

POL 101: Introduction to World Politics

Fall 2018
Class Day & Time:
T-Thu 10:05-11:20

Professor Yujeong Yang
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Office hours: Tue 3pm-5pm; Wed 9am-12pm

Course Description

This course provides an introduction to the scientific study of world politics. It focuses canonical international relations theories used to explain international and domestic politics. This course begins with an introduction of major actors in international politics and their interaction patterns. Then the course provides a survey introduction to security studies. The third section of this course browses various theories of international political economy. The last section of this course discusses specific issues in world politics, including terrorism, human rights, environment issues, and civil war.

Course Objectives

This course has the following objectives:

- To provide analytic frameworks with which students understand why actors in international politics interact in certain ways and analyze current issues in world politics.
- To develop the ability to apply the concepts and theories discussed in the course to analyze current issues in world politics in paper assignments.
- To improve the student's ability to develop their own thoughts about global affairs and write effective short essays to convince readers.

Assignment and Grades

Weekly quizzes	20%
Midterm	20%
Final	30%
Short essays (10 * 2)	20%
Class Attendance and Participation	10%
Total	100%

Grade Scale: Final grades for the course will be determined as follows: A+ (100+); A (95-100); A- (90-94); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72)

A) Weekly Quizzes (20 %)

There will be a short in-class quiz at the end of every Thursday's lecture. (There will be, however, no quizzes on Aug 30th and after Nov 29th. For the specific quiz schedule, see the course schedule below.) Some of the quiz questions will be recycled and will show up in the Midterm and Final. In this regard, the weekly quizzes are great study guides for students. Students are encouraged to review the quiz questions when they prepare the midterm and final.

Wildcard policy: We will drop one quiz with the lowest grades. If you miss a class or don't do well on the quizzes for whatever reason, you are automatically excused once.

B) Midterm (20 %) and Final (30 %)

The format of the midterm and final will consist of a combination of TF questions, multiple choices, short answers, and longer essays. The midterm will cover materials from Class#2-14, and the final from Class#2 to 29.

C) Short Essays (10*2)

Each student is required to write two short essays during the semester. Each will account for 10% of the final course grade. The first short essay should be submitted by **Oct 14, 11:59pm** and the second short essay should be submitted by **Dec 2, 11:59pm**. Late papers will lose a third of a letter grade for every day they are late (A to A-, for example). Here are some nuts and bolts of the short essays.

- Short essays must be between **1,200 and 1,500** words total (including in-text citation and footnotes but excluding bibliography), and be double spaced. Please include a word count on the front of your paper (MS Word has the word count function). A shorter or longer paper will result in a deduction from your essay grades.
- In their short essays, students are required to address one of the discussion questions listed below. Students are free to choose any questions from the lists, but they should choose one from the list #1 for the first essay and the other from the list #2 for the second essay. Please indicate which question you are addressing in your short essay before you start your essay.
- Students are expected to **develop their own thoughts** and present them in an effective way through the short essays. Students can summarize and engage materials from lectures or readings to buttress their arguments, but a mere summary of reading material is not sufficient.
- Students are required to engage **at least one case study** to support their arguments. This will serve as an opportunity for students to link the theories with real life examples and to better understand current or past events. The case could be the one mentioned in the textbook, but students are more than encouraged to use cases from other sources (news articles, other reading materials, or documentary) and discuss contemporary issues. In either case, students should provide citations.

For interesting and useful cases, you may find the news contained in the New York *Times*' international section extremely helpful and resourceful. Additionally, the BBC

(<http://news.bbc.co.uk>), the Washington Post (www.washingtonpost.com) and the Economist (www.economist.com) are very useful sources of global news.

- Plagiarism is not tolerated. Students can engage other readings and borrow other's ideas or arguments, but only with appropriate attribution. Use **footnotes** to provide a citation with author's name, publication year, a page number (if relevant), or URL. A separate bibliography is not necessary.
- Short Essay Question List # 1
 - Throughout the course, we discussed a number of factors that might reduce the likelihood of war. Which of these factors could powerful states such as the United States influence to reduce the likelihood of war? What barriers might prevent the United States from taking these steps?
 - Given the claims of the "democratic peace" argument, should US foreign policy focus on democracy promotion abroad? Can we expect a world without a war if democracy continues to spread? Why or why not?
 - To what extent international institutions, like UN, influence world peace? What are the constraints and limitations these international institutions have as an actor in international politics? If international institutions still matter despite their constraints, why do we need them and what can we expect from them?
- Short Essay Question List # 2
 - A. Today, many people who otherwise favor freer international movement of goods and capital oppose relaxing controls on immigration. Is it contradictory to favor the free flow of goods and investment across borders yet advocate for increased government intervention to prevent migration? What are the different costs and benefits of controls on labor (migration) and capital (trade or FDI)?
 - B. Trade openness has made the lives of billions of people better, but states continue to work to restrict trade in favor of narrow interests. In a world where democratic states are theoretically working to the benefit of their citizenries, why is there so little effort put forth to promote more open trade? What is it about the melding of interests, interactions, and institutions in trade that work to reduce general economic growth in favor of narrow interests?
 - C. To what extent, and in what ways, should developed nations assist poor nations in their efforts at economic development? To what extent and how does foreign aid help poor nations develop their economies?

