

Political Science 2223 (MW, 9.00-9.50am), MATH 100  
Spring 2020  
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phone 303-4927904  
office hours: MW 10.00-11.30pm and by appointment

This course serves as the gateway course for more advanced classes in international relations. As an introductory course, it seeks to survey the major concepts, theories, and problems of the field. It also presents some illustrative examples of policy challenges facing officials although its basic intent is not to address “current events.” By the end of the semester, you should have gained a reasonable idea about what the study of international relations and foreign policy is all about and a basic competency to pursue further inquiries in this field.

There is only one text for this course. It is *World Politics: The Menu for Choice* (10<sup>th</sup> edition) written by David Kinsella, Bruce Russett, and Harvey Starr (Boston: Wadsworth, 2013). This book should be available at the UMC Bookstore for your purchase.

While the text provides a general framework for the course and some background information for the research traditions and problems to be discussed in the class, my lectures will present additional material that seeks to expand, elaborate, and explore in further depth some of the analytic, substantive and/or policy concerns raised in the readings (and other topics not covered in the book). Therefore, it is important that you attend classes and take good notes. You should also know that I will not be able to cover and explain everything discussed in the text, as there is not enough time to do so in the lectures. Because most of you are likely to be freshmen starting your career at CU, do please contact me if there is anything that is unclear. You should seek clarification or help early in the semester rather than wait until the last minute.

There are times when my lectures will alter the order in which the pertinent material is introduced in the text. When this happens, I have highlighted the pertinent terms in the glossary so that you will be able to look them up in the text and read them before my lectures. You will be responsible to know these terms.

Evaluation of your course performance will be based on the following considerations. There will be an in-class mid-term exam as well as an in-class final exam. It is mandatory for you to take these two exams. The mid-term will constitute 30% and the final exam another 40% of your course grade. Unless otherwise provided for by university policy *and* with my prior approval, students are required to take these exams at the scheduled times. You will not be able to make up for a missed exam except for reasons qualifying for university-approved excuses -- namely, for genuine emergencies beyond a student’s control. The specific format for each exam will be explained in class. The midterm exam will take place during **class time on Wednesday, February 26, 2020**. The university has scheduled the final exam on **Tuesday, May 5, 2020**, from 1.30pm to 3.00pm in our regular classroom. The midterm and final exams will start and end at the scheduled times even if you arrive late.

Your course evaluation will also include a required term paper. You must write on the topic assigned at the end of this syllabus. This topic has a critical thinking component, requiring you to apply your analytic skills to address a theoretical and/or policy problem germane to international relations. This term paper will constitute 25% of your course grade. This paper is limited to 10 pages (double-spaced, 12-point font size). The deadline for turning in this paper assignment is **9.00am**,

**Monday, March 9, 2020** – that is, at the start of the class on that day. In addition to turning a hard (paper) copy of this assignment to your respective teaching assistant, you must email it as a MS-WORD attachment to him/her by the above deadline. For every day that this paper is tardy, a penalty of 10% will be assessed on its grade (weekend days will count in assessing this penalty for tardiness). Since you are given the topic for the paper assignment on the first day of class (on the last page of this syllabus), you should start to work on it in earnest and avoid the penalty for tardiness just explained.

In order to successfully complete this paper assignment, you are encouraged to make a 10 to 15-minute appointment with your teaching assistant to go over an outline of your paper (so please bring this outline with you when you come to see your teaching assistant). Please don't wait until too late to make this appointment as your teaching assistant will not be able to accommodate everyone's request during his/her office hours just before the paper's submission deadline.

The remaining 5% of your course grade will be based on your attendance of and participation in your recitation and other germane considerations such as your performance on any impromptu quizzes.

If you have a complaint about the grade you have received for an assignment or test, you must submit a written statement explaining why you think you deserve more credit. You must submit this document within one week after the pertinent grades have been issued. You will no longer be able to contest your grade after this deadline. Note that the clock for the one-week requirement starts when the grades are issued to the class (regardless of whether you are physically present in class at that time).

The following are important university policies that you should read and understand.

#### Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed (please bring this documentation to me within the first two weeks of class). Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website (please bring this matter to my attention as soon as possible).

#### Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

## Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code ([honor@colorado.edu](mailto:honor@colorado.edu)); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

## Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, intimate partner abuse (including dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

## Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, you should provide written request for any accommodation because of religious observances during the first two weeks of the semester.

See the [campus policy regarding religious observances](#) for full details.

Regarding academic dishonesty, you must not represent someone else's work as your own in carrying out any course assignment. And, when presenting another person's ideas or data, you must provide explicit citation to acknowledge your intellectual debt. Quotation marks must be used when you are quoting someone. Minor changes that try to paraphrase someone else's ideas do not relieve you of the responsibility of acknowledging your intellectual debt. When in doubt, you should err on the conservative side (that is, by citing your sources), or you should at least consult with your teaching assistant or me.

