

Political Science 1300: Global Politics

Spring 2013

Hitchcock Hall 0031

Tuesday/Thursday 2:20-3:40

Instructor: Kathleen Powers

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Office Hours: By Appointment

2014 Derby Hall

Course Description

Who are the main actors in international politics? What are the best ways to understand international phenomena? How can knowledge of international relations theory contribute to our understanding of global issues like war, peace, economic relations, the environment, and human rights?

This course in global politics attempts to answer questions such as these by introducing students to the study of international relations (IR). The course begins with a general overview of IR as a discipline within political science. It then moves on to examine some of the core concepts in the field using the levels of analysis framework as a guide. Theories reviewed include realism, liberalism, constructivism, and those related to foreign policy decision-making. Next, we use these concepts to address issues such as the causes of war, the politics of economic relations, international organizations, the environment, and human rights.

Course Goals

Broadly speaking, the goal of this course is to provide students with the tools necessary to become *critical* and *informed* citizens when it comes to understanding global problems and foreign policy issues. In order to become more *informed*, students will learn about events in international politics, both modern and historical, as well as about contemporary perspectives on international relations from the scholarly community. *Critical* skills will be developed as students learn how to think analytically and assess arguments about international affairs,

establishing a more sophisticated understanding of the political world. The course will also provide a solid base of core material for students who wish to pursue more advanced courses in international relations or foreign policy.

Course Readings

There are two required textbooks for this course. Both are available at SBX or from online retailers. Please purchase the most recent editions, identified below. The main text (Mingst and Arreguín-Toft) is also available as an e-book.

Karen Mingst & Ivan Arreguín-Toft, *Essentials of International Relations*, 5th Ed. (W.W. Norton) **ISBN: 978-0-393-93529-5**

Karen Mingst & Jack Snyder, *Essential Readings in World Politics*, 4th Ed. (W.W. Norton) **ISBN: 978-0-393-93534-9**

All other readings for the course will be posted on Carmen under the content tab.

In order to help guide your note-taking and reading, each week I will post a reading guide identifying key terms and questions that you should be able to answer after completing the reading assignment. These guides will help direct your focus and will undoubtedly be a useful study tool, but are not necessarily a comprehensive list of reading material that you might be tested on (in other words, you should read the material in its entirety even if only one or two questions are listed).

Course Requirements

Students are expected to attend each lecture and participate in class, to complete all of the required readings, and to complete exams, quizzes, and written assignments. Students are responsible for all of these items, and should note that class lectures will sometimes cover material that is not included in the course readings; similarly, the readings may contain material that is not covered in lectures—making both crucial to your success.

There are 5 graded components to this course. These are: **(1-2) 2 exams, (3) a discussion paper, (4) one 4-page research paper, and (5) class participation.** The exams will test material covered in course readings and lectures. More information on each of these items is listed below.

The final grade for the course will be determined as follows:

Exam I	25%
Exam II	25%
Paper	25%
Discussion Paper	10%
Participation	10%
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Total	100%

Extra Credit: There will be one opportunity to earn extra credit in this course. You will be able to earn an additional 1.5-3% for your final grade by participating in a political science experiment (1.5% for each of two opportunities). More information about this will be provided once the course begins.

Exams (25% each): Three exams will be administered in class (dates noted below). These exams will involve a combination of multiple choice, short answer, and essay. You will get more information on the precise format closer to the exams. Each exam will consist mostly of the material covered in the weeks immediately preceding the exam, but you should expect some cumulative components given the nature of the material. You may make-up a missed exam with a **documented** excuse, but it is **incumbent upon the student** to contact the instructor to schedule a time to take the exam within one week of the actual exam date.

Research Paper (25%): Students are required to write **one research paper** for the course. The paper should be four pages, double-spaced, in 12-point Times New Roman font, with one-inch margins. It should be submitted both in **hard copy and using turnitin.com** (the latter is a plagiarism-detection program – instructions for this are provided in a separate document). You are required to use a minimum of five sources for your paper, and a majority must not be

internet-based (defined as a source that does not exist in hard copy—in other words, newspaper or journal articles that are available online do not count as ‘internet sources’). All sources should be properly cited in the text of the document as well as in a full bibliographic reference list at the end of the paper (the reference list does not count toward the four page limit). Any standard form is acceptable for citations and references, such as MLA, APA, and Chicago. Links and examples of proper referencing will be posted to Carmen. **All work must be your own—plagiarism will not be tolerated.** If you have questions about citation, finding good sources, or academic dishonesty (plagiarism), please let me know.

There are two options for this paper, with different due dates.

