

POL 130: Introduction to International Politics

Rollins College Spring 2019
226 Cornell Hall – T/R 11 am to 12:15 pm

Professor: Dr. Mike Gunter
Office: 214 Cornell Hall
Office Hours: T/R 2 to 4 pm & By Appointment
Phone: 407-646-2263
Email: mgunter@rollins.edu
Web address: <http://myweb.rollins.edu/mgunter/>

COURSE OVERVIEW

The United States remains the world's most powerful country by any measure of that elusive term. Despite such preeminence, though, we increasingly depend upon other actors – state and non-state alike. Indeed, prosperity in the 21st century depends on much more than the success of any one state's political leaders or respective financial operations. Growing political, economic, and even ecological interdependence ensure that financial and outright physical health is now intrinsically linked to others.

This course examines the rapidly changing international system in which this story unfolds. Our scope is broad by design. While no official prerequisite exists, we build upon your knowledge of world history and periodically incorporate international current events into our daily discussions. Perhaps most importantly, class lectures, discussion, exercises, and reading assignments, go beyond mere recitation of historical facts and figures to explore deeper theoretical interpretation.

When you think about how we acquire knowledge, realize that everything we know passes through some sort of filter, a medium that shapes our interpretations of an event. In international affairs, scholars have names for these all-important filters – known formally as theories. Examining these theoretical approaches, Introduction to International Politics fosters independent critical analysis. While we will study the questions of who, what, and where throughout the semester, we are particularly interested in the questions of how and why. As we progress through the weeks, consider how the various readings and discussions we have in class relate to your own personal experiences, values, and opinions. This course will encourage you to reconsider your perceptions of the world around you, to foster independent critical analysis, and to spark questions for both you and your classmates to answer.

The texts and readings outlined below were selected to jump start this process. Diligently keeping on schedule with your reading load will allow you to take full advantage of our discussions so be sure to come prepared to actively participate throughout the semester. As such, the ultimate success of the course places a heavy burden on you, the students.

Finally, let me say a few words about the written requirements in this course. There will be at least two written assignments as well as two essay exams. Of all that you learn in college, writing is easily one of the most important. Regardless of your career goal, you will need to develop the skill of writing well. Writing helps us learn. It focuses our thoughts and forces us to organize and document them. With this in mind, you are asked to read the age-old pamphlet by William Strunk and E.B. White, *The Elements of Style* during the first week of classes. Copies are available at the campus bookstore, and the work is also available online at: <http://www.bartleby.com/141/index.html>.

COURSE OBJECTIVES

More specifically by the end of this course you will be able to:

1. Describe the strengths and weaknesses of the key actors in international relations.
2. Explain what constitutes power on the global stage and how that changes over time.

3. Critique different theoretical explanations for why specific international events occur.
4. Predict challenges within the international system over the next several decades.

REQUIRED READINGS

The following required texts and materials are available at the Rollins College Bookstore or online:

1. Blanton, Shannon L. and Charles W. Kegley. *World Politics: Trend & Transformation*. 2016-2017 Edition. Boston: Wadsworth Publishing, Cengage Learning, 2017. (Noted in syllabus as B&K)
2. Gunter Reserve Readings are noted as RR in syllabus and either embedded as hyperlinks in online syllabus or catalogued in Blackboard under the “Documents” section.
3. Strunk, William Jr. (and E.B. White). *The Elements of Style*. New York: Tribeca Books, 2012. (Also available for free at hyperlink above as well as older print editions with other publishers).
4. Weekly reading of *The New York Times* and/or *The Wall Street Journal*.

ADDITIONAL REQUIRED READING

In addition to the above texts, this class requires you to stay abreast of global current events – both for the purpose of weekly discussions and your own required oral report. For reputable international reporting in the states, I recommend the international sections of national daily newspapers such as [The New York Times](#), [The Washington Post](#), or [The Wall Street Journal](#). We will discuss major events as they relate to our course readings each week, thus making this part of your daily participation marks. This material may also be incorporated into assignments and tests.

A few other recommended national US papers you may wish to consult are [The Washington Post](#), [The Boston Globe](#), [The Chicago Tribune](#), [The Miami Herald](#), and [The Los Angeles Times](#). See also [World-Newspapers.com](#) for links to English-language newspapers and magazines around the globe. Non-traditional sources *can* be a good source of news as well. Along these lines, some blogs of note for our purposes are the [Council on Foreign Relations](#), [The Economist’s Free Exchange](#), [Financial Times’ The World](#), Foreign Policy Association’s [Global Affairs Blog Network](#), [Foreign Policy’s Passport](#), and PBS’s [Wide Angle Blog](#).

