert you to any changes.

Week 1: 14 September – 18 September

Monday

Course introduction

Wednesday: What is International Relations? *When* is International Relations?

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

Required readings

1. The discipline and evolution of International Relations (2 chapters)
 - a. Problems & Questions in IR
 - b. Historical Evolution of International Politics

Friday: Beyond Eurocentricity in IR

Required readings:

1. [Global South Perspectives on International Relations](#)
2. Capan, Z. G. (2017). Decolonising international relations?. *Third World Quarterly*, 38(1), 1-15.

Select current event for short papers

Week 2: 21 September – 25 September – Theories of International Relations

Monday: Realism & Liberalism

Required Readings:

1. From *International Relations Theory: Introduction, Realism, and Liberalism*
Excerpts from *Theories of International Politics and Zombies*, D. Drezner (available on Moodle in a single PDF):
 - “The Realpolitik of the Living Dead”
 - “Regulating the Undead in a Liberal World Order”
 - “The Social Construction of Zombies”

Wednesday: Constructivism

Required readings:

1. Chapter 4: constructivism Sarina Theys
2. 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: Feminist IR theories

Required readings & viewings:

1. 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
2. Watch: [Cynthia Enloe on Militarism & Gender](#)

Short paper 1 due

Week 3: 28 September – 2 October

Monday: Queer IR theory Markus Thiel

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

2. Film: God Loves Uganda

Select topic for special issue

Wednesday: Race and IR theory

Required readings:

1. Duncan Bell (2013) Race and international relations: introduction, Cambridge Review of International Affairs, 26:1, 1-4, DOI: [10.1080/09557571.2013.770297](https://doi.org/10.1080/09557571.2013.770297)
2. Errol A Henderson (2013) Hidden in plain sight: racism in international relations theory, Cambridge Review of International Affairs, 26:1, 71-92, DOI: [10.1080/09557571.2012.710585](https://doi.org/10.1080/09557571.2012.710585)

Supplemental listening:

[Race and Securitization Theory from the podcast "Whiskey & IR Theory"](#)

Friday: Theory wrap-up, applying what you've learned to "Black Panther"

Required readings & viewings

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

BLACK PANTHER DEBATE – Which IR theory does "Black Panther" best illustrate?

Prof. Forester will assign you a theoretical lens through which you should consider the characters and questions within the film "Black Panther." See Moodle for more details.

Week 4: 5 October – 9 October [WAR AND NOT WAR]

Monday:

Required readings:

1. Power Politics
2. Why are there wars?

Annotated bibliography of first five articles due

Wednesday: Force and International Politics

Required readings:

1. Caprioli, M. (2003). Gender equality and state aggression: The impact of domestic gender equality on state first use of force. *International Interactions*, 29(3), 195-214.
2. Kroenig, "Why a strike is the least bad option" Foreign Affairs
3. Mandelbaum, "How to Prevent an Iranian Bomb," Foreign Affairs
4. Waltz, "Why Iran Should get the bomb" Foreign Affairs
5. Drezner, "How the West should Respond to Putin," Washington Post

Friday: The Democratic Peace theory

Required readings:

1. Weart, "Investigating the Puzzle of Democratic Peace"
2. "Four Trends That Could Put The Democratic Peace at Risk"

Supplementary:

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

EXAM DUE BY SUNDAY, OCTOBER 11 AT 9PM

PART II: GLOBAL GRAND CHALLENGES

Week 5: 12 October – 16 October: Globalization

Monday: [ASYNCHRONOUS]

Required viewing:

1. "Black Gold: A Look at Coffee Production Around the World" and fill out the affiliated worksheet

Wednesday:

Required readings:

1. Dupuy, A. (2001). Globalization, the nation-state, and imperialism: A review essay. *Diaspora: A Journal of Transnational Studies*, 10(1), 93-116.
2. [Watch Parag Khanna: Connectography](#)

Friday : Globalization & COVID-19

Required readings

1. <https://www.washingtonpost.com/graphics/2020/world/coronavirus-pandemic-globalization/>
2. <https://www.economist.com/leaders/2020/05/14/has-covid-19-killed-globalisation>
3. <https://www.weforum.org/agenda/2020/05/coronavirus-wont-spell-the-end-for-globalization-but-change-is-unavoidable>

Short paper #2 due

Week 6: 19 October – 23 October: Climate Change

Monday: Midterm break

Wednesday: The Politics of Climate Change

Required readings:

1. Horton, J. B., & Reynolds, J. L. (2016). The international politics of climate engineering: A review and prospectus for international relations. *International Studies Review*, 18(3), 438-461.
2. [Changing the Atmosphere in Political Science: Ten Key Political Questions about Climate Change](#)

Submit a **current** picture of a place that holds some significance for you. Along with your photo, please write 150-200 word imagining this place in 100 years through the lens of climate change. How will the landscape change? What else has changed? What do you smell? What do you see different? What other tactile changes do you note? Can you imagine international institutions or multinational corporations having some effect on how this place has changed?

Friday: Climate Change: A Global Problem with Local Effects

1. <https://www.csmonitor.com/Environment/2020/0702/Conservation-vs.-copper-Minnesota-town-debates-its-future-with-a-mine>
2. <http://thecirclenews.org/cover-story/tensions-arise-between-natives-non-natives-in-indian-country/>
3. <https://queticosuperior.org/blog/watch-patagonias-new-short-film-featuring-the-boundary-waters/>

Activity: Using Hypothes.is, **comment on three of your colleagues' photos and narratives.**

Annotated bibliography of final five articles due by 9PM

Week 7: 26 October – 30 October: trade & inequality

Monday

Required Readings

1. Arvanitakis, James and David Hornsby. Global Poverty and Wealth
2. Moore, P. W. (2005). QIZs, FTAs, USAID and the MEFTA: A political economy of acronyms. *Middle East Report*, (234), 18-23
3. Jacqui True & Aida A. Hozic (2020) Don't mention the war! International Financial Institutions and the gendered circuits of violence in post-conflict, *Review of International Political Economy*, DOI: [10.1080/09692290.2020.1732443](https://doi.org/10.1080/09692290.2020.1732443)

Wednesday

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.

Short paper 3 due

Friday

Required readings:

1. Forced Labor in Malaysia's Electronic Industry
2. [Garment workers are facing a humanitarian crisis – but don't blame COVID-19](#)
3. TBD

Scavenger hunt! Who made my stuff?

Week 8: 2 November – 6 November: International law

Monday

Required readings:

1. International Law & Norms

Wednesday

Required Readings

1. Hafner-Burton, E. M., & Tsutsui, K. (2007). Justice lost! The failure of international human rights law to matter where needed most. *Journal of Peace Research*, 44(4), 407-425.

Supplementary:

Htun, M., & Weldon, S. L. (2012). The civic origins of progressive policy change: Combating violence against women in global perspective, 1975–2005. *American Political Science Review*, 548-569.

Friday

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. [Should the UN Declare a Responsibility to Protect Americans from the Trump Administration?](#)
3. TBD
4. Draft of editorial intro to special issue due

Week 9: 9 November – 13 November: Simulation –KILLER ROBOTS

Monday

Killer Robots Sim

Wednesday

Killers Robots Sim

Friday

POSTER PRESENTATIONS

Week 10: 16 November – 20 November

Monday POSTER PRESENTATIONS

Wednesday POSTER PRESENTATIONS

Friday: Reading day

