

# Introduction to International Relations

Gabriella Levy

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Office Hours:

Teaching Assistants:

Teaching Assistant Office Hours:

## Course Overview:

International Relations (IR) is the study of conflict and cooperation between countries. This introductory course is designed to acquaint students with the theoretical and empirical study of world politics. We will examine questions of war and security, international cooperation, political economy, and international law and human rights. By the end of the course, students should be able to:

- 1) Compare, contrast, and appraise key schools of thought in IR
- 2) Explain both historical cases and current events by drawing on IR theories
- 3) Assess the feasibility and effectiveness of possible policy solutions to modern international problems
- 4) Express their views on the course material and world politics more broadly while respectfully engaging with the views of others

## Required Readings:

You are expected to come to class having read the pages assigned for that day. There are two required texts for this course. You are welcome to purchase or rent the textbooks, and they are also available at the Perkins' library course reserve.

Joseph S. Nye Jr. and David A. Welch, *Understanding Global Conflict and Cooperation: An Introduction to Theory and History*, 10<sup>th</sup> Edition (Pearson, 2017). → hereafter referred to as “NW”

Robert J. Art and Robert Jervis, *International Politics: Enduring Concepts and Contemporary Issues*, 13<sup>th</sup> Edition (Pearson, 2017). → hereafter referred to as “AJ”

All other readings will be posted on Sakai. Additionally, please follow international events in a prominent newspaper such as the *New York Times* or the *Washington Post*. Some of the questions on the pop questions in discussion sections will have to do with relevant news stories.

## Assignments:

<i>Assignment</i>	<i>Percentage</i>	<i>How it will be assessed</i>	<i>Date</i>
Class Participation	15	Attendance & participation in weekly discussion sections + 5	Every week

		pop quizzes administered in discussion sections	
Take-Home Midterm	20	5-page paper	Due class 8
In-Class Midterm	25	Short answers + 1 essay	Class 17
Final Exam	40	Short answers + 2 essays	See University Exam Calendar

The pop-quizzes administered in section will concern the readings as well as major news stories from the week which are relevant to the course. The take-home midterm essay will require you to consider which of the major IR paradigms best explains a recent event in world politics. I will give you four options of world events to choose from, along with all necessary summary resources regarding the events in question, in class six. Possible events could include, for example, the passage of the Joint Comprehensive Plan of Action or the Russian invasion of Ukraine. The in-class midterm will focus on the content in sections 3 and 4. The final exam will cover the entire course, with particular emphasis on sections 5 and 6. Each in-class assessment will ask you to identify and explain the significance of a range of terms in the short answers and then to choose between several essay options.

### **Policies:**

*You are expected to attend both the twice-weekly lecture and the weekly discussion sections that you are enrolled in.* The teaching assistants will be taking attendance at the weekly discussion sections. If you must miss a discussion section, you must provide your TA with documentation of the reason for the absence in order for it to be excused. Each student can take one unexcused absence from discussion sections without a penalty, and all further unexcused absences will result in a 5% reduction of the class participation grade. Similarly, although there will be 5 pop quizzes, I will drop your lowest pop quiz grade. I will not be taking attendance at lecture, and you do not need to alert me to the fact that you will be absent. However, if you miss lecture, you will miss important course content.

Missed/rescheduled in-class examinations (in-class midterm and final exam) or extensions for take-home assignments (take-home midterm) can be accommodated with proper documentation of illness or personal emergency. Missed examinations or extensions due to university events or religious holidays may also be accommodated with two weeks' notice. Additionally, I will accept late at-home assignments (take-home midterm), but each day that the assignment is late without an extension will result in a 5% reduction on the grade. For take-home assignments, all essays should be double-spaced, with 12-point Times New Roman font and 1-inch margins.

If you would like me to review a graded assignment, I will happily do so. Please direct your requests for regrading to me, rather than to the teaching assistants, and please submit your requests in writing. You must wait 48 hours between the time you receive the graded assignment and when you contact me. I reserve the right to raise or lower your grade.

I expect you to comply with the Duke Community Standard. You can find details at <https://studentaffairs.duke.edu/conduct/about-us/duke-community-standard>.

