

## **GOVT 5: International Politics (Section 2)**

Professor Kathleen Powers

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Office: 223 Silsby Hall

Office Hours: Mon 3:30-5:00, Wed 4:00-5:00

Class Meetings: 2 (MWF 2:10-3:15 AM) in 002 Rockefeller

X-hour: Thursday 1:20-2:10<sup>1</sup>

### **Course Description**

Who are the main actors in international politics? What are the best ways to understand international phenomena? What causes war? Do international organizations shape state behavior? Does nuclear proliferation lead to conflict or peace? What are the costs and benefits of free trade? How are human rights defined and defended?

This course attempts to answer questions like these by introducing you to the study of international relations (IR). The course begins with an overview of core concepts in the field, including the main paradigms of realism, liberalism, and constructivism. You'll then turn to a closer examination of the primary actors in international politics, including states, institutions, and individuals, and how they shape the world. Finally, you will apply the concepts and theories that you've learned to examine major substantive areas in international politics, including war, nuclear weapons international political economy, environmental politics, and human rights. In this respect the latter half of the course is eclectic, and you could easily take a whole course on any one week – or day – of material. The course is not structured around detailed case analyses, but rather designed for students to develop the vocabulary and theoretical frameworks needed to make sense of the world as a political scientist.

### **Learning objectives**

Broadly speaking, the goal of this course is for you to gain the tools needed to be informed, analytical thinkers when you approach problems in global politics. More specifically, by the end of the course you should be able to:

- Identify and describe key actors at different levels of analysis in international politics (e.g., states, the United Nations, Non-governmental organizations, individuals). Explain how each shapes politics or when they interact, and how to identify and interpret evidence about particular actors.
- Explain major theoretical paradigms in international relations and apply them to current and historical political phenomena.

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<sup>1</sup> Please keep the x-hour open on your calendar. Some x-hours sessions are already scheduled and noted on the course schedule below. We will use remaining sessions if needed due to scheduling complications.

- Distinguish between the theoretical paradigms and more specific theories within them. Compare and contrast how different theories approach the same political problem.
- Connect theoretical assumptions to policy choices.
- Identify and evaluate evidence that supports or undermines theories in international politics.
- Use theory to analyze substantive questions/problems across areas of international relations, such as war, political economy, human rights, international cooperation, and the global environment.
- Construct and support a compelling analytic argument, and communicate the argument both orally and in writing.
- Read and assess scholarly work in international relations. This includes learning to identify and summarize 1) the question and/or central puzzle, 2) the main argument and theory, 3) evidence, and 4) how the argument connects to other theories and debates in IR. This also includes critically evaluating the reading material – what remains puzzling or debatable about the article? What kind of evidence would contradict the argument?

## Course Requirements

There are 4 graded components to this course. These include: (1&2) two exams (3) one analytical paper (4) class participation.

Exams: 60% (28% Exam 1, 32% Exam 2)

Analytical Paper: 32%

Participation: 8% (**NB: 1.5%** will be based on work during the final 3 class meetings, which may include writing or a reading quiz at the instructor's discretion)

Total: 100%

**Exams (28%, 32%):** Two closed-book, in-class exams will be administered on **January 28** and **February 27**. These exams will include short answer questions designed to test the breadth of your knowledge about international relations. The first exam will cover the foundational concepts and theories in international relations to ensure that you have mastered these core ideas, while the second exam will test your ability to apply theory to problems in international politics. Exams will draw from both reading material and lectures. Exams will involve a series of short, open-ended questions. I will provide more information about the format of the exams in class.

**Analytical Paper (32%):** Students are required to write **one** analytical paper for the course.

*Format:* Maximum 5 pages, double-spaced, in 12-point Times New Roman font, with one-inch margins. Any standard format for citations is fine (e.g., Chicago, MLA, APA), just be consistent.<sup>2</sup>

*Due:* Saturday, March 9, 11:59pm EST<sup>3</sup>

*How to Submit:* Submit an electronic copy in the Canvas assignment section titled “Analytical Paper.”