Topic #1. Due at the beginning of class Tuesday, February 19 (the beginning of week 7). Analyze the foreign policies of the current U.S. President, Barack Obama. Which of the theoretical traditions discussed in the course (realism, liberalism, or constructivism) best describes his foreign policy views/actions? This topic requires you to investigate what policies his administration has actually supported/enacted. For this paper, you may focus on the President’s foreign policy broadly defined, or you may choose a specific policy area (e.g. U.S.-China relations, etc.). My recommendation is that you focus on a specific policy area, given the short length of the paper. *Note: I am open to reading papers analyzing the foreign policy of the leader of a country apart from the U.S. for this paper option, but you must get it approved by me at least 2 weeks in advance.*

Topic #2. Due at the beginning of class Tuesday, April 2 (the beginning of week 13). For this paper, you will research a current issue in international politics. You will describe the issue/problem, what actors are involved, and provide an analysis that includes possible solutions and theoretical responses to the stated problem. You will be expected to discuss the issue in a sophisticated manner, integrating research and the theoretical perspectives that you learn in the course. For this paper **you must have your topic approved by me by March 10. To get approval, you should send me a short email identifying the topic of interest.**

Discussion Paper (10%): During each week of the semester, I will post a discussion topic in the content section of Carmen, usually containing a news item or other reference for you to peruse. Each student will submit one discussion paper at some point in the semester – which topic you choose to respond to is completely up to you. The paper should be 1-2 pages, double-spaced (12 pt Times New Roman), and should respond to the question in a thoughtful, informed manner, integrating relevant course material. In order to be graded and considered on time, the paper

should be submitted to the Carmen dropbox by Saturday at midnight during the week that the material and topic were presented.

Participation (10%): This course is designed around the expectation that we will engage in regular discussions about the course material and current events. Thus, 10% of the final grade will be based on in-class participation. To earn full points for participation, students should attend class and be prepared to ask questions and react to material from the readings and lecture. Attendance is not mandatory (i.e. I will not take roll), but absences will certainly harm your participation grade as it is hard to discuss an issue when you are not present!

Communication and Office hours

I will use in-class announcements, emails, and occasionally news items on Carmen to communicate with students in the class. Please check your email and Carmen frequently throughout the semester, as students are responsible for reading and understanding information and announcements.

You should feel free to email me any time with any questions about course materials or logistics. Please treat your email as a professional correspondence—be as clear and specific as possible. If I feel that the question and answer would be of interest to the class, I will likely send a class email or make an announcement in class (without identifying you).

In lieu of traditional office hours, I will hold office hours by appointment. In order to make an appointment, simply email me at least a day in advance of when you would like to stop by, and we will be able to arrange a mutually agreeable time to meet. I've found in the past that this option is more convenient for students, and should not in any way discourage you from meeting with me.

The course fulfills the following GEC requirements:

Social Science Goals:

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Organizations and Politics

Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and polities.
2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
3. Students comprehend and assess the nature and values of organizations and polities and their importance in social problem solving and policy making.

Global Studies

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Required Statements

Academic Honesty

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp). **I take this issue very seriously and will submit any cases of suspected academic misconduct to the committee—if you are confused *at all* about what constitutes dishonest practice, please consult with me.**

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Course Outline and Readings (Subject to change at the Instructor's discretion)

All readings are required unless specifically identified as optional.

Week 1: Tuesday, Jan 8

Introduction

- Introduction to the course
- Review Syllabus

Thursday, Jan 10

- International Relations as a discipline
- Normative/positive theory

Readings: Mingst & Arreguín-Toft ch. 1

Week 2: Tuesday, Jan 15

Conceptual Foundations of IR I

- Levels of Analysis
- Realism

Readings: Mingst & Arreguín-Toft ch. 3 (only pp. 65-76)
Thucydides, in Mingst & Snyder

Thursday, Jan 17

- Varieties of realism

Readings: Morgenthau ("A Realist Theory of International Politics), in Mingst & Snyder
Mearsheimer (p. 31-35 only), in Mingst & Snyder

Week 3: Tuesday, Jan 22

Conceptual Foundations of IR II

- Liberalism

Readings: Mingst & Arreguín-Toft ch. 3 (pp. 76-91)
Kant, in Mingst & Snyder
Wilson, in Mingst & Snyder
Hopf, "The Promise of Constructivism in International Relations" on Carmen

Thursday, Jan 24

- Constructivism

Readings: Hopf, "The Promise of Constructivism in International Relations" on Carmen

Week 4: Tuesday, Jan 29

The International System Level of Analysis

- Balance of Power
- Polarity, hegemony

Readings: Mingst & Arreguín-Toft, ch.4 (only pp. 93-101)

Morgenthau (“The Balance of Power”), in Mingst & Snyder
Ikenberry, Mastanduno, and Wohlforth, in Mingst & Snyder (**optional**)

Thursday, Jan 31

-Interdependence
- Constructivism and Norms

Readings: Mingst & Arreguín-Toft, ch. 3 (pp. 101-114)
Finnemore (“The Purpose of Intervention”), in
Mingst & Snyder

Week 5: Tuesday, Feb 5

State Level of Analysis

-Advantages/disadvantages of system level
- The state and state power

Readings: Mingst & Arreguín-Toft, ch. 5 (only pp. 115-137).

