
Political Science 250: International Relations

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Course Website

Visit Blackboard at

<http://blackboard.richmond.edu/>

Why You Should Take This Course

As citizens of the most powerful nation in the world, we hear about important, startling, and puzzling events of all kinds occurring in other nations and in the international arena. Conflicts arise or fizzle out, regimes change or become entrenched, trade barriers are raised or lowered, and international cooperation is grasped but then just as quickly passes through our fingers. We live in an active and changing world, but as this course will demonstrate, not one driven by purely accidental occurrences or simple causes. International conflict and cooperation do not “just happen” and are not inevitable, regardless of how the media networks sum it up in 30 seconds. International relations, like other political and social phenomena, can be explained through careful, theoretical analysis of underlying causes. By testing our theories of international politics with an unbiased review of evidence, we can learn how to explain, and perhaps eventually predict, some portion or aspects of these events. This dialogue between theory and evidence can help us gain traction on some of the most difficult questions of our time.

The objectives of this course are three-fold:

- To introduce you to some of the central concepts of, ethical questions arising from, and analytical approaches to the study of world politics,
- To apply those ideas (the theories) to historical and current international events (the evidence),

- To provide you with a foundation of basic knowledge and skills that will help you prepare for international relations careers in the academic, policy making, think tank, or political advocacy professions.

Web Content

We will be using many web-based components in this course, all available through the Blackboard site. These include:

- **Lecture Slides Online:** At the start of each week, I will post the lecture slides (in PowerPoint and Adobe PDF) for you to use in class. My recommendation is that you print out the slides before class using “hand out” mode, which prints two or three slides on each page, along with lines on the right for your notes. The PDF version of the slides will be pre-formatted in this way. Alternatively, you may bring the slides on your laptop and take notes in that way, as long as you do not find yourself distracted by social networks, games, news sites, etc. If I observe you engaged in laptop or cell phone distractions, I will eject you from the class for the day and will require a face-to-face meeting before allowing you to return to classes.
- **Study Guide Wiki:** In addition to your annotated lecture slides, you will have access before exams to a study guide in Google Docs that the class will create together. I will serve as gatekeeper, allowing you access to the Google Doc only after you have contributed something unique and of sufficient quality to be useful to others. If you choose not to contribute, you will not gain access to the hard work contributed by others.
- **Feedback Surveys:** I have created anonymous web feedback surveys that will be posted to Blackboard a few times during the semester. This is your chance to evaluate me, the lectures and assignments, and the class activities as we move through the semester. I hope that you will respond to most or all of the surveys, offering constructive criticism, feedback about things you liked and didn't like, suggestions for new directions, etc. When possible, I will do my best to alter my direction to respond to your suggestions and interests *this semester*, which allows you to benefit directly from the changes.
- **Skype Meetings:** In addition to my posted office hours, I am available via Skype (text or video) much of the time I am in the office. Shorter conversations can be done via Skype, but longer conversations should be saved for face-to-face meetings in office hours or by appointment. Just log on to Skype and see if I am listed as available.
- **Gradebook:** I will post all of your grades on Blackboard, so you will have access to the latest information available at all times. I do not keep a paper grade book. If the university's network goes down, all of the university's daily Blackboard backups are lost, and the power doesn't come back, we have worse things to worry about than your

grades. I advise you to pack your camping gear and head west into the mountains. The elements of your grade will be as follows:

Two Exams (15% each)

Two exams will be given during the course, each worth 15% of your course grade. Each exam will consist of several fill-in-the-blank questions and short essay questions. The final exam will not be cumulative (it will only deal with material covered after the midterm). The exams will cover both the lecture material *and* the readings. Special scheduling of individual students' midterm exams will only occur in extreme circumstances (documented medical or family emergencies). For guidelines on rescheduling final exams, see the university's policy at:

<http://registrar.richmond.edu/services/policies/exam.html>

Two Oxford-Style Debates (5 each%)

On six Fridays in the semester, I will assign two groups of students (usually groups of 4) as the pro and con teams for a proposition relevant to topics we are covering in class, with the rest of the students serving as the jury. Debate teams will be notified in advance and will be expected to prepare a persuasive argument that addresses their assigned position, develops the position logically, and supports the position using cited evidence. Performing well in a debate will require substantial research and preparation. Debate teams are encouraged to prepare digital slides or other visual aids. Each team will have 12 minutes to present their position (usually 3 minutes per team member), followed by 5 minutes of questioning by the opposing team. The opposing team will then have 12 minutes to present their position, followed by 5 minutes of questioning by the first team. The remaining class time will be open to questions from the rest of the class and from the professor. Dress for debate teams should be clean and professional.