*Topics:* Choose either Topic 1 or Topic 2 below. More information on writing analytical papers will be provided in class.

**Topic 1:** Analyze the foreign policy of a current world leader (e.g. the U.S. President, Russian President, etc.). Which theories or theoretical paradigms (e.g., realism, liberalism, constructivism, feminism) helps us to understand his/her foreign policy views and actions? This topic requires you to investigate specific policies pursued by the leader, as well as to deduce policies that are consistent with the theoretical tradition. For this paper, I recommend that you focus on a specific policy area rather than the leader’s foreign policy broadly defined (e.g., Xi Jinping and China’s trade relationship with the U.S.).

**Topic 2:** Choose your own adventure! For this paper, you will pick a current issue/event in international politics and analyze it from the perspective of an IR scholar. In this paper you will describe the issue/problem and provide an analysis using theories and concepts that you have learned in the course. You should present a clear and coherent argument that brings IR scholarship to bear on a question related to contemporary politics. This option provides a lot of latitude for you to investigate something that you want to learn more about, but I strongly recommend that you consult with me in advance to ensure that your topic is appropriate for the course.

**Reading:** There are no required textbooks for this course. All readings will be posted on the class Canvas site. Readings should be **completed in preparation for the day of class on which they are assigned**. Lectures and discussions will complement and supplement – not replace – independent reading.

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<sup>2</sup> Why do I include precise formatting requirements? It is due neither to my affection for Times New Roman nor my desire for students to panic over non-substantive criteria. Instead, formatting standards help ensure that a) students learn and practice concise writing and b) that papers are held to similar standards. With a few tweaks to formatting, one 5-page paper could be twice the length of another --- making it unfair to grade both according to the same criteria.

<sup>3</sup> Late papers will be penalized for each day past the deadline. If you leave campus, you are responsible for submitting your paper on time per the correct (EST) time zone. For example, if you travel to the west coast, you should submit your paper by 8:59pm PST. Please don’t ask for extensions except in the case of a true emergency. I will say no, and we will both be disappointed (me, because I understand that the end of term is tough for everyone, and you because the deadline will still apply). I will grade whatever you submit – **be sure to check that you submit the complete, final draft**.

You will find a list of reading questions for each week's reading assignments in the Canvas module for the week. They will be available by Friday in the week before the material is assigned (i.e., the reading questions for Week 4 will be available at the latest by the Friday of Week 3). These are designed to help guide your note-taking as you learn how to read complex scholarly articles. Some of the questions will ask you to synthesize information or compare the argument to other course material to promote active, critical reading. These questions are not "assignments" that I will collect – they are a tool to facilitate your learning, but you need not complete them if you don't find them helpful.

**Participation (8%):** This course is designed around the expectation that students come prepared to ask questions and react to material from the readings and lecture. In other words, I expect students to be active participants in the learning process. Thus, 10% of the final grade will be based on course participation. Participation can include thoughtful questions and comments during our course meetings, in-class writing activities and discussions, and responding to online discussion questions during the week they are posted. **While you have to be present to participate in class** (and you cannot make-up work that we complete in class, e.g., individual or group writing, after an unexcused absence), **merely attending class does not constitute participation.** I am looking for evidence that you have completed the reading and are engaging intellectually with the course material.

**Grades:** I define grades according to Dartmouth's official description, posted on the Registrar's website [here](#), where the key words are that A range grades denote "excellence" (by definition not an average or common quality), B's suggest "good" work, C's are for "acceptable" performance, a D conveys "deficient" and E "seriously deficient" work. The Government Department has established a norm under which median grades in introductory and mid-level classes shall not exceed B+. I'm not the norm entrepreneur, but I do adhere to it – the median in our class will not be higher than a B+.

# Course Outline and Readings

All readings are required unless specifically identified as optional. This schedule is tentative, and subject to change with advance notice.