Thursday, Feb 7

-Society and models of foreign policy decision-making
-challenges to the state?

Readings: Mingst & Arreguín-Toft, ch. 5 (only pp. 137-154)

Week 6: Tuesday, Feb 12

The Individual Level of Analysis

-When do individuals matter?

Readings: Mingst & Arreguín-Toft, ch. 6 (pp. 155-164)
Saunders, in Mingst & Snyder

Thursday, Feb 14

-belief systems and information-processing
-mass publics
-review

Readings: Mingst & Arreguín-Toft, ch. 6 (pp. 164-172, 178-179)

Week 7: Tuesday, Feb 19

War and Violent Conflict I

-Trends in war
-Types of war and armed conflict

Readings: Mingst & Arreguín-Toft, ch. 8 (only pp. 231-261)

Thursday, Feb 21

-Causes of war and peace

Readings: Clausewitz, in Mingst & Snyder

Huntington, in Mingst & Snyder

Week 8: Tuesday, Feb 26

Exam I, in class

Thursday, Feb 28

Instructor Traveling – lecture online

War and Violent Conflict II

-Just War and Responsibility to Protect

Readings: Mingst & Arreguín-Toft, ch. 8 (pp. 261-264)
Evans, in Mingst & Snyder

Week 9: Tuesday, Mar 5

- preventing war and managing insecurity

Readings: Mingst & Arreguín-Toft, ch. 8 (pp. 264-281)
Jervis (“Cooperation under the Security Dilemma”), in Mingst & Snyder

Thursday, Mar 7

International Political Economy

-Perspectives on IPE

-free trade

Readings: Mingst & Arreguín-Toft, ch. 9 (pp. 283-311)
Gilpin, in Mingst & Snyder
Krugman “What do Undergrads Need to Know About Trade?” on Carmen

**Week 10 (March 11-15):
Spring Break!**

Week 11: Tuesday, Mar 19

International Political Economy

-Regional integration

-International economic organizations

-Eurozone Crisis

Readings: Mingst & Arreguín-Toft, ch. 9 (pp. 311-324)
Milner, in Mingst & Snyder

Thursday, Mar 21

Global Governance

-International Organizations

-The United Nations

-UN reform

Readings: Mingst & Arreguín-Toft, ch. 7 (pp. 181-210)

Week 12: Tuesday, Mar 26

-International Law

-Norms and TANs

Readings: Frieden, Lake, and Schultz “International Law and Norms” on Carmen
Keck and Sikkink, in Mingst & Snyder (**optional**)

Thursday, Mar 28

International Environmental Politics

-the global commons
-cooperation over environmental problems
-Case study: The global climate change regime

Readings: Mingst & Arreguín-Toft, pages 335-49
Hardin, in Mingst & Snyder

Week 13: Tuesday, April 2

Nuclear Weapons

-Nuclear deterrence and mutual vulnerability
-Non-proliferation treaty
-Nuclear Taboo

Readings: Sagan, Scott D. “Why Do States Build Nuclear Weapons?: Three Models in Search of a Bomb.”
International Security 21, no. 3 (December 1, 1996):
54-86. *on Carmen*
Tannenwald, “Stigmatizing the Bomb: Origins of the Nuclear Taboo” *on Carmen*

Thursday, April 4

*Instructor Traveling; Online
Lecture*

--Case study: nuclear weapons and Iran

Readings: Posen, in Mingst & Snyder

Week 14: Tuesday, April 9

Health and Disease

-AIDS as a globalizing issue
-functionalism and global health

Readings: Mingst & Arreguín-Toft, ch. 10 (only pp. 325-334)
Easterly, in Mingst & Snyder

Thursday, April 11

*Instructor Traveling; Online
lecture*

Human Rights

-Conceptualizing human rights

Readings: Mingst & Arreguín-Toft, ch. 10 (only pp. 349-360)
Sen, in Mingst & Snyder

Week 15: Tuesday, April 16

Human Rights

-humanitarian interventions

Readings: Power, in Mingst & Snyder

Thursday, April 18

Friday, April 26

Review

Final Exam 2:00-3:45pm