Four Surprise Reading Quizzes (4% total)

On four occasions, there will be a brief surprise quiz covering the assigned readings for the week. As long as you have read the assignments, the questions should be straightforward and easy. All questions will be in the fill-in-the-blank format. Being absent on the day of a quiz will result in a zero on that quiz unless the absence is excused. Non-health excuses should be given to me before the absence, including scheduled university academic events or university athletic obligations (not intramurals).

Two Policy Memos and Presentations (10% each)

Policymakers are busy individuals with limited attention spans. This means that lobbyists, activists, academics, and others wishing to affect policymakers must capture their attention with brief, persuasive documents. In each of two memos, you and your group will choose

an important international relations topic (e.g. Chinese aggression in the South China Sea, U.S. policy on North Korean provocations, the crisis in Syria, currency manipulation, etc.). Your group will create a policy proposal designed to be read by a policy maker or his/her staff and then present that memo to me in a formal meeting in my office. I will play the role of the policy maker or staff person. The written memo product will constitute 8% of the course grade, while the presentation will constitute 2%. In order to provide a fair evaluation, I will request confidential feedback from group members about the workload taken on by each member of the group and use that feedback when assigning the written memo grade. Presentation grades will be based on individual performance in the presentation.

Via Blackboard, I will distribute samples of excellent student memos from the past and real policy memos from various non-governmental organizations.

Three Short Response Papers (12% each)

The assigned readings in this course are designed to complement, not repeat, the ideas that we cover in class. In order to get the most out of the readings and improve your academic skills, you will write three short response papers over the course of the semester. These papers will be a maximum of five pages (double-spaced, Times New Roman 12-point font, 1-inch margins) will follow this process:

- Choose one article from the assigned readings for analysis, brainstorm possible thesis statements and supporting arguments. Email thesis and ideas for supporting arguments to the writing consultant by deadline for feedback.
- Prepare first draft of paper and submit to writing consultant and Dr. Long on due date.
- Receive feedback from writing consultant and Dr. Long (including grading rubric), meet in person with writing consultant to discuss revisions and edits.
- Submit final version on paper to Dr. Long on due date. Receive final version with grading rubric back from Dr. Long, schedule optional meeting with Dr. Long for follow-up.

Each paper should demonstrate substantial effort to engage with the arguments in the selected reading.

- Introduction: This section should identify and summarize, in the student's own words, the central claims and the secondary claims in the piece to which the paper is responding.
- Thesis: The thesis should identify multiple points of contention or weaknesses in the assigned reading, as in the first short paper. This thesis should identify logical problems and marshal outside sources to criticize the piece. What does additional research

into the issue reveal about the author's arguments, in terms of counterpoints and contradictory evidence? If others disagree with the author, what makes their points more compelling? A typical format for a thesis is "Author A makes a compelling argument for B, but his argument overemphasizes the risk of C, misinterprets evidence (D is happening instead of B), and commits the logical fallacies of E and F."

- Development of arguments in thesis. The remaining paragraphs should begin with a topic sentence that connects the paragraph to one of the points from the thesis. This orients the reader to the purpose of the paragraph and helps the paper flow smoothly. After each topic sentence, the paragraph should flesh out the argument with additional detail, and most importantly, evidence. Evidence should be drawn from the original assigned reading *and outside sources* to be used in support of the student's thesis, citing each piece of evidence properly.
- Conclusion. A brief conclusion should summarize the key points of the paper and tie up loose ends, while maintaining a civil tone toward the author of the original piece.

Attendance

Your attendance in this class is expected. While my lecture slides will be available each week on Blackboard, I am providing them as a way for improve your note-taking during class and review core material after class. The slides are *not* an alternative to being in class, especially since at least one-third of our class time does not involve lectures. If I suspect that you are repeatedly and purposefully dodging class, I will follow up with you by email or telephone and file an online progress report with the dean of your college (WC or RC). This allows me and other people at UR help you if we sense that you are in academic or personal trouble.

More broadly, if you are having difficulties at UR, please feel free to come to me. I can direct you to people who can help you if I cannot do so myself. I am also a University of Richmond trained SafeZone Ally.

Grading Policy

Letter grades for the course will be assigned along the following scale:

A+:	96.5% or greater
A:	93.5-96.4%
A-:	89.5-93.4%
B+:	86.5-89.4%
B:	83.5-86.4%
B-:	79.5-83.4%
C+:	76.5-79.4%
C:	73.5-76.4%

C-:	69.5-73.4%
D+:	66.5-69.4%
D:	63.5-66.4%
D-:	59.5-63.4%
F:	59.4 or below%

Additional Resources

- **Academic Skills Center** (<http://asc.richmond.edu> or 289-8626) helps students assess their academic strengths and weaknesses; hone their academic skills through teaching effective test preparation, critical reading and thinking, information processing, concentration, and related techniques; work on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encourage campus and community involvement.
- **Career Development Center** (<http://cdc.richmond.edu/> or 289-8141) can assist you in exploring your interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing your first job. We encourage you to schedule an appointment with a career advisor during your first year.
- **Counseling and Psychological Services** (<http://caps.richmond.edu/> or 289-8119) assists students in meeting academic, personal, or emotional challenges. Services include assessment, short-term counseling and psychotherapy, crisis intervention and related services.
- **Speech Center** (<http://speech.richmond.edu> or 289-8814): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations.
- **Writing Center** (<http://writing.richmond.edu>) assists writers at all levels of experience, across all majors. While we have a writing consultant assigned specifically to the course, students can also schedule appointments with the on-call writing consultants at the Writing Center if our writing consultant is not available.