## Required Background Reading:

- Mingst & Arreguin-Toft, 2017. Chapter 2 “The Historical Context of Contemporary International Relations,” in *Essentials of International Relations, 7<sup>th</sup> Edition*. (Complete before Week 2)

## **\*\*\* UNIT I: Theoretical Foundations of International Relations \*\*\***

### **Week 1: What is International Relations? Why study it? (January 4)**

#### **F:** What is International Relations?/Course Overview

- Snyder, Jack. "One world, rival theories." *Foreign Policy* 145 (2004): 52-62.
- Horowitz, Michael C. and Elizabeth N. Saunders, “Why nuclear war with North Korea is less likely than you think,” *The Washington Post Monkey Cage Blog*, May 24 2018.

### **Week 2: Foundations of IR Part I (Jan 7)**

#### **M:** Levels of Analysis and Social Science Concepts for IR

- Singer, J.D., 1961. The level-of-analysis problem in international relations. *World Politics*, 14(1), pp.77-92. (pp. 77-78, 80-middle of 84 required; read the rest if you’re interested)
- Byman, Daniel L., and Kenneth M. Pollack. "Let us now praise great men: Bringing the statesman back in." *International Security* 25, no. 4 (2001): 107-146. **(Read through 114, skim or skip the rest)**

#### **W:** Realism: Assumptions and Key Concepts

- Morgenthau, 1985. “A realist theory of international politics,” *Politics Among Nations: The Struggle for Power and Peace*, New York: Knopf. pp. 3-14.
- Thucydides, “The Melian Dialogue”
- Hobbes, “Of the Natural Condition of Mankind as Concerning Their Felicity and Misery”

#### **F:** Realism, or Realisms?

- Mearsheimer, John J. “Anarchy and the Struggle for Power” in *The Tragedy of Great Power Politics*. WW Norton & Company, 2001.

### **Week 3: Foundations of IR Part II (Jan 14)**

#### **M:** Liberalism: Liberal Theory & The Democratic Peace

- Wilson, Woodrow, 1918. "The Fourteen Points."
- Russett, Bruce, and John Oneal. Chapters 1 and 2 in *Triangulating Peace: Democracy, Interdependence, and International Organizations*, New York (2001). (In chapter 1, pay special attention to the section "The Creation of Virtuous Circles" on pp. 24-29 and "The Kantian triangle" pp. 35-42. Skim the rest. In chapter 2, pay special attention to pp. 42-58 and "Why do democracies win the wars they fight?" on pp. 66-68. Skim the rest.)

**W:** Liberalism: Cooperation under Anarchy

- **PLAY:** "[The Evolution of Trust](#)"
- Keohane, *After Hegemony: Cooperation and Discord in the World Political Economy*, Princeton: Princeton University Press, 1984. (pp. 7-11, 85-109)
- Mearsheimer, John J. "The false promise of international institutions." *International security* 19, no. 3 (1994): 5-49. (you can skim or skip pp. 9-13, though it's a useful review, and skip pp. 26-47)
- Keohane, Robert O., and Lisa L. Martin. "The promise of institutionalist theory." *International security* 20, no. 1 (1995): 39-51.

**F:** Constructivism: Anarchy is what states make of it?

- Wendt, Alexander. "Anarchy is what states make of it: the social construction of power politics." *International organization* 46, no. 2 (1992): 391-425.
- Klotz, Audie. "Norms reconstituting interests: global racial equality and US sanctions against South Africa." *International Organization* 49, no. 3 (1995): 451-478.

**Week 4: Foundations of IR Part III, Applying the Paradigms (Jan 21)**

**M: No class – MLK Jr. Day**

**W:** Feminist International Relations

- Tickner, J. Ann, 1992. "Man, the State, and War: Gendered Perspectives on National Security," from *Gender in International Relations: Feminist Perspectives on Achieving Global Security*, New York: Columbia University Press, 27-66, 147-53. in *Essential Readings in World Politics*, 6th Edition, ed. Karen A. Mingst & Jack L. Snyder.
- Caprioli, Mary. "Gendered conflict." *Journal of Peace Research*, 37, no. 1 (2000): 51-68. (read pp. 53-58 and the conclusion pp. 65-66. Skim the rest if you're interested.)

**Thurs X-Hour:** Applying the Paradigms: Unipolarity and the Future of the International System

- Wohlforth, William C. "The stability of a unipolar world." *International Security*, 24, no. 1 (1999): 5-41.

