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## **Introduction to International Relations PSCI 230 & INTL 230**

**Fall 2009  
MWF, 11:40 am – 12:30 pm  
Stevens 209**

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Office Hours: MW 3:00-6:00 pm; TTh 3:30-6:00 pm, or by appointment.

### **Course Description & Objectives**

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This class examines relations – the interactions and relationships – amongst states and non-state actors in the world today. We will explore the history behind current international relations, the major concepts and theories that inform and explain these relations, and significant issues that occupy contemporary global politics. We will also attempt to ascertain what it means to have a Christian perspective on international relations. The materials and assignments in this class are designed to give you the knowledge and the skills to accomplish these tasks.

Although the course is introductory in nature, the material we will be examining can be complex at times. One of the core objectives of the course is for students to develop the intellectual sophistication that is necessary to comprehend contemporary international relations. In addition to acquiring an appropriate amount of factual knowledge about international politics, students are expected to develop the capacity to make their own critical judgments about the events unfolding in this realm. By the end of the course, students should be familiar with the study and practice of international/global politics and possess a basic foundation for advanced study in the field of international relations ... or appear intelligent on world affairs to your friends and family. More specifically, you should be able to

- discuss the major theories in the field of IR
- describe the main features of contemporary international political history
- identify and evaluate the important issue areas of international politics
- critically assess international structures and processes, especially those concerning the ongoing problem of war and conflict and achieving international security
- discuss the phenomenon of globalization.

Overall, the primary objectives of the course are to inspire in students an informed interest in world affairs and to equip them to succeed in upper-year courses in the field if they choose. Accordingly, students should be prepared for a good amount of reading and work to achieve good results.

## About the Syllabus

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Please note: unless I clearly and unambiguously change something on this syllabus, which is quite possible, you are responsible for everything on it. You should read it, keep it, and follow it religiously.

Also: we may have to be flexible regarding the schedule and assignments outlined below because of an expected heavy flu season, as you may well know. I have tried to take this into consideration, but other adjustments may be necessary.

## Course Materials

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1. BOOKS. There is one required text for this course:

John Baylis & Steve Smith eds., The Globalization of World Politics, 4<sup>th</sup> edition.  
Oxford University Press, 2008.

Note: we are using the *fourth* edition, and because it is very recent, used versions of this will be hard to come by, so you will have to purchase the newest version. On the other hand, I have reduced the costs to you by just having you buy the one text.

Students are *highly* recommended to utilize the excellent website that was developed for the text, which includes review questions, case studies, a glossary, and Web links. The web address is:

<http://www.oup.com/uk/orc/bin/9780199297771/>

2. NEWSPAPERS/MAGAZINES/OTHER. Students are expected to follow international news during this course. Part of our regular discussion & interaction amongst ourselves will be about current events, and trying to relate them to the content of this course. Sometimes this will be easy, sometimes not. But being aware of events and issues, and making intelligent comments and contributions, will constitute a part of your class discussion grade (noted below).

Here are my recommended reads/listens (the library has paper versions of some of these):

Newspapers: *The New York Times*

Magazines: *Christian Science Monitor*, *The Economist*

Other: *BBC World Service* (<http://www.bbc.co.uk/worldservice/>)

The BBC link enables you to listen 5 minute news reports on world developments (see 'hourly bulletins' on the right side of the page).

Note: I have not recommended any specific blogs/internet sites because a) although I have some of my own, they may or may not be to your personal liking, and b) I want you to find your own site(s) that fit your particular interests and views. If you end up citing one or more in class, you will endear yourself to me in powerful ways.

3. OTHER READINGS. I will assign these as needed and make them available via the FoxTALE system. As with the syllabus, I reserve the right the change or amend the course materials.

### Course Requirements & Grading

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1. Attendance: Although I will not taking attendance, I expect students to attend class regularly and, more importantly, contribute to it as deemed appropriate. Please note that the content of the classes will not necessarily be identical to the content of the readings, and thus regular attendance is crucial for achieving success.

2. This class meets three days a week. The Monday & Wednesday classes will be mostly lecture format, whereas the Friday class will be more seminar-based and involve more class discussion. Showing up and actively participating (especially, but not only, on Friday) is where you will both gain a) my appreciation, and b) your grade for valuable class participation.