COURSE EXPECTATIONS

Participation in class is expected and thus plays a key role in determining final grades. Material discussed in class will appear on exams as well as other assignments, and quizzes relevant to the reading may be given periodically. A complete breakdown on my participation grading policy is attached.

Please be advised that, while the reading load is fairly consistent from week to week, there are a few exceptions. On average, as the Rollins College Catalogue warns, you should anticipate spending nearly three hours outside of class for every hour spent in class. Also, all college students should be familiar with the term plagiarism. Any work that borrows wording, ideas, or even organization from another source without appropriate acknowledgment is defined as plagiarism. A general rule of thumb is to cite any phrase that is not common knowledge and longer than four words. The penalty for violating this standard is severe.

Finally, and most importantly, I think of a course as being a contract between teacher and student. My role is to do my best to help you learn. Your side of the agreement is to do your best to learn. Coming to class prepared (doing the reading *before* class *and* taking notes on that reading) goes a long way in this regard. You are also encouraged to not only ask questions in class but to take advantage of my office hours. To facilitate this every student will schedule a time to meet with me at least once over the course

of the semester.

GRADING POLICY:

Feel free to consult me about any of your work and grades during the semester, i.e. papers, participation, quizzes, exams, etc. Due to privacy concerns, however, grades will *not* be discussed electronically at any time during *or* after the semester. Per the Rollins College Catalogue, the grade report is based on the following definitions:

A is reserved for work that is *exceptional in quality and shows keen insight, understanding, and initiative*.

B is given for work that is *consistently superior and shows interest, effort, or originality*.

C is a respectable grade required for graduation; it reflects *consistent daily preparation and satisfactory completion of all work* required.

D- is the *lowest passing grade*; it is below the average necessary to meet graduation requirements and ordinarily is not accepted for transfer by other institutions.

F is failing.

Grading is based upon percentages that equate to the standard +/- system below:

A = 93 % and above	A- = 90-92	B+ = 87-89
B = 83-86	B- = 80-82	C+ = 77-79
C = 73-76	C- = 70-72	D+ = 67-69
D = 63-66	D- = 60-62	F < 60

Unless another due date is announced in class, you are responsible for turning in assignments on time, which means before class starts. This responsibility comes in two parts. For one, you must turn in a hard copy of your paper to me. For another, you must submit an electronic copy to www.turnitin.com. Our class ID is "8020682" and the class password is "honor." Let me know if you need any help with this but do be sure to complete this requirement if you wish to receive credit for your paper.

Failure to complete both the paper and electronic steps by the assigned due date will result in a grade of zero for that assignment. Please take this seriously as it would be a shame for you to not get credit simply for failing to follow directions. After class begins, assignments will be considered late so do not skip class just to finish an assignment. Late assignments will be accepted until 4 p.m. that day with one letter grade penalty – including both the hard copy and electronic submissions.

Make-up tests are not given, except under extenuating circumstances, i.e. illness, death in the family, religious holiday. In these cases, the professor ***must be informed prior to the exam or assignment due date***. Do this in person, by email, or office telephone.

GRADING DISTRIBUTION:

10%	Current Events PowerPoint Report
10%	Diplomacy & War Debriefing Paper
10%	UN Security Council Debriefing Paper
10%	Geography Quizzes
20%	Daily Participation
20%	Midterm Exam

20% Final Exam

COURSE SCHEDULE

Part I THEORETICAL FOUNDATIONS & HISTORICAL PERSPECTIVE

Week 1: Jan.15/17

Modeling the World

IR Assessment Test

Strunk and White: All sections

RR: Niccolo Machiavelli, [*The Prince*](#) (excerpts from Chpt. 5, 14, 15, 16, 17, 18, 19, 21)

Week 2: Jan. 22/24

Thinking about International Relations

B & K: Chpt.1

RR: Thucydides, “The Melian Debate,” from *The Peloponnesian War*

RR: Thomas Hobbes, “Of the Natural Condition of Mankind, as Concerning Their Felicity, and Misery,” from *Leviathan*, Part I, Chapter 13

[*Europe Geography Quiz*](#)

Realism and Power

B & K: Chpt.2 & Chpt.8 (sections on realism and power)

RR: Hans Morgenthau, excerpts *Politics among Nations: The Struggle for Power and Peace*

Week 3: Jan. 29/31

International Terrorism (Kerry Uniyal from our Shanghai semester program)

B & K: Chpt.6 & 7 (terrorism sections)

President Bush’s Graduation Speech at West Point, June 2002:

<http://georgewbush-whitehouse.archives.gov/news/releases/2002/06/print/20020601-3.html>

[*Middle East Geography Quiz*](#)

[*Frontline: The Secret History of ISIS*](#) (May 2016) 54:47 (we will see this one in class)

ABC’s John Miller May 1998 [*interview*](#) of Osama bin Laden

Skim [*Frontline: Hunting bin Laden*](#) (1999/2001) and [*Frontline: Kill/Capture*](#) (May 2011) 53:39

Optional: [*Frontline: The Rise of ISIS*](#) (Oct. 2014) 53:41

Week 4: Feb. 5/7

Liberal & Constructivist Theory

B & K: Chpt.2 (section on liberalism and constructivism)

RR: Wilson, “[*The World Must be Made Safe for Democracy*](#),” Congress Address, 2 April 1917

RR: Woodrow Wilson, “[*The Fourteen Points*](#),” Address to Congress, 8 January 1918

[*Africa Geography Quiz*](#)

Spreading Westphalia: Imperialism, Nationalism and Colonial Hangovers

B & K: Chpt.5

RR: V.I. Lenin, “The Place of Imperialism in History,” *Imperialism: The Highest Stage of Capitalism* excerpts

RR: Immanuel Wallerstein, *The Modern World-System*, pp. 229-239

Week 5: Feb. 12/14

Foreign Policy Decision-making

B & K: Chpt.3

RR: Irving Janis. "Groupthink" *Psychology Today*, Nov. 1971

RR: Graham T. Allison and Morton H. Halperin, "Bureaucratic Politics"
[South America Geography Quiz](#)

Balance of Power & Collective Security

B & K: Chpt.8 & 9 (League of Nations section)

RR: A.F.K. Organski, "The Power Transition," excerpts from *World Politics* (1958)

**Part II
INTERNATIONAL SECURITY**

Week 6: Feb. 19/21

Class Simulation: Diplomacy and War

RR: Sun Tzu, *The Art of War*, Preface and Intro

RR: Risk Reserve Readings, "Introduction & Strategy Hints" (listed as Risk in Blackboard)

The Causes of War

B & K: Chpt.4 (Sections on WWI and WWII) & 7 (first part on what causes aggression)

RR: Sun Tzu, *The Art of War*, Chpts. 1, 2, 13

Week 7: Feb. 26/28

Midterm

The Cold War: Arms Race and Security Dilemma

B & K: Chpt.4 (Cold War & Post-Cold War parts)

RR: Karl von Clausewitz, "On the Nature of War," from *On War*, Book I, Chapter 1

Week 8: March 5/7

Film: [At the Brink: The Cuban Missile Crisis](#) in class, including Pt [Two](#)...Pt [Three](#)...Pt [Four](#)

RR: Stiles, "Cuban Missile Crisis"

RR: Premier Nikita Khrushchev's [telegram](#) to President John F. Kennedy, 26 October 1962

Skim film website: *Frontline: [Russian Roulette](#)*

Diplomacy & War Risk Paper due in class

Wednesday night talk by Dr. Martha Akawa, University of Namibia, 6:30 pm @Suntrust Auditorium

Nuclear Deterrence, Proliferation, and Arms Control

B & K: Chpt.9 (first part on arms control)

Review Doomsday Clock [Timeline](#)

**Part III
INTERNATIONAL ORGANIZATION:
GLOBAL ACTIONS AND GLOBAL ACTORS**

Week 9: March 12/14*Spring Break***Week 10: March 19/21**

The Bretton Woods Regime & Globalization

Finish B & K: Chpt.10

B & K: Chpt.11 & 12 (section on globalization)

[Central America & part Caribbean](#) Geography QuizNew Plagues - [Frontline: Outbreak](#) (5 May 2015) 54:16

B & K: Chpt.12 (sections on disease)

Begin B & K: Chpt.10

Week 11: March 26/28

The United Nations

B & K: Chpt. 6 (IO and UN parts) and Chpt.9 (review collective security section)

Skim UN Charter [pages](#)*Class Simulation: Reforming the UN Security Council*Skim UN Security Council [webpage](#) (sections on background, members, functions & powers)Zachary Laub. "[The UN Security Council](#)," Council on Foreign Relations, 6 December 2013**Week 12: April 2/4**

Class UN Simulation Continued

Thomas G. Weiss. "[The Illusion of UN Security Council Reform](#)," *The Washington Quarterly*, 26:4 (2003): 147-161

The European Union: Past and Future

B & K: Chpt.6 (EU section)

Skim European Union [webpage](#) (especially Basic Info section)*Hard copy of UN Security Council paper due***Week 13: April 9/11**

International Law

B & K: Chpt.9 (remainder of chapter)

Skim International Court of Justice homepage: <http://www.icj-cij.org/>

Energy & Population Growth

B & K: Chpt.12 (section on population change) & Chpt.14

Week 14: April 16/18

Climate Change Politics

Gunter, Mike. "[Cartoonish Beginnings](#)," *Tales of an Ecotourist*. SUNY: 2018.[Asia](#) Geography Quiz

Frontline: Climate of Doubt (Oct. 23, 2012) 53:47

Gunter, Mike. "[Confront climate change or count on ever crueller hurricanes and Septembers.](#)"
USA Today, 4 Oct. 2017.