D) Class attendance and participation (10%)

- Attendance will be taken for each session. You can only be excused for missing class if you have an official reason approved by the instructor at least 2 weeks prior to the date. Those students who observe a religious holiday on a class day should contact the instructor within the first two weeks in order to receive an excused absence. Absences due to illness or family emergency will

be excused with appropriate documentation (i.e. doctor's note, flight/train/bus ticket, etc). Each subsequent unexcused absence will reduce their grades by 0.5 points.

- Students are highly encouraged to ask and answer questions and participate in class discussion as well. Participation points come from critical comments during class, active engagement in small group works, and coming to office hours.

Text/Readings

The following book is required for the course:

- Jeffrey Frieden, David Lake, and Kenneth Schultz. *World Politics: Interests, Interactions, Institutions*. Second Edition. New York: W. W. Norton & Company, 2013. (hereafter, FLS)

While there is a more recent third edition, you may purchase the second edition instead.

For some lectures, I may assign topical news articles or journal articles. I will choose them during the term and distribute them electronically.

Students are expected to have completed the readings in advance of our meeting.

Policies

A) Classroom Environment

This class is a safe space for open and lively discussion which may even deal with contentious and sensitive political issues. For any reason, I will never allow any personal attacks on any member of this class. Insulting or threatening comments may result in a reduction of the participation grade. If there's any one who feels threatened or insulted, please contact me immediately to resolve the problem.

B) Getting in Contact

Students are strongly encouraged to come to office hours to discuss questions and share their concerns with me. If you are unable to come to scheduled office hours, I am always happy to work out an alternate appointment that works for us both. Students can also send me an email to discuss their concerns.

For email correspondence, I will do my best to get back to you within 24 hours—but please allow me a reasonable response time. I may not respond on weekends and holidays. **Please, write "POL 101" in the subject line.**

C) Cell Phones and Laptops

Cell phones are not allowed during the class. Text messaging is not allowed either. Students are asked to turn their cell phones off or on silent during class. If a student's cell phone rings or vibrates during section, the student will have to bring a treat for everyone to the class. (Same rule applies to the instructor!)

Students can use laptops to take notes. However, if students are too distracted by laptops, I reserve the right to change the policy.

D) Academic Integrity Statement

The College is an academic community whose mission is to promote scholarship through the acquisition, preservation and transmission of knowledge. Fundamental to this goal is the institution's dedication to academic integrity. Providing an atmosphere that promotes honesty and the free exchange of ideas is the essence of academic integrity. In this setting all members of the institution have an obligation to uphold high intellectual and ethical standards.

It is the responsibility of the faculty to impart not only knowledge but also respect for knowledge. It is also the professional responsibility of all faculty members to explain the importance of honesty and respect for knowledge in order to ensure an academic environment that encourages integrity. To establish such an environment, students must recognize that their role in their education is active; they are responsible for their own learning. Specifically, it is the responsibility of students to protect their own work from inappropriate use by others and to protect the work of other people by providing proper citation of ideas and research findings to the appropriate source. This includes the obligation to preserve all educational resources, thereby permitting full and equal access to knowledge.

This academic community takes seriously its responsibilities regarding academic honesty. Academic integrity is absolutely essential to ensure the validity of the grading system and maintain high standards of academic excellence. In addition, all members of the academic community must exhibit behavior exemplifying academic honesty and encourage such behavior in others.

To see what constitutes a violation of academic integrity, see 340.02 of the College Handbook. (<http://www2.cortland.edu/offices/publications/handbook/part-three/#chapter340>)

E) Accommodation of Disabilities Statement

If you think you need an accommodation for a disability, please let me know **at least two weeks prior to the time** when the accommodation will be needed. Also, please hand me a form issued by Disability Resources Office notifying you of the disability and the accommodation that is expected of you. (If you do not have this paperwork, I may not provide relevant accommodation.) Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. Common accommodations are: a distraction-free testing environment (provided by Disability Resources Office), extra time for exams, note-taking by another student in the class. Any information you provide is private and confidential and will be treated as such. For details and questions, contact Suzanne Sprague, Director of Student Disability Services, at suzanne.sprague@cortland.edu or 607-753-2066.

