

## POLI 2057-02: Introduction to International Politics Fall 2019

**Instructor:** Simeon Burns

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Office Location: Stubbs Hall 307

Classroom: 129 Allen Hall 129

Course Time: T/TH 9:00– 10:20

Office Hours: T/TH 10:30-11:30, or by appointment

**I. Course Description and Objectives:** This is an introductory course into international politics, or international relations (IR). It will attempt to consider questions concerning the nature of society, anarchy, the state, and the state-system as well as explore the themes of war, peace, political economy, and social evolution. This will be a lecture and discussion-based class. The main ends this class aims to obtain is to familiarize the students with the various IR theories; to familiarize them with some of its practical subfields; and to enable each student to identify and apply the theoretical tools they acquire to interpret and analyze any IR content or setting they are presented with.

### II. Course Format

75% Lecture, 25% Discussion. Tuesdays will be entirely lecture and question-answer. Thursdays will be half lecture and half group discussion.

Required Books:

- Hallett, Edward. *The Twenty Years' Crisis 1919-1939*. Harper Perennial. 1964. 978-0061311222
- Kant, Immanuel. *Perpetual peace and other essays*. Hackett Publishing, 1983. 978-0915145478
- Scott, James C. *Against the grain: a deep history of the earliest states*. Yale University Press, 2017. 978-0300240214

**Grades:** Midterm 25%, Final 25%, Term Paper 25%, Attendance/Participation 15%, Four Summaries 10%.

Grading Scale:

**A+: 97-100**

**A: 93-96**

**A-: 90-92**

**B+: 87-89.9**

**B: 83-86**

**B-: 80-82**

**C+: 77-79.9**

**C: 73-76**

**C-: 70-72**

**D+: 67-69.9**

**D: 63-66**

**D-: 60-62**

**F: 59.9 and below**

**Exams (50%):** both will contain a short answer section and an essay section. There will a choice between two essays, of which the student will select one to write on. The first exam will cover the assigned class materials and lectures from the beginning of class until the test. The second exam will be non-cumulative but answering proficiently will require familiarity with exam one's materials. There is a no makeup policy unless the correct documents for the formally acceptable reasons are procured. If so, the instructor reserves the right to alter the exam's content relative to the collectively administered exam.

**Term Project (25%):** Students will have essentially four options concerning the Term Project. These will differ according to their choice of its form and the content.

### 1. Form

- a) **Essay** (Default). Writing a 2,200-word, 6-8 page essay. This essay must be: double spaced, have one-inch margins, **Times New Roman** Font sized 12, and page numbers at the bottom. There must be an original argument that the student, with the permission of the instructor, formulates and executes within the paper.
- b) **Alternative**. Proposing and submitting an alternative project. I am reasonably open to considering accepting other mediums that facilitate the learning and expression of the student. Again, the operative word is “reasonably”, so not everything will be automatically accepted out of fairness to the class. There are two main requirements: explicit permission of the instructor is required for this, and all these alternative projects must be completely original products created this semester based upon reading and contemplation of an assigned text(s). Any alternative project will have a two to three-page double-spaced interpretive summary handed in along with the project. NOTE: if the instructor’s permission is not obtained only an essay form paper will be accepted as a Term Project. Failure to do so will result in a 0 for the Term Project Grade.

### 2. Content

- a) **Interpretation and Analysis**. This Term Project may be on an abstract concept, theme, argument, specific thinker, or school of IR thought that is covered in the first part of the semester. This Project will consist of two major parts. 1. “What?” A description or summary of the relevant materials pertaining to the research question *in the student’s own words*, using quotations only when absolutely required. 2. “Why?” Two things will happen in here. (A) This section should follow the first section and is where the student “picks a side”, by either affirming or denying the previously summarized section. (B) This section’s portion is the student’s argument proper and where I expect the student to demonstrate their capacity of logical argumentation. This will be where the student defends their answer in (A).
- b) **Applied/Practical Case Study**. With this option the student may pick a current Conflict or Political Economy case study and do the following. (1) Interpret it (affirm) through an IR school of thought covered previously; (2) Use it as evidence and a means to criticize (argue against) a given school of thought. This last choice is more rigorous since it implicitly assumes an interpretation (choice 1), or positive knowledge of what is. The chosen interpretation informing the critique will have to be stated and logically established before the critique using a given case study occurs. Since this is the applied option less weight will be given to the theoretical work and more to the practical part.

