PLSC 170: Introduction to International Politics
Department of Political Science, Brigham Young University

Instructor Information
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Class Locations: JFSB B002
Class Times: MWF 1-1:50am

Course Overview and Objectives
Why do countries fight wars? Can war be prevented? Does the United Nations matter? Why have European countries decided to form the European Union? Why don’t we see similar unions in other regions? Does international law matter? Why do countries have difficulty agreeing and cooperating even when it seems to be in their common interests? The answers to these questions can help you understand the current state of affairs in the world such as 1) the international response to the Syrian civil war and refugee crisis; 2) the threat to states from non-state terrorist actors like Islamic State; 3) the reasons why your cars, clothes, shoes and computers are likely made in another country and many, many more.

This course is an introduction to the understanding the interactions of countries, international organizations, multinational corporations, transnational groups of citizens, and non-governmental organizations. We will discuss the major themes of cooperation and conflict between countries. We will discuss historical cases and current events, but this course is not about history or current events. It is about the applying the understanding of actors, incentives and strategic interactions that we will discuss in this course to understand historical and current issues that take place in our world.

In this course, assignments and activities will include writing exercises, reading quizzes, simulations, games, group work, class discussions, video clips, and lectures. I value and appreciate your participation. I will solicit your feedback on class activities periodically throughout the semester.

GE Requirements This course fills the GE requirement for Global and Cultural Awareness. “The Global and Cultural Awareness requirement seeks to help BYU students come not only to see the relativity of many of their own, culturally-derived notions but also to go forth to serve, having had meaningful discussion about or hands-on experience in dealing with real world global issues and problems. Furthermore, seeing the world through others’ eyes helps students gain empathy and charity toward diverse cultures.”

Learning outcomes for the Global and Cultural Awareness GE requirement are as follows:

1. Students will acquire informed awareness of a global culture outside their own, with the interplay of cultures, languages, and/or nations at an international level.
2. Students will experience thoughtful reflection on the above, as demonstrated in a structured, guided manner under the direction of a faculty member. Evidence of reflection implies written or spoken analysis that will include a consideration of the student’s own responses to the culture or global issue, often involving comparison, and will demonstrate informed awareness.
3. Students will develop greater empathy and charity, and will begin to gain a global perspective by learning to see themselves from another’s point of view.

Expected long-term learning outcomes:

1. Students will regularly seek information about other peoples, cultures, nations and religions from sources they have come to recognize as reliable.
2. Students will seek to find commonalities shared with others from significantly different cultural/ethnic backgrounds, and recognize and take advantage of opportunities to learn and interact with people different from themselves.
3. Students will engage respectfully with people with different backgrounds, beliefs or perspectives and be able to recognize and deal with prejudice, bigotry, ethnocentrism, false pride and other barriers to effective inter-cultural communication at the local, state, national, and international levels.

This course also fills the GE requirement for Social Sciences, which is designed to help students

1. demonstrate an understanding of the basic scientific principles which undergird the scientific process, including the strengths and weaknesses of this process.
2. appreciate the excitement of discovery that has accompanied important scientific developments.
3. demonstrate how scientific methodology can be used to analyze real-world science-related problems.
4. evaluate scientific data and claims in order to make rational decisions on public-policy science issues that affect their community.
5. express their thoughts (in oral, graphical, and written formats) on scientific topics clearly, including appropriate use of basic scientific vocabulary and effective interpretation of quantitative data.
6. reflect rationally upon the interface between science and religion.

For more information on the GE requirements please see http://ge.byu.edu/content/foundation-documents

Political Science Learning Outcomes
The activities and assignments in this course address the learning outcomes of the political science major by encouraging you to

1. Demonstrate advanced understanding of the discipline of political science, including familiarity with each of the four major subfields: American politics, comparative politics, international relations, and political philosophy.

2. Think critically and analytically about government, political processes, and political theories, including the components of a good society.

3. Use rigorous methods of research design and analysis to answer political questions, including multiple research methodologies.
4. Write and speak with originality and clarity, providing reasons and evidence to support claims using proper citation of source material.

5. Collaborate effectively with others, including participation in political processes and engagement on issues of political importance.

A full list of the department learning outcomes can be accessed at https://learningoutcomes.byu.edu.

Furthermore, the activities and assignments in this course address our ability to serve the Lord and build the kingdom of God in the world, as indicated in D&C 88: 78-80 “Teach ye diligently and my grace shall attend you, that you may be instructed more perfectly in theory, in principle, in doctrine, in the law of the gospel, in all things that pertain unto the kingdom of God, that are expedient for you to understand; of things both in heaven and in the earth, and under the earth; things which have been, things which are, things which must shortly come to pass; things which are at home, things which are abroad; the wars and the perplexities of the nations, and the judgments which are on the land; and a knowledge also of countries and of kingdoms—that ye may be prepared in all things when I shall send you again to magnify the calling whereunto I have called you, and the mission with which I have commissioned you.”

