

Instructor: Dr. Shawna K. Metzger
 Lecture: MW, 3:30-4:50pm (Section 1)
 MW, 5:00-6:20pm (Section 2)
 Location: Morton Hall 40

Office: Tyler Hall 425
 Office Hours: WH, 12:00-1:30pm
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Course Description

This course is an introduction to the study of international relations (IR). The academic study of world politics focuses on explaining and understanding the events occurring among different individuals, groups, and countries in the world. We ask questions like: Why do wars occur? Why are some countries rich and other countries poor? What explains differences in countries’ trade policies? How can small groups, like terrorists, affect policies within and among countries? The course is required for GOVT, IR, and IR/JDP majors. It also serves as a prerequisite for every 300-level IR course.

To answer the questions we have about world events, and to understand the impact these events have on our lives, the course moves in four sections. Section I contains basic concepts often employed in international relations. We focus on three concepts (interests, interactions, and institutions) that serve as the building blocks of theories and arguments, and discuss two major IR theories as illustrations of I³ in action. The remaining three sections apply these tools by examining specific subfields within IR. Section II deals with international conflict; Section III, international political economy (IPE); and Section IV, international organizations (IOs) and transnational politics.

Course Objectives

For this specific offering of GOVT 204, you should be able to do the following upon course completion:

1. Name the two theories discussed during Section I of the course and be able to recall their definitions, defining characteristics, and assumptions
2. Awareness of the different areas within international relations discussed in Sections II, III, and IV, including their scope definitions, defining controversies, and area-specific issues
3. Identify basic international relations concepts in day-to-day life, including the basic IR theories and area-specific concepts, and be able to offer a more thoughtful interpretation of world events using these tools

Course Expectations

I have four broad expectations regarding your knowledge of the material and your degree of effort. First, I expect you to learn the material. Second, learning the material comes from putting effort into preparing for the relevant assignments each class. For that reason, I expect you to prepare for class that day, regardless of the nature of the assignment. Third, if a concept does not make sense in class,

or if you are unsure about an assignment, I expect you to contact me. Finally, class starts at 3:30pm (Section 1) or 5:00pm (Section 2). Be here on time.

In return, you can expect certain things from me. First, I will be prepared for each class so the information is presented as coherently as possible to you. Second, I will not waste your time with menial readings or other coursework. Third, assignments will be graded fairly and returned promptly. Promptness also extends to email responses, where you can expect a reply to any emails you send within 36 hours on weekdays, unless told otherwise. Finally, class ends at 4:50pm (Section 1) or 6:20pm (Section 2). I will always make a serious effort to end class at that time.

In short: If I am willing to put forth the effort to make the class work, I expect no less from you.

Use of Technology during Class

Electronic devices—computers, tablets, mobiles, MP3 players—have revolutionized our lives. The classroom is no exception. While these devices have many beneficial qualities, they can create a discordant learning environment if they are used inappropriately during class.

Examples of inappropriate behavior include, but are in no way limited to: wearing headphones during class, sending texts, ringing phones, playing games on your cell, checking your email, surfing the internet (e.g., Facebook, Twitter, Tumblr), and working on coursework for other classes. Such usage is distracting to your fellow students, and it is disrespectful to the professor.

To promote a positive learning environment, anyone caught using electronic devices inappropriately during class will be penalized. **Your final course grade will be lowered by one half-letter grade for every infraction.** For example, if your final course grade is an A-, but you are caught texting once, it will be lowered to a B+. If you are caught twice, it will be a B.

You are allowed to use your laptop to take class notes. I only ask you be considerate and sit toward the sides or back of the classroom, so that no one behind you will be distracted by your screen. However, if you are caught doing anything other than notetaking, the same penalty applies.

This policy applies to everyone, no exceptions. Even I silence my cell before class starts. In the rare event of *truly* exigent situations (e.g., family emergency), where you cannot avoid violating this policy, you must let me know before class starts. I will not hear appeals after the penalty is assessed. I will point you to this paragraph, albeit sympathetically.