- Finnemore, Martha. "Legitimacy, hypocrisy, and the social structure of unipolarity." *World Politics* 61, no. 1 (2009): 58-85.

**F: Applying the Paradigms: Nuclear Weapons**

- Waltz, Kenneth N. "Why Iran should get the bomb: Nuclear balancing would mean stability," *Foreign Affairs*, 91 (2012).
- Sagan, Scott D. "Policy: A call for global nuclear disarmament." *Nature* 487, no. 7405 (2012): 30-32.
- Tannenwald, Nina. "The nuclear taboo: The United States and the normative basis of nuclear non-use." *International organization* 53, no. 3 (1999): 433-468. **(Read pp. 433-442; skim the rest)**

**Week 5: Exam, Visiting Speaker, and State Power (Jan 28)**

**M: In-class Exam 1 January 28 (covers day 1 through "Nuclear Weapons")**

**W: Guest speaker: [Jake Sullivan, Montgomery Fellow](#)**

- **Use your favorite search engine to find and read 3 articles (each), from reliable sources, about a) North Korean nuclear weapons and b) the Iranian nuclear program/Joint Comprehensive Plan of Action**

**\*\*\*\*\* UNIT 2: International Security and Foreign Policy \*\*\*\*\***

**F: States and State Power**

- Art, Robert J., and Kelly M. Greenhill. "The Power and Limits of Compellence: A Research Note." *Political Science Quarterly* 133, no. 1 (2018): 77-97.
- Masters, Jonathan, 2017. "What are Economic Sanctions?" *Council on Foreign Relations*, <https://www.cfr.org/background/what-are-economic-sanctions>
- Feaver, Peter D. and Eric B. Lorber, 2015. "The Sanctions Myth," *The National Interest*, <http://www.nationalinterest.org/feature/the-sanctions-myth-13110>.

**Week 6: Foreign Policy Analysis & International Conflict (Feb 4)**

**M: Foreign Policy Analysis: Bureaucracies**

- Allison, Graham T. "Conceptual models and the Cuban missile crisis." *American Political Science Review* 63, no. 3 (1969): 689-718.

## W: Individuals and Psychology in International Relations

- Kahneman, Daniel, and Jonathan Renshon. "Why hawks win." *Foreign Policy* (2007): 34-38.
- Jervis, Robert, 1976. "How Decision Makers Learn from History," *Perception and Misperception in International Politics*, NJ: Princeton University Press. pp. 217-227.
- Saunders, Elizabeth N. "Transformative Choices: Leaders and the Origins of Intervention Strategy." *International Security* 34, no. 2 (2009): 119-161. (read pp. 119-126, 129-132; skim the rest if you're interested)

## F: International Conflict: Trends & Types

- Pinker, Steven and Andrew Mack, 2014. "The World is Not Falling Apart," *Slate*, [http://www.slate.com/articles/news\\_and\\_politics/foreigners/2014/12/the\\_world\\_is\\_not\\_falling\\_apart\\_the\\_trend\\_lines\\_reveal\\_an\\_increasingly\\_peaceful.html](http://www.slate.com/articles/news_and_politics/foreigners/2014/12/the_world_is_not_falling_apart_the_trend_lines_reveal_an_increasingly_peaceful.html).
- Fazal, Tanisha M. "Dead Wrong?: Battle Deaths, Military Medicine, and Exaggerated Reports of War's Demise." *International Security* 39.1 (2014): 95-125. (pp.95-113; skim the rest)

## Week 7: International Security (Feb 11)

### M: Causes of War

- Fearon, James D. "Rationalist explanations for war." *International Organization* 49, no. 3 (1995): 379-414.
- Huntington, Samuel P. "The clash of civilizations?" *Foreign Affairs* (1993): 22-49.
- **Optional:** Levy, Jack S. "The Causes of War and the Conditions of Peace," *Annual Review of Political Science*, 1, pp. 139-65.

