

POL2030: INTRODUCTION TO INTERNATIONAL RELATIONS

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Course Materials

- John Baylis, Steve Smith, and Patricia Owens, eds. (2019), *The Globalization of World Politics: An Introduction to International Relations*, 8th ed. (Oxford University Press)
- Daniel W Drezner (2011), *Theories of International Politics and Zombies* (Princeton University Press)
- Taylor Owen (2015), *Disruptive Power: The Crisis of the State in the Digital Age* (Oxford University Press)

Student Learning Outcomes

The central question in the study of International Relations is how entities interact in the absence of a formal authority. Much of our everyday life is unwittingly organized by the fact that there is a working national government that uses law and, if necessary, force to create order and security. In the global arena, however, there is no superior authority. And yet, despite this condition of “anarchy,” cooperation is still possible. Anarchy does not necessarily mean chaos.

But, what baggage does “anarchy” bring with it? Historically it has meant that, in the absence of a legal authority with sufficient force to resolve disputes, violence (a.k.a. war) is the ordinary solution. Is that still true or is the world changing? We will be looking at issues of war and peace and asking if war can be minimized in the absence of a world government and how.

Students will better understand:

- How cooperation is possible without a world government
- The role of power and when power is insufficient
- Whether and how “global justice” really modifies the uses of power
- How the international system of today evolved
- Different theories for explaining international relations
- The use of force by States and the changing rules on the use of force
- The expanding roles of international organizations, international law, and human rights
- The emergence and roles of new global actors (other than nation-states)
- Solutions to global collective action problems

Finally, we want to ask moral questions about what is Just and whether justice has any place in the anarchic world of international relations. Where would such a shared conception come from given the fact that the world is made up of so many different value systems? Ideally, we will develop tools to consider how international relations operate and how they *should* operate.

Political Science Program Learning Outcomes

PLO 3: You will be able to understand and critically assess the processes, theories, and outcomes of political institutions and political behavior.

- Exams
- Reflections

PLO 7: You will be able to construct and evaluate analytical, comprehensive arguments.

- Policy paper

International Studies Program Learning Outcomes

PLO 1: You will be able to recognize and appreciate the historical, political, social, cultural, and economic dimensions of international processes and issues.

- Exams

PLO 3: You will be able to make informed, reasoned, and ethical judgments in matters relation to issues of international public action.

- Policy paper
- Reflections

Course Grading

The following is the breakdown of how the final grade will be determined:

20%	Exam #1
20%	Exam #2
20%	Final Exam
10%	Assignments
10%	Quizzes
10%	Policy Paper
10%	Attendance and Participation

Assignments

There will be regular assignments in this class. They are designed to help the student keep up with the reading and get key ideas out of it. Each week I will put several collateral readings on e-class to go along with the assigned readings in the syllabus. Each Monday each student will turn in a one page (typed and single-spaced) reflection paper *on the collateral readings on e-class, not the textbook readings*. The reflection must be turned in during class on Monday. No late reflections will be accepted. You get one freebie over the semester, meaning you can skip turning in a reflection with no penalty – but use your freebie wisely.

The reflection should include your reactions to the things that you learned about in these readings. Ask yourself if there was anything you had a strong reaction to (“I was fascinated with...”, “This really ticked me off...”), if there were things you disagreed with, and/or if there were things that you’d be interested in finding more information about. One of the goals of these reflections is to be able to look back over the course of the semester and see if you can better identify what it is in the world that YOU really care about. So, think about the reflections as being a way to get a better idea of who you are and who you want to become.

Quizzes

Periodically there will be quizzes given during class. These will not necessarily be announced ahead of time and will often be of the “pop” variety. A quiz can cover assigned readings for that class and the previous class, plus any material from the lecture from the previous class. The best way to do well on quizzes is to come to class, be on time to class (because many quizzes will be given in the first few minutes of class), review the previous lecture notes before class, keep up with the reading, and review key terms and key points from each chapter (the textbook highlights these for your convenience). **No make-up quizzes.**

Policy Paper

This paper will be a 3-4 page policy paper examining one particular global issue and outlining the policy the US government or the UN Security Council should adopt.

February 9: turn in a one-page explanation of the issue/question you will be looking at and three promising sources.

April 1: exchange a draft of paper with other students in class

April 13: final paper due

Attendance and Participation

Attendance is very important in a core course since this is a discussion class. Attendance is 6% of the total grade and will be calculated in the following manner:

# of classes missed	Attendance grade
0-1	6
2-3	5
4	4
5	3
6	2
7	1
8	0
9	dropped from course

Participation is a subjective measure of the how involved in class discussions a student is. Quantity does not impress me as much as quality – the student who talks frequently should always be helpfully contributing to the discussion. However, everyone should participate and 4% of the total grade will be a subjective judgment of your efforts to add to the class discussions.