Course Materials

Required

- Paul R. Viotti and Mark V. Kauppi, *International Relations and World Politics*, 5th edition (paperback). ISBN: 978-0-205-85464-6.

- Gerald Graff and Cathy Birkenstein, *They Say, I Say: The Moves that Matter in Academic Writing*, 3rd edition (paperback). ISBN: 978-0393935844.
- All articles listed under each week's heading that are marked (BB). These are posted on Blackboard and can be viewed at no charge.

Recommended for Debate Preparation

- The *Economist* news magazine. The university provides access free of charge to all students via Boatwright Library's magazine database. Go to:

<http://library.richmond.edu>

and select Journals and then find the *Economist* on the list. Choose the ABI/Inform database, then select the latest issue and full text of the articles.

- News sites such as Quartz, The Week, BBC World News, AP News, *Washington Post*, *Wall Street Journal*, and the *New York Times*.
- Congressional Research Service (CRS) background reports. Search for publicly released reports here:

<http://www.fas.org/sgp/crs/index.html>

- Policy reports from “think tanks” like the Brookings Institution, the Council on Foreign Relations, the American Enterprise Institute, and the Carnegie Endowment for International Peace. Note that there are many more partisan think tanks that produce less reliable reports, so please do some background research on other organizations before relying heavily on their reports.

Schedule

August 28–September 1: History and Theory

- Read the syllabus!
- Schedule individual meeting with Dr. Long (sign up on sheet in class)
- Graff and Birkenstein, “Introduction: Entering the Conversation” and “Chapter 1: They Say”

September 4–8: World Wars and the Fear of Power Transitions

- Viotti and Kauppi, Chapter 2 pp. 22-38 and Chapter 3 (all pages recommended, pp. 88-99 required).
- Ratner, “Course Correction: How to Stop China’s Maritime Advance” (BB)
- Lind, “Asia’s Other Revisionist Power: Why U.S. Grand Strategy Unnerves China” (BB)
- Graff and Birkenstein, “Chapter 2: Her Point Is”

September 11–15: The Cold War and Ideas About the Balance of Power

- Viotti and Kauppi, Chapter 6 all
- Glaser and Kelanic, “Getting Out of the Gulf: Oil and U.S. Military Strategy” (BB)
- Mazarr, “The Once and Future Order: What Comes After Hegemony?” (BB)
- Bacevich, “Ending Endless War: A Pragmatic Military Strategy” (BB)
- Graff and Birkenstein, “Chapter 3: As He Himself Puts It”
- Debate 1 Proposition: The United States should build up its military assets and traditional allies in Asia in order to balance against a rising China.

September 18–22: Weapons Proliferation and the Security Dilemma

- Paper 1 Thesis to Anna Sept. 18 by 5pm; Draft to Anna and Dr. Long Sept. 22 by 5pm
- Kuhn and Volpe, “Keine Atombombe, Bitte” (BB)
- Kaplan, “Rethinking Nuclear Strategy: Taking Stock of the Stockpile” (BB)
- Stanton et al, “Getting Tough on North Korea” (BB)
- Delury, “Take Preventive War with North Korea Off the Table” (BB)
- Viotti and Kauppi, Chapter 9 recommended
- Graff and Birkenstein, “Chapter 4: Yes/No/Okay, But”

September 25–29: Ethnic Conflict and Genocide

- Paper 1 Final Version to Dr. Long on Sept. 29 by 5pm
- Kaufmann, “Possible and Impossible Solutions to Ethnic Civil Wars” (BB)
- Heller, “Washington’s Dead End in Syria” (BB)
- McMahon and Western, “The Death of Dayton” (BB)
- Graff and Birkenstein, “Chapter 5: And Yet”
- Debate 2 Proposition: The United Nations Security Council should codify the “Responsibility to Protect” as a condition for armed intervention and as part of the mandate for all peacekeeping operations.