### W: No class (Professor traveling; meeting rescheduled for X-hour)

### Thurs X-Hour: The Just War Tradition and Humanitarian Intervention

- Power, Samantha. "Bystanders to genocide." *Atlantic Monthly* 288, no. 2 (2001): 84-108.
- Finnemore, Martha. "Constructing norms of humanitarian intervention." *The culture of national security: Norms and identity in world politics* 153 (1996). (pp. 1-5, 12-13, 15-18; skim the rest).
- Valentino, Benjamin A. "The True Costs of Humanitarian Intervention-The Hard Truth about a Noble Notion." *Foreign Affairs*, 90 (2011).

## F: Peacekeeping & the United Nations

- Fortna, Virginia Page. "Does peacekeeping keep peace? International intervention and the duration of peace after civil war." *International studies quarterly* 48, no. 2 (2004): 269-292. (read pp. 269-276, the paragraph that begins "In sum..." on p. 281, the paragraph that begins "In short..." on p. 285, and the conclusion on p. 288. Read the rest if you're interested/comfortable with the quantitative analysis).
- Lamy, Baylis, Smith, & Owens, 2015. "The United Nations" in *Introduction to Global Politics*, 3<sup>rd</sup> Edition. (textbook excerpt)
- Tharoor, Shashi, 2011. "Security Council Reform: Past, Present, and Future," *Ethics & International Affairs*, 25(4).

## Week 8: Terrorism, International Political Economy, (Feb 18)

### M: Terrorism & Asymmetric Conflict

- Kydd, Andrew H., and Barbara F. Walter. "The strategies of terrorism." *International Security* 31, no. 1 (2006): 49-80.
- Abrahms, Max. "What terrorists really want: Terrorist motives and counterterrorism strategy," *International Security* 32, no. 4 (2008): 78-105. (pp. 78-80, 93-101; skim the rest)

## **\*\*\*\*\*UNIT 3: IPE and Transnational Issues \*\*\*\*\***

### W: Intro to International Political Economy

- Dani Rodrik, "The New Mercantilist Challenge," *Project Syndicate*, January 9, 2013.
- Mingst & Arreguin-Toft, 2017. "Radicalism," in *Essentials of International Relations*, 7<sup>th</sup> Edition, pp. 89-92.
- Minnick, Fred, 2017. "Will Trump Kill the Bourbon Boom?" July 11 2017. *New York Times*. <https://www.nytimes.com/2017/07/11/opinion/will-trump-kill-the-bourbon-boom.html>

### F: Globalization and Institutions

- Douglas Irwin. 2016. The Truth About Trade: What Critics Get Wrong About the Global Economy. Foreign Affairs.

## Week 9: International Political Economy (Feb 25)

### M: International Development

- Frieden, Lake, and Schultz, "Chapter 10: International Development," *World Politics*.
- Rodrik, Dani. "Trading in Illusions," *Foreign Policy*, November 18 2009.
- Milner, Helen V. "Globalization, development, and international institutions: Normative and positive perspectives." *Perspectives on Politics* 3.04 (2005): 833-854. **(Read pp. 833-834, 836-844; skim "A brief review of the books" & 844-848).**

## **W: In-class Exam 1 February 27 (through "International Development")**

### **F: The Global Environment**

- Hardin, Garrett. "The Tragedy of the Commons." *Science* 162, no. 3859 (1968): 1243-1248.
- Wendle, John, 2015. "The Ominous Story of Syria's Climate Refugees," *Scientific American*.
- Jones, Benjamin T., Eleonora Mattiacci, and Bear Braumoeller, 2017. "Where Climate Change is Most Likely to Induce Food Violence," *Science Daily*, <https://www.sciencedaily.com/releases/2017/06/170608123718.htm>.
- Masters, Jonathan, 2013. "The Thawing Arctic: Risks and Opportunities," *Council on Foreign Relations*, <https://www.cfr.org/backgrounder/thawing-arctic-risks-and-opportunities>.