Course Requirements

Readings

One basic textbook is required for purchase. Other readings will be placed on the course site in Learning Suite. These readings are just as essential for your coursework as the main texts. I reserve the right to change the readings by adding, dropping or reorganizing them. I will give you as much advance notice as possible if I find it necessary to do so.

Jeffry A. Frieden, David A. Lake, Kenneth A. Schultz, World Politics Second Edition OR Third Edition. W.W. Norton & Company New York 2013. (Readings below indicate the page numbers to read in either the 2nd or 3rd Edition. Read either, not both.)

Assignments

The assignments for this course are as follows:

(1) Daily Assignments. Assignments on Learning Suite will help you learn the material from readings and lectures. Some assignments are quizzes. The quizzes are open book and open note, but you must take them alone. Some assignments are reflection questions asking you to think about how what we are learning applies to the gospel or how it can help you be a more engaged global citizen. Some assignments will ask you to find some brief information about historical events and apply what we are learning to real life situations. There is no time limit for any of the assignments. You must complete the assignment before 1 pm (when class starts) on the day of class. The daily assignment will begin after the “add” deadline to ensure everyone in the course is on equal footing and has the chance to acquire the textbook. If you complete the end of semester online course evaluation, your THREE lowest scores will be dropped. 18%

(2) Current International Politics Discussion Board. You are expected to regularly read international news (such as “World” section of the New York Times (available for free daily in the Kennedy Center or through the university online subscription at http://loginscripts.lib.byu.edu/?resource=nyt) and stay current on recent happenings in international politics. During the course of the semester, you will write four posts on a
current event in international politics (interpreted widely, it could include wars, treaties, economic issues, environmental issues, meetings of international organizations, decisions by international courts, summits, etc.). The first post is due by the end of September, the second by the end of October, the third by the end of November and the final post by the end of the semester (which we’ll say is midnight on December 14th). You are welcome to complete the posts early. Late assignments will not be accepted. The posts should briefly describe the event and then use ideas from lecture or readings to offer an analysis of it. Each post should be based on at least three articles you have read on the event and should be about 300 words (one page). You must include reference information for the three articles. You may be creative on this. You may compare perspectives on an international event from different countries (using news sources from more than one country). You may debate how to interpret the incident from more than one school of thought in International Relations. You may discuss the influence and repercussions of domestic politics. Feel free to make additional posts, ask questions about concepts or current events. Posts above the minimum requirement can count toward your participation score (see below), so if you don’t like speaking up in class, you have an alternative.

You will also need to read your classmates posts and comment on at least 2 other posts during each writing period (Sep., Oct., Nov., and Dec 1-14) during the semester. Your comments must be respectful to the original poster—“Disagree without being disagreeable” is the aim in this exercise. In addition, the comments must be more than just “good job” or “I agree.” That means they must have more substance with an explanation of why you agree or disagree or a discussion of what might have been overlooked or could be added to the analysis. It is not a challenge to see how many words you can take to express the sentiment “I agree” or “I disagree.” You need to point out additional ideas or other facts about the case that support or contradict your classmates’ analyses. Comments must be at least one paragraph (4 sentences) long. These will be posted in the “Digital Dialog” tab in Learning Suite. 7%

(3) Kennedy Center/Wheatley Institute Lectures. For deeper understanding of the application of the study of international politics and to better participate in the broader BYU community, you will attend at least 5 lectures sponsored by the Kennedy Center or the Wheatley Institute. Schedules of the lectures are available online at http://kennedy.byu.edu and http://wheatley.byu.edu. You must attend in person. Watching the podcast is not an acceptable substitute. Some other lectures may be announced in class and on learning suite as acceptable for fulfilling this assignment. For each lecture you attend, you will write a detailed two-paragraph summary. It must be submitted within one week of the day of the lecture by 5 p.m. These are graded pass/fail. 5%

(4) Eight-Page Analysis Paper. You will choose a 21st century event from international politics and discuss why it occurred and why it occurred the way that it did using theories we have discussed in class. A 300-word proposal, with at least three sources, will be due October 1st. A detailed outline will be due November 20th. The paper will be due December 13th. A (far from exhaustive) list of potential topics and a sample of a proposal and an outline are posted on the Learning suite site. You are encouraged to discuss topics and ideas for the papers with your TA or Professor Beesley. (1% for the proposal, 4% for the outline, 15% for the final paper) 20%
(5) Midterm Exam. The exam will consist of a multiple choice questions, identification questions, and short essays. The midterm is worth 15%.