Final Examination Policy

Successful completion of this class requires taking the final examination **on its scheduled day**. No requests for early examinations or alternative days will be approved.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the University Catalog. See Academic Policies for definitions of academic dishonesty and for further policy information.

PLNU Academic Accommodations Policy

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See Disability Resource Center for additional information.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Undergraduate Academic Catalog.

PLNU Mission To Teach – To Shape – To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modelled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE ZOOM ETIQUETTE

- **Have both Zoom and Canvas open and available during our sessions.**
 - You can do a split screen on your computer or use multiple devices.
 - During some classes we will use links on Canvas and will do online work.
- **Take notes in whatever way is most helpful to you – but definitely take notes**
 - Having a notebook next to you to jot down ideas and questions is helpful for when we discuss together!
 - Your brain better remembers things you physically write down.
- **Set up a quiet, distraction-free environment before you log on.**
 - This might be challenging, but do your best! Treat our Zoom meeting in the same way you would if you were sitting in class.
 - Come up with a little ritual that let's your brain know you're starting class (and ending it)
- **Avoid multitasking.**
 - Please do not text or email or do other online work during our time together.
- **Keep your audio on mute until you want to speak.**
- **Enable your video so that we can see you and connect with you.**
 - There are times when you may need to disable video (for instance, in order to minimize the activity on your internet connection or if there is a lot of activity going on in your video) – but try to make your “default” having the video on so we can be present together
- **Answer questions or provide comments in the chat feature when it is appropriate.**
 - On the bottom of the Zoom window, click on “Participants” and “Chat.” Two pop-up windows will open on the right side of your screen.
 - I will probably not follow Chat during class (too many things going on).
- **Be respectful of whoever is speaking, whether a prof or fellow student.**
- **Please speak up and let your ideas be heard!**
 - Be sure to unmute yourself to talk.
 - If I don't see your hand raised, please feel free to unmute your mic and say “Hey Rosco.”

SCHEDULE OF LECTURES AND READINGS

Baylis, Smith, & Owens

PART I: THE GLOBAL SYSTEM

- 1/11 Introduction
- 1/12 Global Politics ch. 1
- 1/14 International Society ch. 2

PART II: THE HISTORICAL CONTEXT

- 1/17 NO CLASS (MLK Jr. Day)
- 1/19 International History, 1900-45 ch. 3 (first half) & see Canvas
- 1/21 International History, 1945-90 ch. 3 (second half) & see Canvas

- 1/24 The End of the Cold War ch. 4 & see Canvas
- 1/26 The War on Terror and Beyond ch. 5 & see Canvas

PART III: THEORIES OF WORLD POLITICS

- 1/28 Realism ch. 8

- 1/31 Liberalism ch. 6
- 2/2 Neo-Realism and Neo-Liberalism See Canvas
- 2/4 Marxist Theories ch. 7

- 2/7 World-Systems Theory See Canvas
- 2/9 Constructivism ch. 12
- 2/11 Alternative Approaches chs. 11 & 9

2/14 Exam #1

PART IV: STRUCTURES AND PROCESSES

- 2/16 The Changing Character of War ch. 14
- 2/18 International Security ch. 15

- 2/21 International Political Economy ch. 16
- 2/23 NO CLASS (Mental Health Day) None
- 2/25 International Law ch. 19

- 2/28 International Regimes ch. 20
- 3/2 The United Nations ch. 21
- 3/4 Transnational Actors and IOs ch. 22

3/7 NO CLASS (Spring Break)
3/9 NO CLASS (Spring Break)
3/11 NO CLASS (Spring Break)

PART V: INTERNATIONAL ISSUES

3/14 The Environment ch. 24
3/16 Terrorism ch. 28
3/18 Counter-Terrorism See Canvas

3/21 Nuclear Proliferation ch. 29
3/23 Nationalism ch. 30
3/25 Exam Review None

3/28 Exam #2

3/30 Intervention and Sovereignty ch. 32
4/1 Sustainable Development ch. 26

4/4 Regional Orders ch. 23
4/6 Global Trade and Finance ch. 27
4/8 Gender Issues ch. 17

4/11 Poverty, Hunger, & Human Security ch. 25
4/13 Human Rights ch. 31

4/15 NO CLASS (Easter)
4/18 NO CLASS (Easter)

PART VI: WHAT'S NEXT?

4/20 Is Technology Disruptive? Owen, chs. 1-2
4/22 Is the State Becoming Obsolete? Owen, chs. 3-4

4/25 Is Technology Humanitarian? Owen, chs. 5-6
4/27 Will Technology Enhance State Control? Owen, chs. 7-9
4/29 Summing Up

Final Exam: Wednesday, May 4, 1:30-4:00