### 3. General Term Project Guideless/Warnings

- a) **Sources**. On top of the primary text(s), multiple scholarly sources (academic books and academic articles) will be utilized for this project; no general search websites please. I expect each Term Project to have *three or more* extra sources on top of the primary source they employ (so about four minimum). Some Projects might require a few more.
- b) **Citations/Plagiarism**. Cite all materials you knowingly use from other sources. If there is a suspicion of plagiarism the requisite actions will be taken by the instructor. Footnotes instead of in text citations are fine if clearly demarcated.
- c) There must be absolutely no collaboration or referencing other students on any of the individually graded course work assignments (Term Project, Summaries).

- d) Refrain from large block quotes in your work. Small quotes when needed are fine. I will not accept the copy-pasting of large sections of someone else's words towards your paper's word count. It is not your argument/work, but someone else's.
- e) Must be submitted both electronically and in hard copy at or before December 3, 9:00 a.m. Exceptions to this must be agreed upon with the instructor.
- f) Approval. Although there is no grade listed for this step, I expect that each student will come and discuss both elements of the Term Project (form, content) for my authorization and feedback before the given deadline. NOTE: if the instructor's permission is not obtained, only an essay form paper will be accepted for a Term Project grade.

### **Attendance/Participation (15%)**

Attendance will be worth 8% of this while Participation will be worth the final 7%. Everyone will receive one unexcused absence. Attendance will be calculated by dividing number of classes attended/ # classes attendance taken-1.

NOTE: Please hold on to medical notes for common illness since I am unqualified to evaluate their legitimacy.

Participation will be graded according to the following elements:

- 1) **Any and all electronic devices of any kind, shape, or form are absolutely prohibited.** This is non-negotiable. No phone usage. No computers for "note-taking". No recording devices, no cellular watch usage etc.
- 2) Mental participation by staying focused on the class discussion and dialogue.
- 3) Verbal participation by asking substantive questions and responding to others both in lecture and especially in discussion groups. Since the discussion portion is about a 25%-33% of the class time your ability/failure to read and contribute to this portion is important.
- 4) Bringing your text to class and using it, especially during discussion.

### **Summaries (10% total: 2.5% each)**

There will be four reading summaries worth 2.5% each. I will assign two at the end of a given class, one during each half of the semester and these will be submitted in hard copy and electronic form at the beginning of the following class. The other two I leave up to you to complete according to the following criteria; you may only complete one each half of the semester. If no summary is submitted during its respective half of the semester, defined by the midterm, then the student forfeits those points. These summaries will at most be one page, single spaced, and include the student's own description of the argument for that day's assigned readings.

**Extra Credit:** I am open to idea suggestions for class EC opportunities. These must be proposed to the instructor for approval, so take the initiative! I will decide the point assignment.

## **III. University Formalities/Resources**

### **General Education:**

"The general education of LSU students spans the four years of undergraduate study. In courses designated as general education, students begin a process of developing competencies or essential learning outcomes which continues through their study in upper-level elective courses

and courses in the major field of study. LSU's General Education Component represents a conviction on the part of the faculty that LSU graduates will be able to communicate effectively through multiple media; will have a basic appreciation of historical, cultural and philosophical complexity; will be aware of the economic, political, cultural, and linguistic factors which inform global interdependence; will be able to identify and solve important problems through research-based inquiry which employs scientific and mathematical methods, and appropriate technology; and will have the requisite abilities and motivation to participate effectively in the civic life of communities."