(6) Final Exam. The exam will consist of multiple choice, identification and essay questions. 25%

(7) Participation. Each student will submit well-documented descriptions of their participation and assessments of the grade they believe they have earned for participation. Some criteria you might discuss in your self-assessment include what percentage of classes you attended; how often you made comments; how well you prepared for the group activities; if you contributed more to the digital dialog than the required comments on your classmates’ posts; what percentage of the readings you actually completed; if you participated with other students in study groups; your investment in classroom writing exercises etc. Be honest in making your assessment, but not too much of a perfectionist. I will make evaluations of your participation as well (before reading your self-assessment). The self-assessment is due by midnight on the last day of class. 10%

Course Policies
Make up exams and assignments
Make up exams will only be given in the case of a documented emergency or as otherwise required by university policy. Quizzes and daily assignments cannot be made up or taken after the 1pm deadline (except when, for reasons beyond your control (or Professor Beesley’s) Learning Suite is down for a significant time during the 24 hours before the due date)

Assignment of Grades
Final letter grades will be assigned using the following scale:  A (93-100), A- (90-92.99), B+ (87-89.99), B (83-86.99), B-(80-82.99), C+ (77-79.99), C (73-76.99), C- (70-72.99), D+ (67-69.99), D (63-66.99), D- (60-62.99), and F (59.99 and below).

If you have reason to believe that a grading error has been made, you must make a detailed argument in writing, outlining why you believe your grade to be in error. You must submit your written argument within 10 days of receiving your grade-- after that, I will assume you have accepted the grade assigned.

Civility
Please mind your manners in class. This means that you should arrive promptly, avoid surfing the internet or reading newspapers during class, avoid packing up bags prior to the end of class, and refrain from talking/texting on cell phones during class. It also means that you will be civil in all discussions. Each class member should feel free to express an opinion. Lively debate is intellectually stimulating and healthy. Demeaning another class member or making derogatory generalizations about any group of people are unacceptable behaviors.

Academic Integrity
While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. General information about the honor code can be found at honorcode.byu.edu. Details about Academic Honesty are found at http://saas.byu.edu/catalog/2010-2011ucat/GeneralInfo/HonorCode.php.
Writing submitted for credit at BYU must consist of the student's own ideas presented in
sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing. The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harbrace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers.

**Discrimination**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Opportunities Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

**Access**

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Opportunity Office at 422-5895, D-282 ASB.

**Schedule**

**Introduction**

September 5: Why Study International Politics?

(check LS for links to these articles or simply log into the library website: https://search-proquest-com.erl.lib.byu.edu/publication/10482

September 7: Why Do International Politics Today Look the Way That They Do? The international system until 1918. Implications for today
- 2nd Edition FLS, Chapter 1, pp. 2-20
- 3rd Edition FLS, Chapter 1, pp. 2-21

- 3rd Edition FLS, Chapter 1, pp. 21-39

September 12: Actors and Interests
- Meg Greenfield, "They Won't...They Can't..." Newsweek, June 1 1998, p. 78
- 2nd Edition FLS, Chapter 2, pp. 38-46
- 3rd Edition FLS, Chapter 2, pp. 42-50

September 14: Interaction Under Anarchy: Cooperation Difficult, but Possible
- 2nd Edition FLS, Chapter 2, pp. 47-79
- 3rd Edition FLS, Chapter 2, pp. 51-87
- Elise Labott, “North Korea’s Elaborate Game of Chicken with the US” CNN April 3, 2013
- The Economist. “Playing Games with the Planet” September 27th 2007

September 17: Competing approaches to the Study of International Relations
- 3rd Edition FLS, “Integrating Insights from Realism, Liberalism, and Constructivism” pp. xxvii-xxxi

September 19: Competing Approaches to International Relations: Policy Implications
Interactions of Conflict

September 21: Why war? Why Peace?: Individual Level of Analysis

September 24: Why War? The Structure of the International System (System Level of Analysis)

September 26: Why War? Changes in Relative Power
- 2nd Edition FLS, pp. 548-556
- 3rd Edition FLS, pp. 590-600

September 28: Domestic Politics and Preventing Wars (State Level of Analysis)
- 2nd Edition FLS, pp. 154-167
- 3rd Edition FLS, pp. 166-181
- Choose ONE of the following:
  o Dallin H. Oaks “World Peace” April 1990 General Conference
  o Gordon B. Hinckley “War and Peace” April 2003 General Conference

October 1: Domestic Politics and Starting Wars
- 2nd Edition FLS, pp. 124-154
- 3rd Edition FLS, pp. 136-166
- Stephan Haggard, “Kim Jung Un is not Crazy” CNN April 2, 2013