## Resources and Support:

- 1) My goal is to create a learning environment that supports a diverse range of perspectives, experiences, and identities.
  - The topics that we’re covering in this class are often difficult, not just intellectually but also emotionally. While I expect rigorous discussion and even disagreement in the course of our class discussions, I ask that you engage in discussion with care and empathy for the other members in the classroom. I will not tolerate insults; gender or racial slurs; or any other form of bullying, intimidation, or hate speech. I expect all members of this class to contribute to a respectful, welcoming, and inclusive environment for every other member of this class.
  - If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know!
  - If you have already registered with the Student Disability Access Office, please meet with me early in the course to discuss, plan, and implement your accommodations in this course.
  
- 2) Resources:
  - I recommend that students take full advantage of the Thompson Writing Program’s Writing Studio (<https://twp.duke.edu/twp-writing-studio>) as well as the office hours of myself and the TAs for the course.
  - Counseling and Psychological Services (CAPS) (<https://studentaffairs.duke.edu/caps> or 919-660-1000) can help students who are having difficulties managing stress, adjusting to college, feeling anxious or depressed, or more.
  - For tips on how to read academic articles, I recommend the following resources, courtesy of Amelia Hoover Green and Leanne C Powner:
    - i. [https://calgara.github.io/Pol157\\_Spring2019/howtoread.pdf](https://calgara.github.io/Pol157_Spring2019/howtoread.pdf)
    - ii. <https://www.leannepowner.com/tchdocs/readingsps.pdf>

## Schedule:

Date and Subject	Readings	Assessments
<i>Section 1:</i> <i>Introduction</i>		
Class 1: Introduction		
Class 2: What is international politics?	1) NW, Chapter 1 2) AJ, Thucydides, “The Melian Dialogue”	
Class 3: Tools and Techniques	1) NW, Chapter 2 2) Martin Hollis and Steve Smith, <i>Explaining and Understanding International Relations</i> , “Introduction” 3) John Gerring, “What Is a Case Study and What is it Good For?”	
<i>Section 2: Paradigms</i>		

Class 4: Realism	<ul style="list-style-type: none"> <li>1) AJ, Hans Morgenthau, "Six Principles of Political Realism"</li> <li>2) AJ, Kenneth Waltz, "The Anarchic Structure of World Politics"</li> <li>3) AJ, John Mearsheimer, "Anarchy and the Struggle for Power"</li> </ul>	
Class 5: Liberalism	<ul style="list-style-type: none"> <li>1) AJ, Michael Doyle, "Kant, Liberal Legacies, and Foreign Affairs"</li> <li>2) AJ, Robert Keohane, "International Institutions: Can Interdependence Work?"</li> <li>3) Kenneth Oye, "The Conditions for Cooperation in World Politics"</li> </ul>	
Class 6: Constructivism and Critical Approaches	<ul style="list-style-type: none"> <li>1) AJ, Alexander Wendt, "Anarchy Is What States Make of It"</li> <li>2) AJ, Ann Tickner, "A Critique of Morgenthau's Principles of Political Realism"</li> <li>3) AJ, Margaret E. Keck and Kathryn Sikkink, "Transnational Activist Networks"</li> </ul>	
<i>Section 3: Security</i>		
Class 7: Causes of War	<ul style="list-style-type: none"> <li>1) AJ, James Fearon, "Rationalist Explanations for War"</li> <li>2) AJ, Robert Jervis, "Offense, Defense, and the Security Dilemma"</li> <li>3) AJ, Stephen Walt, "Alliances: Balancing and Bandwagoning"</li> <li>4) AJ, Dale Copeland, "Economic Interdependence and War"</li> </ul>	
Class 8: WWI	<ul style="list-style-type: none"> <li>1) NW, Chapter 3</li> <li>2) Keir Lieber, "The New History of World War I and What It Means for International Relations Theory"</li> </ul>	Take-Home Midterm Due
Class 9: Coercion and the Use of Force	<ul style="list-style-type: none"> <li>1) AJ, Robert Art, "The Four Functions of Force"</li> <li>2) AJ, Thomas Schelling, "The Diplomacy of Violence"</li> <li>3) AJ, Erica Chenoweth and Maria Stephan, "Why Civil Resistance Works"</li> </ul>	
Class 10: The Cold War/Nuclear Weapons	<ul style="list-style-type: none"> <li>1) NW, Chapter 5</li> <li>2) AJ, Henry Sokolski, "Our Not So Peaceful Nuclear Future"</li> <li>3) AJ, Thomas Schelling, "A World Without Nuclear Weapons?"</li> </ul>	
Class 11: Civil Wars	<ul style="list-style-type: none"> <li>1) NW, Chapter 6, p. 215-230</li> <li>2) David Mason and Sara Mitchell, <i>What Do We Know About Civil Wars</i>, "Introduction and Overview" and "Patterns of Armed Conflict Since 1945"</li> </ul>	