**Humanities and Social Sciences Competency Statement:** "LSU graduates will demonstrate an understanding of the informing factors of global interdependence, including economic forces, political dynamics, and cultural and linguistic difference."

**Integrative Learning Core:** "Integrated learning allows students to make simple connections among ideas and experiences and across disciplines and perspectives. The LSU Integrative Learning Core (ILC) curriculum is designed to develop student abilities to transfer their learning to new situations, and demonstrate a sense of self as a learner. A fundamental goal of the ILC is to foster students' practical and intellectual capacities associated with integrative learning in preparation for high competence and functionality in their post-baccalaureate careers. This course fulfills the BOR Area of *Social/Behavioral Sciences* and provides students experience with the ILC proficiency of *Global Learning*."

**Special accommodation:** Please contact the Disability Services, 115 Johnston Hall, (225) 578-5919. [www.lsu.edu/disability](http://www.lsu.edu/disability)

**LSU Writing Center:** <https://www.lsu.edu/academicaffairs/cxc/writing.php>; 225-578-7795, [cxc@lsu.edu](mailto:cxc@lsu.edu).

**Plagiarism Policy:** The Student Advocacy and Accountability's Website <https://www.lsu.edu/saa/students/codeofconduct.php> defines some forms of Academic Misconduct. Plagiarism is defined as "Lack of appropriate citation, or the unacknowledged inclusion of someone else's words, structure, ideas, or data; failure to identify a source, or the submission of essentially the same work for two assignments without permission of the Instructor." Collaboration as "Unauthorized interaction between two or more individuals on any academic work by giving, receiving, or otherwise sharing information without permission of the Instructor."

## IV. Course Contents

### Section I: Introduction & Historical Context of International Relations

#### Weeks 1-2: Anarchy... and State

- ❖ 8/27 Syllabus and Introduction
- ❖ 8/29 Azar Gat. 2006. "Motivation: Food and Sex" in *War in Human Civilizations*. P. 41-86.
- ❖ 9/3 James C. Scott. 2018. Chapters 1-3 in *Against the Grain*. P 37-115.

- ❖ 9/5 James C Scott. 2018. Selections from Chapters 4-5 in *Against the Grain*. P. 116-157; 166-173.

## **Section II: International Relations Theories**

### **Week 3: Introduction to Thinking about International Relations**

- ❖ 9/10 Edward Carr. 1964. Chapters 1-4 in *The Twenty Years' Crisis, 1919-1939*. P. 1-62.
- ❖ 9/12 Edward Carr. 1964. Chapters 5-7 in *The Twenty Years' Crisis, 1919-1939*. P. 63-99.

### **Week 4: Classical Realism**

- ❖ 9/17 Thomas Hobbes. 1994. 13-14, & 17 in *The Leviathan*. Hackett Press. P. 74-88, 106-110.
- ❖ 9/19 Thomas Hobbes. 1994. 18-20 in *The Leviathan*. Hackett Press. P. 110-123, 127-132.

### **Week 5: Liberalism**

- ❖ 9/24 Immanuel Kant. *Idea for a Universal History & Perpetual Peace*. P. 29-39, 107-125.
- ❖ 9/26 Ikenberry, G. John. "The end of liberal international order?". *International Affairs* 94, no. 1 (2018): 7-23.

### **Week 6: Structural Realism (Neorealism)**

- ❖ 10/1 Waltz, Kenneth. 1979. Selections from *Theory of International Politics*. Long Grove, IL: Waveland Press. P.79-101, 161-170.
- ❖ 10/3 Mearsheimer, John J. 2014. "Anarchy and the Struggle for Power" in *The Tragedy of Great Power Politics*. New York, NY: W. W. Norton & Co. P. 29-54.