Analysis paper proposal Due

October 3: Bargaining to avoid war
- 2nd Edition FLS, Chapter 3, pp. 84-93
- 3rd Edition FLS, Chapter 3, pp. 91-101, 104-105

October 5: Why War? When Bargains Can’t Be Struck
- 2nd Edition FLS, Chapter 3, pp. 93-122
- 3rd Edition FLS, Chapter 3, pp. 102-103, 105-133

October 8: Continuing Why Bargains Can’t be Struck and Non-Rational Explanations for War
- David Lake, "Two Cheers for Bargaining Theory" International Security 35(3). Read ONLY pp. 10 (starting with the heading “Bargaining and the Costs of the Iraq War”)-34 (stop before the heading “Post-War Governance Costs”)

October 10: Civil War & Ethnic Conflict
- 2nd Edition FLS, pp. 214-242
- 3rd Edition FLS, pp. 234-264

October 12: Civil War and Ethnic Conflict II

October 15: Alliances
- 2nd Edition FLS pp. 169-188
- 3rd Edition FLS pp. 184-205

October 17: Terrorism
- 2nd Edition FLS, pp. 242-262
- 3rd Edition FLS, pp. 264-287

October 19: Weapons of Mass Destruction and Nuclear Non-Proliferation
- 3rd Edition FLS, pp. 579-590

October 22: Military Power Outside of Conflict

October 24: NO CLASS--MIDTERM EXAM
Exam is at the Testing Center. It opens at 8 am on the 23rd and checkout closes at 9pm on the 25th. There is a (testing-center mandated) late fee of $5 beginning at 2pm on the 25th.

Interactions of Cooperation
October 26: International Law: Can you have laws without international government?
- 2nd Edition FLS, pp. 420-451
- 3rd Edition FLS, pp. 456-487

October 29: International Law II: Practical applications


October 31: International Law: National vs. Individual Rights
- “The International Criminal Court on Trial” Interview with Fatou Bensouda. *Foreign Affairs*. Jan/Feb2017, Vol. 96 Issue 1, p48-53
- Two concepts of sovereignty *The Economist* September 16th 1999.

November 2: International Human Rights
- 2nd Edition FLS, pp. 453-491
- 3rd Edition FLS, pp. 490-528

November 5: Human Rights
- BASS, GARY J. “HUMAN RIGHTS LAST.” *Foreign Policy*, no. 185, 2011, pp. 81–89.

*International Political Economy: Making even costly cooperation economically attractive.*

November 7: International Political Economy: Trade and Incentives for Cooperation

November 9: Domestic Politics and International Trade
- 2nd Edition FLS, pp. 276-287
- 2nd Edition FLS, pp. 302-313

November 12: IPE: International Finance and Direct Investment
- 2nd Edition FLS, pp 313-343
- 3rd Edition FLS, pp 340-371

November 14: IPE: Currency Regimes
- 3rd Edition FLS, pp. 380-402, pp. 405-417
International Governmental Organizations: Making Cooperation Routine. When and why IGOs Affect the Behavior of Sovereign States

November 16:
- 2nd Edition FLS, pp. 188-212
- 3rd Edition FLS, pp. 203, 206-231

November 19: The United Nations
- Analysis Paper Outline Due

November 20: Deep Delegation in International Organizations: The case of the European Union
- Pascal Fontaine, “Europe In 12 Lessons” pp. 1-36.
- 2nd Edition FLS, p. 289
- 3rd Edition FLS, p. 315

November 26: The European Union: Challenges and limitations for IGOs
“The unwelcome guests: Turkey and the European Union” The Economist. December 11, 2004
Nicolas Berggruen and Nathan Gardels “The Next Europe.” Foreign Affairs, Jul/Aug 2013, 92(4)
“Dreaming of Sovereignty” The Economist March 19, 2016

November 28: A common currency: delegation from sovereign states
- 2nd Edition FLS, pp.371-375
- 3rd Edition FLS, pp. 402-405

November 30: Poverty and Development I
- 2nd Edition FLS, pp. 387-419
- 3rd Edition FLS, pp. 520-453

December 3: Poverty and Development II: State and Non-State Actors
- Clive Crook, “Rethinking the Case for Helping Poor Countries,” The Atlantic 2005
- LDS Humanitarian services website (link available on Learning Suite)
- Catholic relief services (link available on Learning Suite)
December 5: International Environmental Cooperation:
- 2nd Edition FLS, pp. 493-533
- 3rd Edition FLS, pp. 532-575
- Selected Scriptures and Church Leader Statements on Environmental Stewardship (link on learning suite)

December 7: Environmental Cooperation

December 10: Recent US Foreign Policy and Insights from IR
TBD

December 12: Conclusions on Conflict and Cooperation
- 3rd Edition, pp 611-625
- Analysis Paper Due