Course Schedule

#	Date	Day	Topic	Quiz
1	8/28	Tue	Introduction	
2	8/30	Thu	Actors in International Politics	
3	9/4	Tue	How do Actors Interact? (1): Cooperation	
4	9/6	Thu	Why do Actors Interact? (2) : Bargaining	Quiz #1
5	9/11	Tue	What is War?	
6	9/13	Thu	War and Bargaining	Quiz #2
7	9/18	Tue	War and Commitment Problem	
8	9/20	Thu	Making War Less Likely	Quiz #3
9	9/25	Tue	Domestic Politics and International Conflicts	
10	9/27	Thu	Democratic Peace	Quiz #4
11	10/2	Tue	Capitalist Peace	
12	10/4	Thu	Alliances and Arming	Quiz #5
13	10/9	Tue	Alliances Dilemma	
14	10/11	Thu	Collective Security and International Organizations	Quiz #6
			Short Essay #1 Deadline by Oct 14, 11:59pm	
15	10/16	Tue	<i>Study Break</i>	
16	10/18	Thu	<i>Midterm</i>	
17	10/23	Tue	International Trade	
18	10/25	Thu	Winners and Losers of Trade	Quiz #7
19	10/30	Tue	Trade Protection, Dispute, and Sanctions	
20	11/1	Thu	Foreign Direct Investment	Quiz #8
21	11/6	Tue	Exchange Rates	
22	11/8	Thu	International Migration	Quiz #9
23	11/13	Tue	Economic Development in a Globalized World	
24	11/15	Thu	Terrorism	Quiz #10
25	11/20	Tue	Civil War	
26	11/27	Tue	Human Rights	
27	11/29	Thu	Environment Issues	Quiz #11
			Short Essay #1 Deadline by Dec 2, 11:59pm	
28	12/4	Tue	WMD proliferation	
29	12/6	Thu	Course Wrap up	
30	12/13	Thu	<i>Final</i>	

Topics to be covered

Actors and Interactions in World Politics

#2 Who are the actors in international politics (Aug 30, Thursday)

- **Discussion questions:**
 - Who are the main actors in international politics?
 - To what extent does the concept of “state sovereignty” remain useful in analyzing international politics?
- **Required readings:**
 - FLS Ch 2. pp.46-48; 62-72

#3 How do actors interact? (1) : Cooperation (Sep 4, Tuesday)

- **Discussion questions:**
 - Why is it so hard for state actors to work together, cooperate, and keep the promises they made?
 - What does it mean by strategic interactions?
 - Under what conditions do states or international actors cooperate?
- **Required readings:**
 - FLS Ch 2. pp. 48-62

#4 Why do actors interact? (2) : Bargaining (Sep 6, Thursday)

- **Discussion questions:**
 - How is bargaining different from cooperation?
 - Who wins and loses in bargaining?
- **Required readings:**
 - FLS Ch2. Pp. 75-79

Understanding Wars

#5 what is war? (Sep 11, Tuesday)

- **Discussion questions:**
 - How is war different from MIDs?
 - How do we measure wars?
 - Why do states fight rather than solving the problems through bargaining?
- **Required readings:**
 - FLS Chapter 3 pp. 86-94
- **Materials:**
 - Correlates of war dataset (<http://www.correlatesofwar.org/>)

#6 War as a result of failed Bargaining (Sep 13, Thursday)

- **Discussion questions:**
 - Why do states fail to reach a negotiation through bargaining?

- Will a world with complete information be a world immune to a war?
- **Required readings:**
 - FLS Chapter 3 pp. 94-105

7 War and a commitment problem (Sep 18, Tuesday)

- **Discussion questions:**
 - Why do states fail to prevent a war after a bargaining?
 - How do power change and first strike advantage shrink the bargaining range?
- **Required readings:**
 - FLS Chapter 3 pp.105-115

#8 How can we make a war less likely? (Sep 20, Thursday)

- **Discussion questions:**
 - Given the conditions of wars browsed before, what can reduce the chance of a war?
- **Required readings:**
 - FLS Chapter 3 pp. 115-120

#9 Domestic Politics and International Conflicts (Sep 25, Tuesday)

- **Discussion questions:**
 - What political interests do domestic political leaders pursue by initiating a war?
 - Whose interests count in matters of war and peace?
- **Required readings:**
 - FLS Chapter 4 pp.126-153

10 Democratic peace (Sep 27, Thursday)

- **Discussion questions:**
 - Why don't democracies fight one another?
 - Why do democracies fight less with other democracies?
 - Will war end in a world where every country is democratized?
- **Required readings:**
 - FLS Chapter 4 pp. 154-167

#11 Capitalist Peace (Oct 2, Tuesday)

- **Discussion questions:**
 - How is capitalist peace theory related with democratic peace theory?
 - Given the conditions for wars (reviewed few days before), how does democracy and market economy contribute to peace?
- **Required readings:**
 - Gartzke, Erik. "The capitalist peace." *American journal of political science* 51, no. 1 (2007): 166-191.