If you happened to have three final exams scheduled on the same day, you are entitled to request a change in the time designated for the last exam for that day. If this last exam of the day happens to be this course, please provide the relevant documentation to the professor during the first two weeks of the semester in order to schedule an alternate time for your exam. You should direct

your request for an alternate exam time to another professor if the third exam on the same day happens to be for another course.

To do well in this class, you must attend lectures and recitations regularly. If you have any questions, please do not hesitate to seek clarification from your teaching assistant or me. As you can tell from the course plan below, we have a very tight schedule. Moreover, and I reiterate, I will not always be able to cover everything in the text or for that matter, everything listed in the course plan below. So, again, I urge you to read up on and prepare for those items that are not covered in the lectures. Recitation sessions are an opportunity for you to pursue any questions about these items.

The lecture plan and reading assignments below are intended to give you an approximate timeline. We may occasionally get ahead of or fall behind this rough schedule. It is important for you to keep up with the reading assignments. As already mentioned, the course schedule is very tight and there is very little room for slippage. I strongly urge you to do the readings before you attend lectures for the relevant chapters. The lectures are not a substitute for the readings for reasons I have given above. You should not hesitate to ask questions in class or visit me during office hours.

Naturally, your weekly recitation sessions also provide you with an opportunity to clarify any questions about the course material and assignments. You should attend regularly these recitations because your participation and presence will be part of the consideration that goes into determining your course grade. Your teaching assistant should be your first point of contact for this course.

One final note and reminder: you must not allow your work to fall behind schedule. If you have any questions or concerns, please contact your teaching assistant or see me early on, not after the fact.

#### Course Schedule (subject to change)

January 13

Introduction and Organization

Glossary: three examples (atomic bomb, Asian financial flu, and 9/11 terrorist attack), menu for choices, opportunity and willingness, joint necessity

Read chapter 1

January 15

More on the Organization Concepts for the Course

Glossary: circumstances and choices, structure and agency, constrained choice, environmental probabilism, levels of analysis

Read chapter 2

January 20

Martin Luther King Holiday, no class

January 22

On the Scientific Study of International Relations

Glossary: scientific inquiry, pattern recognition, theory, hypothesis, concept, generalization, falsifiability, evidence, empirical versus normative analysis

The Genesis of Modern States

Glossary: Thirty Years' War, Treaty of Westphalia, sovereignty (non-interference and legal equality), French Revolution, nationalism, monopoly of force, territoriality, nonstate actors

Read chapter 3

January 27, 29

On Realism, Polarity, and Power Balances

Glossary: realism, structural anarchy, relative gain, positional competition, self-help, security imperative, national power, soft power, **security dilemma**, balance of power and balance of threat, balancing and bandwagoning, chain-ganging and buckpassing, offensive versus defensive realism, Triple Alliances and Triple Entente, polarity (unipolar, bipolar, multipolar), American primacy, **hegemonic stability**

Read chapter 4

February 3, 5

Liberal Critiques of Realism

Glossary: political and strategic culture, power elites, pluralism, military-industrial complex, public opinion, permissive public, mobilizables, attentive public, mass public, gender gap, rally 'round the flag, decay factor, diversionary war, democratic peace (norms and institutions), Immanuel Kant (republicanism, cosmopolitanism, pacific union)

Read chapter 5

February 10, 12

Decision Making: Rationality, Psychology and Organizations

Glossary: humans as information processors, rationality as cost-benefit analysis, satisfice, bounded rationality, muddling through, incrementalism, wishful thinking, signals and noise, cognitive consistency, mirror images, groupthink, risky shift, operational code, personality traits, prospect theory, loss aversion, attribution theory: dispositional vs. circumstantial explanation, Allison's models: rational actor, organizational processes, and governmental politics, principal-agent dilemma

Read chapter 6

February 17, 19

More on the Causes of Conflict

Glossary: three images of war, human nature, war as a social institution, slavery and dueling as examples of value changes pointing to obsolescence of war, relative deprivation, capitalism and imperialism, balance-of-power theory, power-transition theory, long-cycle theory, imperial overstretch, failed states, ethnic wars, lootable resources, terrorism, cyber warfare

Read chapter 7

February 24

Review for Midterm

February 26

**Midterm Exam today (during class, 9.00am-9.50am)!**

March 2, 4

Armament and Disarmament

Glossary: security dilemma (again), Richardson's arms race model, nuclear deterrence, nuclear proliferation, mutual assured destruction, first- versus second-strike capability, counter-value versus counter-force strikes, national missile defense, guns versus butter, opportunity cost, counter-cyclical tool, prisoners' dilemma, tit-for-tat, shadow of the future, evolution of cooperation