Week 15: April 23/25

Non-governmental Organizations

B & K: Chpt.6 (remainder of chapter on NGOs)

300-word NGO analysis assignment due in class (development, environment, or human rights)

The Blue Helmets: UN Peacekeeping

Film: *Nightline - Broken Soldier: A Peacekeeper's Nightmare*

B & K: Chpt.9 (review peacekeeping section)

Skim UN Peacekeeping [webpage](#)

Week 16: April 30

Jeopardy Semester Review

B & K: Chpt.15

[Review Questions/Answers](#) due midnight before class via email (no attachments please)

Final Exam: Double check online schedule (11 am May 7)

* Please note changes in this schedule may be necessary as we progress through the semester. Any such changes will be announced in class. Also, check for periodic updates on the course website, particularly the online version of the syllabus. Rollins required syllabi statements are: <https://rpublic.rollins.edu/sites/ASCPS/SitePages/Syllabi%20Statements.aspx>.

Credit Hour Statement

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results, in part, from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least 2.5 hours of outside work for every hour of scheduled class time. In this course, the additional outside-of-class expectations involve research and experiential education connected to our small-group projects such as the Diplomacy and Risk game as well as the UN Security Council reform exercise.

Recording Device Use

To protect the integrity of the classroom experience, the use of recording devices is limited to either the expressed permission of the faculty member or with proper documentation from the Office of Accessibility Services. Information about accommodations through Accessibility Services can be found at <http://www.rollins.edu/accessibility-services/>. Recording without the proper authorization is considered a violation of the Rollins Code of Community Standards.

THE ACADEMIC HONOR CODE

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement: “On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”

Material submitted electronically should contain the pledge; submission implies signing the pledge. As per the Academic Honor Code, plagiarism is defined as “Offering the words, facts, or ideas of another person as your own in any academic exercise.” In order to avoid plagiarism, all students are expected to use proper citation norms. For our course, all assignments will use MLA, Chicago, or APA citation style.

DOCUMENTATION & PLAGIARISM

Plagiarized work will result *at the very least* in a grade of “0” on the paper assignment, and such an event will be reported to the Dean, as per our college policies. Here are a few simple rules about quotations, paraphrases, and plagiarism. Learn and practice them:

1. “When you copy the words of another, put those words inside quotation marks, and acknowledge the source with a footnote.”
2. “When you paraphrase another’s words, use your own words and your own sentence structure, and be sure to use a footnote giving the source of the idea.”
3. “A plagiarist often merely changes a few words or simply rearranges the words in the source.”

- Source: *Harbrace College Handbook*, p. 407

Accessibility Services Statement

Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible. If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Disability Services Office, located in the Mills Memorial Building, Room 217, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the “First Time Users” form on the website: <http://www.rollins.edu/disability-services/> and/or reach out by phone or email: 407-975-6463 or Access@Rollins.edu.

All test-taking accommodations requested for this course must first be approved through the Disability Services Office (DSO) and scheduled online at least 72 hours before the exam. Official accommodation letters must be received by and discussed with the faculty in advance. There will be no exceptions given unless previously approved by the DSO with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. DSO staff are available to assist with this process.

Title IX Statement

Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Coordinator (TitleIX@rollins.edu or 407-691-1773). You will be provided with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407-628-6340. They are not required to report any information you share with the Office of Title IX.

Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit <http://www.rollins.edu/titleix/>.

Absences – religious holidays and/or campus business

The professor will accommodate a reasonable number of excused absences for religious holidays and official off-campus college business such as academic conference presentations and athletic competitions. However, per the College's policy on excused absences (http://www.rollins.edu/catalogue/academic_regulations.html#class-attendance), students must discuss with the professor the dates of the anticipated absences no later than the last day of the drop period. Students must present to their professor written evidence of the anticipated absences and discuss with him/her how and when make - up work should be completed prior to missing the class. Students should not expect to receive allowance for excused absences if they do not meet with the professor beforehand and clarify the dates as necessary. Absences will be addressed by the faculty member in accordance with his/her attendance policy. The professor retains the right to determine what would be considered to be a reasonable number of absences (excused or otherwise) for the course. A student will not fail a course because the number of religious observances and/or college business absences exceed the number of absences allowed, except if excessive absences make it impossible to fulfill the expectations of the course. The student's class participation grade in the course, though, may still be affected.