#12 Alliances and Arming (Oct 4, Thursday)

- **Discussion questions:**
 - Why do states promise to fight someone else's war?
 - What are the different types of alliances? And which one is more stable?
- **Required readings:**
 - FLS Chapter 5 pp.174-189

#13 Alliance Dilemma (Oct 9, Tuesday)

- **Discussion questions:**
 - How can allies make commitment more credible and solve the alliance dilemma?
 - How does the structure of system affect the credibility of an alliance?
- **Required readings:**
 - FLS Chapter 5 pp. 174-189

14 Collective Security and International Organizations (Oct 11, Thursday)

- **Discussion questions:**
 - Can UN play a third-party role effectively?
 - Why can't the UN keep the peace?
 - Are poor police better than none?
- **Required readings:**
 - FLS Chapter 5 pp. 189-213

#15 No Class, Study Break (Oct 16, Tuesday)

#16 In class exam: Midterm (Oct 18, Thursday)

International Political Economy

17 The politics of international trade (Oct 23, Tuesday)

- **Discussion questions:**
 - Why do states trade?
 - Why do some governments restrict trade?
 - What is comparative advantage?
- **Required readings:**
 - FLS Chapter 6 pp.220-227, 255-259

#18 Winners and Losers of Trade (Oct 25, Thursday)

- **Discussion questions:**
 - Who are the winners and losers of international trade?
 - Does trade hurt the global poor?

- **Required readings:**
 - FLS Chapter 6 pp.228-238

19 Trade Protection, Disputes, and Sanctions (Oct 30, Tuesday)

- **Discussion questions:**
 - Why do some countries protect their industries despite the advantage of trade?
 - How and why is the size of government related with trade?
 - Why, within a country, are some industries protected while some are not?
- **Required readings:**
 - FLS Chapter 6 pp. 238-252

20 Foreign Direct Investment (Nov 1, Thursday)

- **Discussion questions:**
 - Why do corporations go multinational?
 - How is FDI different from trade?
 - How does FDI affect the labor conditions in developing countries? Is it necessarily good or bad?
- **Required readings:**
 - FLS Chapter 7 pp. 282-288

#21 Exchange Rates (Nov 6, Tuesday)

- **Discussion questions:**
 - Why do exchange rates matter?
 - Why does government debt affect the value of a currency? What does this mean for the value of the US dollar as the total debt of the US grows steadily in the next decade? What will be the impact on America as a whole? Who will benefit? Who will lose?
- **Required readings**
 - FLS Ch8, pp. 296-329

#22 International Migration (Nov 8, Thursday)

- **Discussion questions:**
 - When do states prohibit migration?
 - What happens when people, rather than capital, move across borders?
- **Required readings:**
 - FLS Chapter 7 pp. 288-292

#23 Economic Development in a Globalized World (Nov 13, Tuesday)

- **Discussion questions:**
 - Is foreign aid and colonialism good for economic development in the third world, developing countries?

- To what extent, and in what ways, should developed nations assist poor nations in their efforts at economic development?
- **Required readings:**
 - FLS Chapter 9 pp. 330-362

Contemporary Issues in World Politics

#24 Terrorism (Nov 15, Thur)

- **Discussion questions:**
 - Are terrorists irrational?
 - Can terrorism be prevented?
- **Required readings:**
 - FLS Chapter 10 pp.381-405
 - Gause III, F. Gregory. "Can democracy stop terrorism?." *Foreign Affairs* (2005): 62-76.

#25 Civil War (Nov 20, Tuesday)

- **Discussion questions:**
 - Under what conditions, if any, should the US government support the demands of ethnic minorities abroad for self-determination and statehood?
 - Under what conditions should the US government intervene in domestic politics and ethnic conflicts?
- **Required readings:**
 - Fearon, James D., and David D. Laitin. "Ethnicity, insurgency, and civil war." *American political science review* 97, no. 1 (2003): 75-90.

#26 Human Rights (Nov 27, Tuesday)

- **Discussion questions:**
 - Why do states obey international laws?
 - Why do individuals and states care about the human rights of others?
- **Required readings:**
 - FLS Chapter 11. pp. 408-442

#27 Environment Issues (Nov 29, Thursday)

- **Discussion questions:**
 - Under what conditions will international efforts to address climate change be successful?
 - How can institutions promote international environmental cooperation?
- **Required readings:**
 - FLS Ch 12. pp.444-483

#28 WMD proliferation (Dec 4, Tuesday)

- **Discussion questions:**
 - Should US policymakers worry about Iran's efforts to acquire nuclear weapons?
- **Required readings:**
 - FLS Ch 13. pp. 486-499

#29 Course Wrap up (Dec 6, Thursday)

- Wrap up and summary

#30 Final (Dec 13, Thursday 8:30am-10:30am)