	<p>3) AJ, Jon Western and Joshua Goldstein, “Humanitarian Intervention Comes of Age”</p> <p>4) AJ, Carolina Hartzell and Matthew Hoddie, “Crafting Peace through Power Sharing”</p>	
Class 12: Terrorism	<p>1) AJ, Bruce Hoffman, “What is Terrorism?”</p> <p>2) AJ, Audrey Cronin, “Ending Terrorism”</p> <p>3) Robert Jervis, “Reports, Politics, and Intelligence Failures: The Case of Iraq”</p>	
Class 13: Policy to Operations	<p>1) Carl von Clausewitz, <i>On War</i>, Chapters 1 and 2</p> <p>2) Stephen Biddle, <i>Military Power</i>, Chapters 2 and 3</p>	
<i>Section 4: International Organization and Law</i>		
Class 14: Ethics and IR	<p>1) Michael Walzer, <i>Just and Unjust Wars</i>, Chapters 3, 8, and 9</p> <p>2) Jeff McMahan, “The Ethics of Killing in War”</p>	
Class 15: International Organizations and Laws	<p>1) NW, Chapter 6, p. 200-215</p> <p>2) AJ, Bruce Hoffman, “The Uses and Limits of International Law”</p> <p>3) AJ, Adams Roberts and Dominik Zaum, “The U.N. Security Council”</p>	
Class 16: Human Rights	<p>1) Jack Donnelly, <i>Universal Human Rights in Theory and Practice</i>, Chapters 1 and 2</p> <p>2) Emilie Hafner-Burton and Kiyoteru Tsutsui, “Justice Lost! The Failure of International Human Rights Law to Matter Where Needed Most”</p> <p>3) Susan Waltz, “Universal Human Rights: The Contribution of Muslim States”</p>	
Class 17		In-Class Midterm
<i>Section 5: International Political Economy</i>		
Class 18: Political Economy and Globalization	<p>1) NW, Chapter 8</p> <p>2) AJ, Robert Gilpin, “The Nature of Political Economy”</p> <p>3) AJ, Jeffrey Frankel, “Globalization of the Economy”</p>	

	4) AJ, Dani Rodrik, “Why Doesn’t Everyone Get the Case for Free Trade?”	
Class 19: Climate Change	1) AJ, Garrett Hardin, “The Tragedy of the Commons” 2) AJ, Pope Francis, “The Papal Encyclical on the Environment” 3) Debra Javeline, “The Most Important Topic Political Scientists Are Not Studying: Adapting to Climate Change”	
Class 20: Wielding Economic Power	1) Richard Haass and Meghan O’Sullivan, <i>Honey and Vinegar: Incentives, Sanctions, and Foreign Policy</i> , “Conclusion” 2) Daniel Drezner, “The Hidden Hand of Economic Coercion” 3) Carol Lancaster, “Redesigning Foreign Aid”	
<i>Section 6: The Future</i>		
Class 21: America’s Role in the World	1) NW, Chapter 10 2) AJ, John Ikenberry, “The Future of the Liberal World Order” 3) Graham Allison, “The Thucydides Trap: Are the U.S. and China Headed for War” 4) Katherine McCoy, “Trained to Torture: The Human Rights Effects of Military Training at the School of the Americas”	
Class 22: The Future of Conflict	1) NW, Chapter 9 2) Robert Chesney and Danielle Citron, “Deepfakes and the New Disinformation War” 3) Sarah Kreps and Jacquelyn Schneider, “Should the U.S. try to deter cyberattacks by promising nuclear retaliation?” 4) Stephen Biddle, <i>Nonstate Warfare: The Military Methods of Guerillas, Warlords, and Militias</i> , Introduction	
Class 23: International Relations in the Future	1) Kelebogile Zvobgo and Meredith Loken, “Why Race Matters in International Relations” 2) Arlene Tickner, “International Relations from the Global South,” Introduction 3) Daniel Maliniak, Ryan Powers, and Barbara Walter, “The Gender Citation Gap in International Relations”	
Class 24: Review		