3. Your final grade will be determined on the following basis:

Class Participation	10%
Mid-Term Exam #1	25%
Mid-Term Exam #2	25%
Final Exam/Assignment	40%

*Class Participation (10%):* Your participation grade will reflect your regular attendance but mostly the quantity and quality of your contributions, for all classes but especially the Friday one. For simplicity sake, I will use a basic letter scale for this component (A = excellent, B = good to very good, C = fair to average, D = barely passing, F = failure) and convert these into the standard numerical grade scale (below). You should come to each class (but especially Friday's) prepared to discuss international events, the week's lectures, readings and questions posted for that week (these are just a sample of the questions that could be addressed). You should strive to make a meaningful contribution – I am NOT a mind reader. To earn a top grade, you must participate verbally and demonstrate that you are keeping on top of readings, etc, and that you are able to engage the weekly topic. You must also show respect for me and for the other students in the class. Disrespectful, rude, and intimidating behavior will not be tolerated. Please be aware that there is no way to make up your participation grade at the end of the term; if you chose to miss classes and/or not participate in the discussion without explanation, you will either receive a poor grade or forfeit this mark.

*Mid-term Exams (2 x 25%):* The mid-terms exam are scheduled in-class for **Wednesday, October 7** and **Friday, November 13**. The exams will consist of some combination of multiple choice, identification, short answer and/or an essay question, and will take the entire 50 minutes in length. You are responsible for all of the material covered in the classes and the assigned readings. Those students who miss a mid-term exam must present a medical or counseling certificate in order to avoid receiving an F. You should contact me immediately to arrange a make-up exam in the event that you have a valid excuse. There will be a very short time frame for a make-up.

*Final Exam/Assignment (40%):* The final exam will either be an in-class exam or a take-home assignment. Either way, it will be comprehensive in nature, i.e. focus on the entire course. If it is in-

class, the exam will take place on **Friday, December 18 at 1 pm** and will be two hours in length. If it is take-home, we will meet during that same time period, as per university regulations, and you will hand in the assignment at that point (it will be assigned during the last week of class, i.e. the previous week).

4. Grading Scale: A final letter grade based upon the percentage of points you earn in this course will be given based on the following scale:

A 93-100	B 83-86.99	C 73-76.99	D 60-66.99
A- 90-92.99	B- 80-82.99	C- 70-72.99	F 0-59.99
B+ 87-89.99	C+ 77-79.99	D+ 67-69.99	

### Course Schedule

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Here you will find the main theme of the week for the class, the required readings (to be done beforehand, except for the first class), and *some* of the questions that will be used by me to guide discussion during the week (but especially on Friday).

Note: there are no classes on September 25 (I am away), and on October 9 and November 27 (which are holidays)

<i>Week</i>	<i>Dates</i>	<i>Topic</i>	<i>Reading</i>
1	Aug 31, Sept 2, 4	Introduction	Intro & chapters 1-2
		<u>Discuss:</u> Why should we care about international relations? What is globalization and to what extent has it eroded the Westphalian state system? Are today's international relations truly any different than from the past? Is there an international society of states to speak of? Should we be hopeful or pessimistic about the future?	
2	Sept 7, 9, 11	Theories (I)	Chapters 5-7
		<u>Discuss:</u> Is there a timeless wisdom to realism? What are the different types of realism, or are they all essentially the same? Is liberalism too idealistic? How do realists and liberals account for the globalization of world politics? What have the modern versions of realism & liberalism (the neo-s) contributed to the study of international relations?	
3	Sept 14, 16, 18	Theories (II)	Chapters 8-10
		<u>Discuss:</u> With the end of the Soviet Union, are Marxist theories of IR still relevant? If so, how? What are the main ideas behind constructivism and how do they challenge conventional theories? Which of the alternative theories to IR seem most useful to you and why? What's the difference between positivist and post-positivist theories in international relations?	