## **Week 10: Transnational Issues 2 (Mar 4)**

### **M: Climate Change and International Cooperation**

- Barrett, Scott, 2014. "Why Have Climate Negotiations Proved So Disappointing?" from *Sustainable Humanity, Sustainable Nature: Our Responsibility*, Pontifical Academy of Sciences, Extra Series 41.
- Urpelainen, "Here's What Political Science Can Tell Us About the Paris Climate Deal," *The Washington Post*, <https://www.washingtonpost.com/news/monkey-cage/wp/2015/12/14/heres-what-political-science-can-tell-us-about-the-paris-climate-deal>

### **W: Human Rights & Transnational Advocacy Networks, Course Wrap-up**

- Murdie, Amanda M. and David R. Davis, 2012. "Shaming and Blaming: Using Events Data to Assess the Impact of Human Rights INGOs," *International Studies Quarterly*, 56, 1-16. **(Read pp. 1-5, 13-15; skim the rest)**
- **Optional:** Keck, Margaret E., and Kathryn Sikkink. "Transnational advocacy networks in international and regional politics." *International social science journal* 51, no. 159 (1999): 89-101.

**\*\*\*\*Analytical Paper due Saturday, March 9, 11:59pm EST\*\*\*\***

## Other Course Information:

**Course Policies:** You may request a make-up exam/alternate arrangements if an exam interferes with a religious observance or Dartmouth event (e.g., athletic travel), but you must make this request at least 10 days in advance. If you have a sudden **emergency** before an exam, please email me as soon as possible, and CC your Dean, in order to request special arrangements.

**Otherwise, there are no make-up exams.** Late papers will be penalized for each day past the deadline, and I will only grant extensions for **emergency** circumstances.

**Attendance:** You are not “required” to attend class, but since participation accounts for 10% of your course grade, frequent absences will likely lower your grade for the course. Moreover, you will miss important material and the opportunity to ask questions, which will hamper your learning. If you have to miss a class meeting for a documented reason (e.g., college-sanctioned sports, serious illness, a bear broke into your car, etc.), please notify me well in advance.

**Technology:** All cell phones and other devices that make noise must be turned off or put on silent (not vibrate) and put away. Using laptops is prohibited in class. Recent research suggests that the use of laptops is associated with reduced learning and lower grades, outcomes directly at odds with my goals for the course. If you have an accessibility issue that requires note-taking via laptop, come and see me as soon as possible so that we can discuss accommodation.

**Communication and Email:** I will provide updates about the course and changes to the syllabus using email and the announcement function in Canvas. **Make sure that you check “announcements” in your Canvas notifications** so that you receive these messages. Before emailing a question, please first check the syllabus and Canvas page to ensure that has not already been addressed – this frees up time so that I can respond to substantive inquiries. I respond to emails as quickly as I can, though I do not generally respond at night or on the weekends. Please put URGENT in the subject line if you have an emergency related to the course that you need me to know about.

**Academic Honor Principle:** As a Dartmouth student, you have agreed to abide by the College’s [Academic Honor Principle](#). Students should be aware of [proper citation practices](#). Lack of knowledge about what constitutes plagiarism does not excuse a violation – take the time to learn about it, and if you are confused *at all*, please consult with me. I take violations very seriously but am happy to talk with students about citation practices and offer resources at any time.

**Student Accessibility Needs:** Students with disabilities who may need disability-related academic adjustments and services for this course are encouraged to see me privately as early in the term as possible. Students requiring disability related academic adjustments and services must consult the [Student Accessibility Services](#) office (Carson Hall, Suite 125, 646-9900). Once SAS has authorized services, students must show the originally signed SAS Services and Consent Form and/or a letter on SAS letterhead to me. As a first step, if students have questions about whether they qualify to receive academic adjustments and services, they should contact the SAS office. All inquiries and discussions will remain confidential.

**Religious Observances:** Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

**Dartmouth Policies on Sexual Respect:** At Dartmouth, we value integrity, responsibility, and respect for the rights and interests of others, all central to the College's Principles of Community. For information on Dartmouth's programs for promoting sexual respect, and resources, policies, and procedures for preventing and responding to sexual assault, gender-based harassment, and other forms of sexual misconduct, click here: <http://www.dartmouth.edu/sexualrespect/>