Read chapter 8

March 9

**Term Paper Due today at the start of class (9.00am)!**

March 9, 11

Ethics and Laws on War

Glossary: just war doctrine, *jus ad bellum*, *jus ad bello*, self-defense, double-effect rule, Catholic bishops on morality of nuclear deterrence, preventive war (Caroline standard), reprisal (last resort, proportionality, discrimination, just cause, legitimate authority), Geneva Law, Nuremberg trials, reason of state, superior order, domestic versus universal jurisdiction, retrospective law, military necessity, *tu quoque*, people as reasoning agents, natural law, superintendent principle, communitarian (statist) vs. cosmopolitan (universal) conceptions of human rights, positive and negative rights, International Court of Justice, international regimes, torture and mistreatment of POWs, humanitarian intervention

Read chapter 9

March 16, 18

Global Order and International Organizations

Glossary: functionalism, **security community**, **collective action**, **collective goods (or public goods)**, **joint supply and non-exclusiveness**, **free ride**, United Nations, International Criminal Court, responsibility to protect

Read chapter 10

March 23-27

Spring Break Week, no classes

March 30, April 1

Economic Competition and Interdependence

Glossary: Adam Smith, David Ricardo, Friedrich List, free trade, laissez-faire, comparative advantage, autarky, protectionism, mercantilism, strategic trade, embedded liberalism, sensitivity and vulnerability, relative versus absolute gain, Bretton Woods regime, World Trade Organization, **complex interdependence**, hegemonic stability

Read chapter 11

April 6, 8

Regional Integration and Globalization

Glossary: integration, amalgamation, European Coal and Steel Community, the Common Market,

European Union, Single European Act (Maastricht Treaty), supranationalism, pooled sovereignty, North American Free Trade Area, complex interdependence (again), nationalist backlash on immigration and free trade, Brexit

Read chapter 12

April 13, 15

Development and Underdevelopment: The North-South Gap

Glossary: best of times and worst of times, North-South gap, multiple Souths, BRIC, human-development index (life expectancy, literacy, parity purchasing power), New International Economic Order, commodity concentration, debt burden, terms of trade, demographic pressure, structural violence, structural adjustment, human capital, development aid, dependent development, world system, import-substitution industrialization, export-oriented industrialization, newly-industrializing countries, democracy and development (roving versus stationary bandit)

Read chapter 13

April 20, 22

Global Commons (the Environment)

Glossary: forced ride, public bad, externality, global warming, tragedy of the commons, intrinsic responsibility, carrying capacity, triage, lifeboat ethics, demographic transition, doubling time, age structure, replacement rate, the “greying” of advanced industrial countries, sustainable development, common-pool resources, overpopulation or overconsumption, spaceship earth, ecological footprint, distributive justice, interdependence

Read chapter 14

April 27

Alternative Futures

Glossary: end of history, triumphalism, clash of civilizations, secularism, primordialism, west versus rest, jihad versus McWorld

Read chapter 15

April 29

Review of Course Material

May 5 (Tuesday)

**Final exam today, 1.30pm-3.00pm!**

### Paper Topic

One of the key concepts in international relations theorizing is *balance of power*.

1. What is the meaning of this concept? What do proponents of this approach to international relations suggest that states must do?
2. How have states actually behaved in the past? That is, do you think states have followed or are following this approach in their actual conduct? Alternatively, have states acted or are acting differently? Be clear and introduce evidence to support your view.
3. Is there a balance of power in today's international system? That is, do you think power in today's international system is distributed relatively equally among several major powers, or do you think it is concentrated in the hands of one country? Again, support your view with evidence.
4. How do you think states ought to behave in today's world? Do you think they should follow the advice to balance against power, or not? Why?

Your paper must include a discussion and explanation of at least three theoretical ideas or concepts such as those mentioned in the glossary for January 27 and 29, and/or the glossary for February 17 and 19. A hint: ideas and concepts such as those just alluded to can be easily looked up in the glossary and index sections of your textbook (and of course, they are also discussed in the text and/or taken up in the lectures).

Your paper will be evaluated on the basis of the coherence, clarity, consistency, and completeness of your answer to the above questions. As well, the extent to which you can introduce compelling evidence and present cogent arguments to support your conclusions would be a basis of evaluation. Naturally, historical accuracy will be another consideration for evaluation.

The best thing you can do to help yourself is to start preparing for your paper assignment early, and to avoid turning in your paper late. In addition, you should make an appointment to see your teaching assistant to get feedback and advice on your paper's draft outline. So, sign up for this appointment early rather than wait till the last minute! Contact your teaching assistant about any questions you have about your paper assignment.

Finally, be mindful of the deadline for you to turn in the finished paper, the penalty for tardiness, and the Honor Code's stipulations against cheating and plagiarism. Always identify the sources of your ideas, arguments and evidence! Put direct quotes between quotation marks. Even when you are just paraphrasing someone, give this person credit by citing him/her.