October 2–6: Terrorism and Insurgency

- Kydd and Walter, “Strategies of Terrorism” (BB)
- Byman, “How to Hunt a Lone Wolf: Countering Terrorists Who Act on Their Own” (BB)
- Neumann, “Don’t Follow the Money: The Problem with the War on Terrorist Financing” (BB)
- Viotti and Kauppi, Chapter 10 recommended
- Graff and Birkenstein, “Chapter 6: Skeptics May Object”
- Debate 3 Proposition: The global war on terrorism should remain the top priority in U.S. foreign policy for the next decade.

October 9–13: Democracy and Peace

- Policy Memo 1 Ideas to Dr. Long on October 13 by 5pm
- Viotti and Kauppi, Chapter 8 all
- Nye, “Will the Liberal Order Survive?” (BB)
- Karaveli, “Erdogan’s Journey” (BB)
- Ghannouchi, “From Political Islam to Muslim Democracy” (BB)
- Graff and Birkenstein, “Chapter 7: So What? Who Cares?”

October 13: Midterm Exam

- Study with your working group.
- Use the collaborative study guide Google Doc, online by October 7.
- Optional review session at the library: Weds. October 11 from 5:00-6:00 p.m.
- Email, come to my office hours, set up an appointment, or Skype me.

October 18–20: Solving the Cooperation Dilemma

- Policy Memo 1 to Dr. Long on October 20 by 5pm
- Osborne, “Introduction” from *An Introduction to Game Theory* (2007) (BB)
- Oatley, “The Prisoner’s Dilemma and the Problem of Cooperation” (BB)
- Mandelbaum, “Pay Up, Europe” (BB)
- Graff and Birkenstein, “Chapter 8: As a Result” and “Chapter 9: Ain’t So/Is Not”

October 23–27: International Institutions and the United Nations

- Paper 2 Thesis to Anna Oct. 23 by 5pm; Drafts to Anna and Dr. Long Oct. 27 by 5pm
- USIP, “American Interests and U.N. Reform” Chapter 5 (BB)
- Brooks and Wohlforth, “Reshaping the World Order” (BB)
- Graff and Birkenstein, “Chapter 10: But Don’t Get Me Wrong” and “Chapter 12: I Take Your Point”
- Debate 4 Proposition: The United Nations Security Council is the most legitimate available venue in which to resolve global crises.

October 30–November 3: Politics of Trade, Globalization, and Multinational Corporations

- Policy Memo 1 Presentations This Week
- Paper 2 Final Version to Dr. Long on November 3 by 5pm
- Viotti and Kauppi, Chapter 5 all required, Chapter 11 recommended
- Hu and Spence, “Why Globalization Stalled and How to Restart It” (BB)
- Irwin, “The False Promise of Protectionism” (BB)
- Graff and Birkenstein, “Chapter 14: What’s Motivating This Writer?”

November 6–10: Competing Theories of Development

- Policy Memo 2 Ideas to Dr. Long on November 10 by 5pm
- Viotti and Kauppi, Chapter 12
- Blattman and Niehaus, “Show Them the Money” (BB)
- Miliband and Gurumurthy, “Improving Humanitarian Aid” (BB)
- Graff and Birkenstein, “Chapter 17: Analyze This”

November 13–17: Ethics in International Relations

- Policy Memo 2 Final Version to Dr. Long on November 17 by 5pm
- Viotti and Kauppi (different book), Chapter 9 (BB)
- Pogge, “World Poverty and Human Rights” (BB)
- Risse, “Do We Owe the Global Poor Assistance or Rectification?: Response to Pogge” (BB)
- Debate 5 Proposition: Developed countries must increase their allocation of foreign aid to developing countries to combat disease, poverty, and social injustice.

November 20: The Triumph of Liberalism?

- Policy Memo 2 Presentations This Week
- Paper 3 Thesis to Anna Nov. 20 by 5pm; Drafts to Anna and Dr. Long Nov. 20 by 5pm
- Fukuyama, “The End of History?” (BB)
- Colgan and Keohane, “The Liberal Order is Rigged” (BB)

November 29–December 1: A Clash of Civilizations?

- Huntington, “The Clash of Civilizations?” (BB)
- Said, “The Clash of Ignorance” (BB)
- Allison, “China vs. America: Managing the Next Clash of Civilizations” (BB)

December 4–8: Famine or Abundance?

- Paper 3 Final Version to Dr. Long on December 8 by 5pm
- Viotti and Kauppi, Chapter 14 all
- Dembicki, “The Convenient Disappearance of Climate Change Denial in China” (BB)
- Deese, “Paris Isn’t Burning” (BB)
- BBC, “Global Resources Stock Check” (BB)
- Debate 6 Proposition: The G-8 countries should lead in the negotiation of a new, binding global climate change treaty, even if it sets different emissions targets for developed and developing countries.

Final Exam

- Monday December 18 from 2:00 p.m.-5:00 p.m.
- Study with your working group.
- Use the collaborative study guide Google Doc, online by December 15.
- Optional review session at library: Friday December 15 from 5:00-6:00 p.m.