Reading Material

The course has one required textbook, abbreviated “WP” in the course outline:

Frieden, Jeffrey A., David A. Lake, and Kenneth A. Schultz. 2016. *World Politics: Interests, Interactions, Institutions*. 3rd ed. New York: W.W. Norton. (ISBN: 9780393938098)

The book is available for purchase at the campus bookstore. A copy of the book has also been placed on course reserve at Swem, where you can check it out for 3-hour increments. Additionally, it is available in eBook form, at a much lower cost (<https://bit.ly/2wq9ZoA>). Be aware the eBook license lasts only 180 days. The first three chapters of the eBook are available if you sign up for trial access.

Aside from the text, there are two other types of reading present in this course:

- Additional readings. These readings are not found in the required text, and are posted on Blackboard under the “Course Documents” section.
- Current events. Political science can be boring without looking at real-world occurrences. For that reason, I expect you to follow the news and be aware of the bigger events. Keeping up with current events is also pertinent for your current event report assignments. I suggest signing up for

daily news e-mails from a major news provider or two, such as the BBC, *New York Times*, *Washington Post*, or *Wall Street Journal*.¹

The textbook's publisher has set up a website containing study materials from the text and news feeds from the BBC and *NYT*. It is from an earlier edition of the book, but you may find the site useful in preparing for tests or keeping abreast of world events:

<http://wwnorton.com/college/polisci/worldpolitics2/>

Course Grade and Assessments

Students' final course grades have four major elements:

- | | |
|-------------------------------|-----|
| 1. Two examinations: | 66% |
| <i>Midterm</i> | 23% |
| <i>Final exam</i> | 43% |
| 2. Two quizzes: | 18% |
| 3. Two current event reports: | 11% |
| <i>Report #1</i> | 4% |
| <i>Report #2</i> | 7% |
| 4. Class participation | 5% |

GRADE RANGES

Grade cutoffs may be adjusted, depending on overall performance. Numerical grades generally correspond to the following letters:

94-100	A	84-86	B	74-76	C	0-64	F
90-93	A-	80-83	B-	70-73	C-		
87-89	B+	77-79	C+	65-69	D		

Be aware: I am a tough grader. I believe it better to be pleasantly surprised at the end of the semester than the reverse. If the final overall course grades are low, I do consider curving.

Incomplete grades ("I") will not be given, except in extenuating circumstances.

IMPORTANT DATES OF NOTE

All assignments are due on the date listed by 3:30pm for *all* students. You will submit your work using the "Assignment Submission" menu item on Blackboard, and then selecting the appropriate link. Late assignments will not be accepted. Plan accordingly.

- *Add/Drop Deadline* 07 September 2018 (F)
- Section I Quiz 17 September 2018 (M)
- Current Event Report #1 10 October 2018 (W)
- Midterm 17 October 2018 (W)
- *Withdrawal Deadline* 26 October 2018 (F)
- Section III Quiz 07 November 2018 (W)
- Current Event Report #2 21 November 2018 (W)
- Final Exam
 - Section 1 Tuesday, 11 December 2018, 9am-12pm (Morton Hall 40)
 - Section 2 Wednesday, 12 December 2018, 7-10pm (Morton Hall 40)

¹ W&M is part of a pilot program that offers free access to the *Washington Post*. From campus, sign up here: <https://wapo.st/2NfwMLb>.

SEMINAR PARTICIPATION

Most class periods will contain at least one activity, ranging from group work to silent self-reflection. These activities are intended to stimulate your thinking about the topic we have been discussing, so as to help you understand and learn it. You are expected to participate fully.

I reserve the right to hold pop quizzes at any time, should I suspect anyone is not doing the course readings or is not paying attention. The quizzes contribute to this section of your grade.

EXAMS

Exams comprise multiple choice and short answer questions. Material will come mostly from the lectures, but assigned readings and basic current event knowledge are also fair game. The final exam is cumulative. Exam dates are listed above.

Absences from the scheduled examination are governed by University-level policies. They are available for you to view on the registrar's website.

QUIZZES

Quizzes comprise 10-20 multiple-choice questions, usually worth half a point each. They are meant to test your comprehension of the topics discussed in Section I or III's lectures. They are primarily focused on class objectives. The amount of study time is significantly reduced if you are paying attention in class, are taking good notes, and are participating regularly in the discussions.

REPORT

The current event report is aimed at developing your ability to critically read a news report about a current world event by identifying concepts we have discussed in class and breaking the report into familiar component parts. The first report is not graded beyond a check for completion and general quality, whereas the second is. The report instructions are included at the end of the syllabus (p. 8).

Academic Integrity

All W&M students are bound by the Honor Code,² which has existed since at least 1799 and is the oldest honor code in the US. The student-led honor system is responsible for resolving any suspected violations of the Code. Any Code violations (e.g., cheating, plagiarism) will be prosecuted according to the policies laid out in the Student Handbook.³

You are allowed to confer with your classmates about the assignments as you complete them, as is typical in most classes. However, the work you turn in must ultimately be your own. All of the assignments are to be completed by an individual, not a collective. Thus, any assignment must reflect your understanding of the subject matter—e.g., it must be in *your* words, with its organization reflecting *your* line of reasoning. Borrowing someone else's words is a form of plagiarism, as is borrowing their organizational structure.

Academic integrity violations tend to happen when individuals feel like they have no other way to complete an assignment on time and/or correctly. If you ever feel lost, confused, overwhelmed, or pressured by an assignment, please: do not cheat, plagiarize, etc. Your education is serious business, but it should not come at the cost of sacrificing your morals and personal integrity.

Instead, stop by to talk to me. My door is always open, and our conversations will remain between us. I am on your side at the end of the day, but I cannot help if you do not ask for it, nor can I help if you wait too long to ask. (I cannot work miracles.) I am willing to work with you to complete the

² <http://www.wm.edu/honor>

³ <http://www.wm.edu/studenthandbook>

assignment if you contact me *at least 24 hours before the due date*. This can include granting an extension, should I see fit. Some accommodations will entail point deductions, so as to be fair to your classmates, but your grade would still be higher than it would if you were caught cheating.

Simply put: you should never feel academic dishonesty, cheating or otherwise, is your only option. If you engage in such behavior, I will come down on you. Hard.

Disability Accommodations

W&M accommodates students with disabilities in accordance with federal laws and university policy. Any student who feels s/he may need an accommodation based on the impact of a learning, psychiatric, physical, or chronic health diagnosis should contact Student Accessibility Services staff at 757-221-2509 or sas@wm.edu. Please also let me know; our conversations will remain confidential. SAS will then determine if accommodations are warranted and provide an official letter of accommodation. See www.wm.edu/sas for more information.

Title IX Obligations

Title IX is a federal civil rights law pertaining to discrimination, passed as part of the Education Amendments of 1972. It reads, in full:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.⁴

Discrimination can be sexual and/or non-sexual in nature.⁵

Like 7000 other post-secondary institutions in the US, W&M is subject legally to Title IX. W&M also believes in what Title IX represents—a safe, diverse community is something we pride ourselves on, and Title IX violations are most certainly inconsistent with these ideals. The law stipulates very specific requirements for reporting any violations or allegations thereof.

If I see or hear about a possible Title IX violation occurring to a W&M student, **I am *required*, by federal law, to report it to W&M's Title IX Coordinator**. This is true regardless of whether the incident occurred to you (vs. a friend), whether it happened recently (vs. a few weeks ago, months ago...), whether you intended to tell me, and whether you want the information reported. The same reporting rules hold for nearly all W&M staff, faculty, and administration.

There are three W&M offices whose employees are *not* required to report possible Title IX violations: the Haven (757-221-2449), the Counseling Center (757-221-3620), and the Student Health Center (757-221-4386).

Remember: while W&M employees are obligated to report violations, we also feel strongly about doing so, because we are deeply committed to ensuring your and your classmates' safety. The law simply codifies, and gives strong legal heft to, the beliefs and tenets that already epitomize W&M.

Course Outline: Topics, Reading List

The class will be a combination of lecture and seminar. I rely on PowerPoint as a structuring tool for discussion. The presentations have a small amount of text by design, and ***are not meant to be substitutes for taking class notes!*** They are meant to serve as a topical outline for the discussion, which—to reiterate—means they are not meant to capture each class word for word.

⁴ https://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html

⁵ See https://www.wm.edu/offices/compliance/title_ix_coord/index.php for more examples.

Presentations will be posted on Blackboard by 6:00am on the day of class, should you want to print the slides for taking notes. Any abbreviations in the presentation are summarized on the last slide.

The readings are to be completed for the class under which they are listed. You may find it helpful to read them in the order they appear.

Section I: Basic Concepts

- 1.) Aug. 29 Introduction
Orwell, "Politics and the English Language"
- 2.) Sep. 3 History of the System (Focus: Pre-Cold War)
WP, Ch. 1, all
- 3.) Sep. 5 I³: Actors, Interests, Interactions
WP, Ch. 2, pp. 42-67
- 4.) Sep. 10 I³: Institutions
WP, Ch. 2, pp. 67-81
- 5.) Sep. 12 Realism, Liberalism
WP, Introduction, pp. xxvii-xxxii
Mingst, Ch. 3, pp. 62-71
- 6.) Sep. 17 Section I Quiz, Why War (intro)
WP, Ch. 3, pp. 88-90, 96-101

Section II: Conflict

- 7.) Sep. 19 Why war?
WP, Ch. 3, all
- 8.) Sep. 24 Domestic Politics and War (Focus: non-DPT)
WP, Ch. 4, all
- 9.) Sep. 26 International Institutions and War: Alliances
WP, Ch. 5, pp. 184-203
- 10.) Oct. 1 International Institutions and War: CSOs
WP, Ch. 5, pp. 203-233
- 11.) Oct. 3 Case Study: The UN, The Korean War
Bova, pp. 147-162
Albright, "Think Again: The United Nations"
Stoessinger, Ch. 3, all
- 12.) Oct. 8 Violence by Non-State Actors: Civil Wars
WP, Ch. 6, pp. 234-264
- 13.) Oct. 10 Group Revisions
Farrell, "Good Writing in Political Science"
<<Current Event Report #1 due: 3:30pm, Blackboard>>
- 14.) Oct. 15 No class, Fall Break
- 15.) Oct. 17 Midterm

Section III: IPE

- 16.) Oct. 22 International Trade: Domestic Factors
WP, Ch. 7, pp. 290-313, 334-339

- 17.) Oct. 24 International Trade: International Factors
WP, Ch. 7, pp. 313-339
 Kono, "Optimal Obfuscation"
- 18.) Oct. 29 International Finance (Focus: FDI)
WP, Ch. 8, all
- 19.) Oct. 31 Money (Focus: Domestic)
WP, Ch. 9, all
- 20.) Nov. 5 Development
WP, Ch. 10, all
- 21.) Nov. 7 Section III Quiz, Current Event Discussion/Catch-Up Day

Section IV: IOs and Transnational Politics

- 22.) Nov. 12 International Law and Norms
WP, Ch. 11, all
- 23.) Nov. 14 Case Study: WTO
WP, Ch. 7, pp. 320-321 (reread)
 Oatley, Ch. 2, pp. 18-23
 CFR Explainer: "What's next for the WTO?"
 <<https://www.cfr.org/backgrounder/whats-next-wto>>
 CFR Explainer: "How Are Trade Disputes Resolved?"
 <<https://www.cfr.org/backgrounder/how-are-trade-disputes-resolved>>
- 24.) Nov. 19 Democracy Promotion
 Carothers, "Democracy Assistance: Political vs. Developmental?"
 Silver, "Soft Power: Democracy-Promotion and US NGOs"
 <<https://www.cfr.org/backgrounder/soft-power-democracy-promotion-and-us-ngos>>
 Tucker, "Building Blocs"
- 25.) Nov. 21 No class, Thanksgiving Break
 <<Current Event Report #2 due: 3:30pm, Blackboard>>
- 26.) Nov. 26 Human Rights
WP, Ch. 12, all
- 27.) Nov. 28 WMDs
WP, Ch. 14, pp. 579-590
- 28.) Dec. 3 Violence by Non-State Actors: Terrorism
WP, Ch. 6, pp. 264-289
 Thomas, "Rewarding Bad Behavior"
- 29.) Dec. 5 Course Wrap, Review
WP, Introduction, pp. xx-xxxi (reread)
 Drezner, "Night of the Living Wonks"
- Dec. 11 Final Exam (Section 1)
 9:00am-12:00pm
- Dec. 12 Final Exam (Section 2)
 7:00-10:00pm

Current Event Report

Background

Anyone can talk about politics, but few people can do so intelligently and well. The current event report assignment is aimed at developing your ability to read a news report about a current world event, identifying concepts we have discussed in class, and breaking the report into familiar component parts to help you think about the event in a critical way. Because you are reading the news daily, finding an appropriate article should not require much additional work on your part. You will do two of these reports over the course of the semester.