### **Week 7: War and Information ("Reasonable Choice") & Midterm**

- ❖ 10/8 Geoffrey Blainey. 1988. "The Peace That Passeth Understanding" and "The Abacus of Power" in *The Causes of War*. Pp. 3-17 & 108-124.
- ❖ 10/10 Midterm

### **Week 8: No Class**

- ❖ 10/17 Instructor out of town
- ❖ 10/19 Fall Break

### **Week 9: Social Constructivism**

- ❖ 10/22 Wendt, Alexander. 1992. "Anarchy is What States Make of It." *International Organization* 46: 391-426.

- ❖ **10/24** Wendt, Alexander. 1995. "Constructing International Politics." *International Security* 20 (1): 71-81.

### **Week 10: Equilibrium and Change in the International System**

- ❖ **10/29** Gilpin, Robert. 1983. "The Nature of International Political Change" *War and Change in World Politics*. P. 9-49; Fukuyama, Francis. 1989. *Have we reached the end of history?*. No. RAND/P-7532. RAND CORP SANTA MONICA CA.
- ❖ **10/31** Hoppe, Hans-Hermann. 2001. "On Time Preference, Government, and the Process of Decivilization" in *Democracy—the god that Failed: The Economics and Politics of Monarchy, Democracy and Natural Order*. Transaction Publishers. P. 1-44.

## **Section III: Applied International Relations**

### **Week 11: Conflict Among and Against States:**

- ❖ **11/5** Mearsheimer, John J. 2014. Chapter 5 in *The Tragedy of Great Power Politics*. New York, NY: W. W. Norton & Co. P. 138-167; Pape, Robert A. 2003. "The strategic logic of suicide terrorism." *American Political Science Review* 97, no. 3. P 343-357.
- ❖ **11/7** Scott. James C. 2009. "State Evasion and State Prevention: The Culture and Agriculture of Escape" in *The Art of Not Being Governed*. Yale University Press. P. 178-187, 190-196, 207-216.

### **Week 12: International Organizations/Laws:**

- ❖ **11/12** Bull, Hedley. 1977. "International Law and International Order" in *The Anarchical Society: a study of order in world politics*. Columbia University Press. P. 127-161.
- ❖ **11/14** Mearsheimer, John J. 1994. "The false promise of international institutions." *International Security* 19, no. 3. 5-49.

### **Week 13: IPE Foundations: (Term Project Proposal Deadline Nov. 19th at 11:30 a.m.)**

- ❖ **11/19** Rothbard, Murray N "What Determines Prices: Supply and Demand" and "Money and Overall Prices" in *The Mystery of Banking, The*. Ludwig von Mises Institute, 1983. P 15-41; Rothbard, Murray N. "The Law of Marginal Utility" in *Man, Economy, and State with Power and Market-Scholar's Edition*. Ludwig von Mises Institute, 2004. P. 21-33; Polanyi, Karl. 2001. "The Self-Regulating Market and the Fictitious Commodities: Land, Labor, and Money" in *The Great Transformation*. P. 68-76.
- ❖ **11/21** Karl Polanyi. 2001. "Disruptive Strains" in *The Great Transformation*. P. 209-219.

### **Week 14: IFI/Capital**

- ❖ **11/26** Cohen, Benjamin J. 1982. "Balance of Payments Financing: Evolution of a Regime". *International Organization* 36(2): 457-478; <https://www.economist.com/the-economist-explains/2016/09/09/what-is-the-impossible-trinity>.

❖ 11/28 Thanksgiving Break

**Week 15: Globalization/Conclusion (Term Projects due Dec. 3 at 9:00 a.m.)**

❖ 12/3 Blanton, Shannon L., and Charles W. Kegley. 2014. *World Politics: Trend and Transformation, 2013-2014 Update Edition*. Cengage Learning. P 356-389. **Term Project Due.**

❖ 12/5 <https://www.theatlantic.com/magazine/archive/2018/10/yuval-noah-harari-technology-tyranny/568330/>;  
<https://www.theguardian.com/lifeandstyle/2018/sep/22/regular-body-upgrades-what-will-humans-look-like-in-100-years>.

**Week 16: Second Exam: Thursday, December 12<sup>th</sup>, 12:30-2:30 p.m.**