<i>Week</i>	<i>Dates</i>	<i>Topic</i>	<i>Reading</i>
4	Sept 21, 23	The 20th Century	Chapter 3
	<u>Discuss:</u> Could either World War I or II have been prevented? Is it accurate (or fair) to describe the Cold War as a “long peace”? Who, if anyone, won the Cold War? What in your mind is the legacy of the 20 <sup>th</sup> century, in terms of international relations?		
5	Sept 28, 30, Oct 2	The 21 <sup>st</sup> Century	Chapter 4
	<u>Discuss:</u> What caused the cold war to come to an end? Is the world a safer or more dangerous place since the end of the Cold War and why? Is the United States a global hegemon and how does this impact the practice of international relations? Is the USA stronger or weaker because of the foreign policy followed after September 11, 2001?		
6	Oct 5: Catch-up and Review for Exam Oct 7: Mid-term #1 Oct 9: no class		
7	Oct 12, 14, 16	Contemporary War & Security	Chapters 12-13, 21
	<u>Discuss:</u> How should we understand the concept of 'security' in the study of international relations? (i.e. national, international, global) Is war between the great powers increasingly likely or unlikely? Why? Does terrorism pose a serious threat to the sovereign state system? What is the relationship between globalization and terrorism?		
8	Oct 19, 21, 23	Political Economy	Chapters 14, 26
	<u>Discuss:</u> What is the Bretton Woods system and has it been a success or failure? Is economic globalization transforming international politics or not? Do the anti-globalization protests have a valid case to make? Do free trade agreements do more good than harm? (or harm than good?)		
9	Oct 26, 28, 30	The UN & International Law	Chapters 16, 18, 23
	<u>Discuss:</u> Is the United Nations a relevant international organization today? What works with the UN and what doesn't? Does international law matter in world politics? How does the US contribute to (or undermine) international law?		
10	Nov 2, 4, 6	Beyond the Interstate System	Chapter 19, 25
	<u>Discuss:</u> How does regional integration undermine (or reinforce) the international state system? Which is more powerful and why: NGOs or transnational companies? Describe the relationship between states and non-state actors.		

<i>Week</i>	<i>Dates</i>	<i>Topic</i>	<i>Reading</i>
11	Nov 9,11	Human Rights & Intervention	Chapters 29, 30
		<u>Discuss</u> : Are human beings entitled to universal human rights? Should the protection of human rights take precedence over the norm of non-intervention?	
	Nov 13: Mid-term #2		
12	Nov 16,18,20	Big Issues (I)	Chapters 20, 22
		<u>Discuss</u> : What should be done, if anything, about nuclear proliferation? Should states (the international community) prevent states from obtaining or developing nuclear weapons? Why and how have environmental issues been placed on the global agenda? Is protecting the environmental and economic growth compatible?	
13	Nov 23,25	Big Issues (II)	Chapter 27
		<u>Discuss</u> : What explains the persistence of world hunger? Is it realistic to do something about global inequity, especially if it means a reduction in the wealth of the prosperous west?	
14	Nov 30, Dec 2, 4	Other Lenses: Gender, Culture	Chapters 15, 24
		<u>Discuss</u> : Is the study of international relations gendered, and should we care if it is? Can different civilizations & religions co-exist in a globalized world?	
15	Dec 7, 9, 11	The Past, Present & Future of IR	Chapters 31, 32

### **Other Important Information**

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If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services Office as early as possible so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to the Disability Services Office. For more information, go to [ds.georgefox.edu](http://ds.georgefox.edu) or contact Rick Muthiah, Dean of the Center for Teaching and Learning (503-554-2314 or [rmuthiah@georgefox.edu](mailto:rmuthiah@georgefox.edu)).

The university deals strongly with cases of cheating & plagiarism. Stress is no excuse, so it's better to discuss with me (and other appropriate people) before temptation hits.

The Academic Resource Center (ARC) provides all students with free writing consultation, general tutoring, and learning enhancement strategies (e.g., techniques to improve reading, note-taking, study, time management). Students can make an appointment with the ARC Writing Center for guidance and feedback on written projects. ARC consultants can also provide basic tutoring for many general education and other courses. Go to [www.georgefox.edu/arc/](http://www.georgefox.edu/arc/) for information about consultants' areas of study, how to schedule an appointment, and helpful learning tools. Call Rick Muthiah, Director of the Academic Resource Center, at x2314 if you have questions.