Instructions

Find a news article from the past six months that you believe relates to something we have discussed in class. The article must be from a news outlet (no blogs allowed), and it cannot be an event we have discussed in class. While reading the article, make note of seven items:

1. Location of the article (save a copy of the article and include it in your submitted PDF)
2. A *brief* (i.e., a few sentences) summary of the article
3. What international relations subfield it ‘falls’ under (conflict, IPE, IO; the article may easily fall under multiple subareas)
4. Name of main actors involved (e.g., Canada, the UN, al-Qaeda)
5. Type of actor(s) involved (e.g., state, substate, international organization, transnational actor)
6. What course concept(s) you believe is/are present in the article, including the definition of the term(s) or concept(s) (preferably from the textbook)
7. Why you think the article demonstrates the concept from #6 (~1-3 paragraphs in length)

Procedural

DUE DATES

- The two reports are due on the date listed by 3:30pm for *all* students.
 - Report #1: 10 October 2018 (W)
 - Report #2: 21 November 2018 (W)
- You will submit all your work via Blackboard (see below).
- **Late assignments will not be accepted. Plan accordingly.**

FORMATTING

- You should use word processing software to type your assignments.
- In line with standard academic practice, you should appropriately cite any sources to which you refer or paraphrase. This includes, but is not limited to, the textbook and any other reading from the course. Political science uses Chicago author-date as its citation format.
- Your document should:
 - Have 1-inch margins
 - Be double spaced
 - Use a serif or sans-serif font face
 - Have a font size no smaller than 12 points

SUBMISSION

- Please submit assignments as PDF files.
- Please **do not include your name** on your assignment. I grade everything anonymously.
- Upload your files via the “Assignment Submissions” menu link on Blackboard.
- Each assignment has its own submission link. Make sure you click the correct link. Uploading files using the wrong link is not an acceptable excuse for late assignments.
- You must also bring a hard copy of the first report with you to class on 10OCT (Class 13).

Example

1. Location of the article
<http://news.bbc.co.uk/2/hi/africa/6244889.stm> (dated 07JAN2007)

2. Brief summary of the article

The article discusses recent remarks by opposing factions regarding the enforcement and implementation of the 2005 peace accord that ended the Sudanese Civil War. The Southern leader claims that promised changes have not occurred, such as sharing oil revenues, while the Northern leader retorts that the South's slow pace to fulfill certain aspects of the deal is to blame.

3. IR area
Conflict (civil war)

4. Name of main actors involved

- Northern Sudan (current sitting government in Khartoum)
- Southern Sudan ("rebels" during civil war, located in Juba)

5. Type of actor(s) involved
Domestic groups/factions

6. Course concept present
Peace agreements and credible commitments (see pp. 254-256; pp. 244-245 mention Sudan)

commitment problem: a potential bargaining failure that arises when a state cannot make a promise "not to use force to revise the settlement at a later date" (p. 118)

credible commitment: commitment or promise that the recipient believes will be honored (p. 109)

7. Why is #6 present?

This article is an example of a post-settlement commitment problem. The Second Sudanese Civil War lasted approximately 21 years and 7 months (1983-2005),⁶ pitting the Arab, Muslim North against factions in the black, animist/Christian South (Sarkees and Wayman 2010, 445). When the war ended, the Northern factions had clear bargaining and power advantages over the South. The North retained control of the existing state institutions and military, while the South merely received representation in the government. Large power disparities such as these—and disparities that will persist into the future—indicate commitment problems may arise during negotiations, making it less likely that an agreement will be reached in the first place, or that any signed agreement will be honored at a later date.

The article suggests concerns about a commitment problem in the Sudanese case have merit. As of 2007, Northern leaders appear to be reneging on parts of the 2005 peace agreement, and Southern leaders are becoming frustrated with the practice. Arguably, the credibility of the peace agreement is being threatened. If the agreement is no longer viewed as a credible promise of peace, mistrust between the two sides may increase, raising the chance of renewed conflict.

Note that because there appears to be no external guarantor to the peace agreement (e.g., the UN, the US), the South has no actor to whom it can appeal to for help in enforcing the agreement. Presence of an external guarantor potentially could make the agreement more credible; lack of a guarantor appears to be negatively impacting the agreement's credibility and effectiveness.



Figure 1: Map of Sudan
(from BBC article cited in #1)

⁶ COW Intrastate War dataset, v4.1, war #836.