Participation Grades

Strong daily participation is critical to the success of this course. This is the reason participation counts as such a significant percentage of your final grade. Emphasizing participation in this course also demonstrates the extent to which classroom time should build on our readings and reflects my belief that you will learn from one another in this class just as you will learn from me.

To receive a good participation grade one must come to class well prepared, completing all readings and assignments before our meeting time. In addition, you may find it helpful to make a rough outline of the day's readings and/or jot down an intriguing question or two that arose from the readings.

Each day I will assign a possible 10 points for your participation. Be aware that quality counts more than quantity in this calculation. You do not need to dominate the conversation. In fact, doing so will detract from your grade (don't worry I will let you know before this happens). Students earn points in the following manner:

- 5 points for attending class
- 1 more point for being on time
- And 1-4 more points for quality of participation
 - A level participation gets 3 or 4 points
 - B level gets 2 points

- C level gets 1 point

Finally, let me outline the absence policy for this course. If you must miss class for any reason, i.e. illness, athletic competition, job interview, please let me know in advance. That means *before* class starts. As long as you meet this requirement, you are allowed two such excused absences.

Oral Current Events PowerPoint Report

This 5 to 10-minute presentation of an international current event represents 10% of your final grade. Using PowerPoint (emailed to me the day of your presentation) explain how a major international or national daily newspaper article (see me for approval) relates to a particular part of our course readings for that week. In addition to being something relevant to our course and of direct interest to you, this article needs to be timely; it should be an unfolding news event.

In signing up during the first week of classes, make sure the date you select is one that you can keep. After you have signed up, use your recommended weekly current events readings as a guide in building a knowledge base for your report. See me during office hours at least a couple days before your presentation to discuss ideas.

You are also required to email your article to our class by 4 pm the day *before* your presentation. This can be done through the email lists function on Foxlink. See me or the Rollins College IT department if you have any questions on this. In terms of your grade, beyond the requirements outlined above, the details below are the scoring rubric I will use. The A report successfully employs each of these five components, whereas the B report incorporates four of the five, and the C report three of the five, etc.

Finally, remember to fill out the top three lines of the following page, submit that grading sheet the day of your presentation, check out an attachment device (dongle) from Olin Circulation if you will present with a Mac, and arrive five minutes early to class to set up your presentation via the classroom computer.

Content

1. Introduction

- tell us why you think your topic is important AND interesting

2. Established knowledge base

- what are the fundamental facts the rest of the class needs in order to understand your topic
- remember your time constraints demand a concise approach here
- the five w's of reporting may serve as your guide: who, what, when, where, and why/how

3. Conceptual orientation and cohesion

- this is often the difference between an A and a B report
- tell the class how your current event report relates to a concept we have discussed in class
- your event may either support or challenge an existing theory, but be explicit here

4. Critical analysis

- here is your chance to shine and, again, this point also often distinguishes A from B work
- what suggestions or predictions do you offer

5. Conclusions

- brief summary of the situation...and the prospects for its resolution
- highlight a couple discussion questions for the rest of class to consider

Delivery

I encourage you to incorporate the following delivery suggestions as you prepare your presentation. They will not make a letter grade difference, but instead factor into the +/- scale, i.e. separate an A from an A-. In addition to simply improving your message (because delivery really does count in politics), addressing these items should also make you more comfortable during the actual presentation.

1. The tone of your voice literally and figuratively sets the tone for your topic.
2. Eye contact is important. Notes are a good guide, but avoid reading from your notes for prolonged periods.
3. Gestures and facial expressions can add further emphasis to the words you choose to convey your message.
4. Similarly, the use of silence can often have an important impact.
5. And finally, there is no substitute for enthusiasm. Your audience is more likely to care if you do.

Oral Current Events Report (*fill out top 2 lines yourself to receive full credit*)

Name:

Topic:

Presentation date:

Emailed to class date:

Quality of preparation during professor consultation at least a day before presentation:

/15

Content

1. Competence in factual background information

/20

2. Relevance to class, including conceptual orientation and cohesion

/25

3. Critical analysis

/25

4. Presentation effectiveness (introduction/conclusion/delivery/supplementary materials)

/15

Final Grade: