

International Relations 101—Introduction to International Relations

Dr. Douglas Becker

T/W/TH 1:00-3:50 (with a break in the middle)

Discussion Section: Fridays 1:00-1:50

Where: Online, on Zoom, Links to be given on Blackboard before every class

Office Hours: After class. T/W/Th, 4:00-5:00 and by appointment

We are all world citizens. No matter our majors or professions, we live in a world that demands engagement, interaction, transparency, and political literacy. This course addresses the need to develop global awareness, critical analysis of political developments, and the use of social science techniques to understand events and developments around the world. We will explore the main areas of international relations, ranging from traditional security issues and the role of international organizations in peacekeeping and peacebuilding, through the international political economy, human rights, gender, and finally identity. The goals of the course are:

- 1) Building political and critical literacy about the main issues in global politics;
- 2) Introducing concepts in international relations theory, with a focus on the application of the descriptions as well as prescriptions of these theories in ongoing cases;
- 3) Developing analytic frameworks which can organization not only contemporary cases but also future cases in world politics;
- 4) Fostering research skills that emphasize a critical analysis of competing sources and develop tools to determine the veracity, logical consistency, and empirical evidence of each source and narrative;
- 5) Advancing writing skills and argumentative styles that emphasize integration of ideas and data into analysis that advance policy options

The assignments for the class are

4 Weekly Quizzes:	10% each (40 % total)
8-10 page paper:	25%
Final:	30%
Participation:	5%

As an online format, the quizzes and final will be posted online via blackboard. The quizzes will emphasize the reading and the course material for the week, in a largely objective format (multiple choice, short answer). It is essential that the student stays current with the reading. The paper is on an issue of the student's choosing, with the instructor's consent. It can advance an issue we raise in class or address an issue not specifically referenced in course material. All topics must be approved by the instructor. It should include empirical research and provide both a history/background of the issue as well as proposed policies to address the issue. The final will have an objective component, as well as a substantial subjective, essay formal. It will be taken on Blackboard. Students are expected to attend class and to engage in the discussions in class. CAMERAS ARE REQUIRED. Since this takes place on Zoom, students are expected to have their cameras on (to facilitate discussion). All classes will be recorded on Zoom, so if a student cannot attend class (due to time zone constraints or technology issues), there will be a couple of questions per week that I'll grade to replace the participation grade.

Books for the class

Richard Haass: *The World, an Introduction*. Penguin Press, 2020. ISBN: 0399562397 (ebook available)
Plus readings on Blackboard

Note: several classes will have guest speakers, and they all have asked for ample Q and A time, so be prepared to discuss their topics

Week 1: An Introduction to IR theory and conflicts around the world

May

20: Introduction: Realism, Liberalism, and the major issues around the world

Daniel Drezner; "The Realpolitik of the Living Dead" pgs 37-50

Daniel Drezner, "Regulating the Undead in a Liberal World Order" pgs 51-64

Daniel Drezner "The Social Construction of Zombies" pgs 65-74

Daniel Drezner "The Supergendered Politics of the Posthuman World" pgs 75-86

Haass, *The World*, pgs 251-263

21: How to think about the Pandemic with IR Theory

David P. Fidler "Pandemic Reparations and Justice in Global Health Governance" Council on Foreign Relations pgs 1-9

Lindsay Maizland and Claire Felter, "Comparing Six Health-Care Systems in a Pandemic" Council on Foreign Relations, pgs 1-5

Jonathan Masters, "Coronavirus: How are Countries Responding to the Economic Crisis" Council on Foreign Relations, pgs 1-5

<https://www.cfr.org/backgrounder/coronavirus-how-are-countries-responding-economic-crisis>

Shahar Hameiri and Lee Jones, *Governing Borderless Threats*, "Governing infectious disease: H5N1 Avian influenza in Southeast Asia" Cambridge University Press, pgs 124-159

Haass, 208-213

22: Discussions of the pandemic continue

Week 2:

26: History and International Relations Theory: How Wars Offer Insight into the World

Haass, *The World*, pgs 3-57

27: Weapons of Mass Destruction: Chemical, Biological, and Nuclear Weapons

Guest Lecture by Dr. Wayne Glass

Haass, *The World*, pgs 97-110, 173-182

Harald Müller (2017) *The Nuclear Non-proliferation Treaty in Jeopardy? Internal Divisions and the Impact of World Politics*, *The International Spectator*, 52:1, 12-27 **Blackboard**

John Borrie, Michael Spies, and Wilfred Wan. "Obstacles to understanding the emergence and significance of the treaty on the prohibition of nuclear weapons" **Blackboard**

28: Iran and North Korea: 2 competing cases

Dennis C Jett, "A Bit of History" Iran Nuclear Deal. Pgs 25-45 **Blackboard**

Adam Tarock, "Iran Nuclear Deal: Winning a Little, Losing a Lot." *Third World Quarterly*, 2016, pgs 1408-1424 **Blackboard**

Edward Kwon. "(2018) POLICIES OF LAST RESORT FOR DEALING WITH NORTH KOREA'S NUCLEAR WEAPONS PROGRAMME, *Asian Affairs*, 49:3, 402-432, **Blackboard**

Oriano Skylar Mastro "Conflict and Chaos on the Korean Peninsula." *International Security*, 2018, pgs 84-116 **Blackboard**

29: weekly quiz and discussion

Week 3:

June

2: The UN System

Thomas Weiss, "The United Nations: before, during and after 1945" *International Affairs* **91**: 6 (2015) 1221–1235 **Blackboard**

David MacKenzie, "Forever adaptable: The United Nations system at 70." *International Journal* 2015, Vol. 70(3) 489–498 **Blackboard**

Haass, *The World*, 270-279, 296-303

3: Regional Bodies: Libya, Yemen, and the Responsibility to Protect

Haass, *The World*, pgs 131-142, 264-268, 280-295

Alex Bellamy and Paul D. Williams. "The new politics of protection? Cote d'Ivoire, Libya and the responsibility to protect." *International Affairs*, 2011, 825-850 **Blackboard**

Roland Paris (2014) *The 'Responsibility to Protect' and the Structural Problems of Preventive Humanitarian Intervention*, *International Peacekeeping*, 21:5, 569-603, **Blackboard**

4: The European Union and Brexit

Guest Lecture by Dr. Simon Radford

Giorgio Napolitano "The Fundamental Goal of the European Project" pgs 41-56 **Blackboard**

Yves Meny and Giorgio Mocavini "Resisting European Integration" pgs 429-454 **Blackboard**

Owen Hatherly "The Ministry of Nostalgia" pgs 1-42

Haass, The World, pgs 67-81

5: weekly quiz

Week 4:

9: Globalization and the International Political Economy

Guest Lecture by Dr. Iva Bozovic

Peter Temen and David Vines "The American Century and the Global Financial Crisis" pgs 107-150 **Blackboard**

Haass, The World, pgs 143-153, 157-165, 201-207, 215-250

10: The trade war and the global Recession—the rise of China and the Belt and Road

Astrid H.M. Nordin and Mikael Weissmann "Will Trump make China great again? The belt and road initiative and international order." *International Affairs*, 2018, pgs 231-249 **Blackboard**

Yiping Huang. "Understanding China's Belt and Road Initiative" *China Economic Review* 2016, 314-321 **Blackboard**

Haass, The World, pgs 82-95

11: Historical Memory and the Senkaku/Diaoyu Islands Dispute

Douglas Becker, "Memory and Trauma as Elements of Identity in Foreign Policymaking" **Blackboard**

Min Gyo Koo. "The Senkaku/Diaoyu dispute and Sino-Japanese political-economic relations: cold politics and hot economics?" *Pacific Review*, 2009, pgs 205-232 **Blackboard**

Krista E Wiegand. "China's Strategy in the Senkaku/Diaoyu Islands Dispute: Issue Linkage and Coercive Diplomacy" *Asian Security* 2009, 170-193 **Blackboard**

12: Weekly Quiz and simulation on memory

Week 5:

16: Climate Change and the Paris Climate Accords

Guest Lecture by Dr. Shannon Gibson

Haass, The World, pgs 183-192

Chasek and Wagner "Raising the Tempo" pgs 19-38 **Blackboard**

Chasek and Wagner "Climate Change Bandwagoning" pgs 199-220 **Blackboard**

17: Redefining the meaning of Development: the Millennium Development Goals and the Sustainable Development Goals

Guest lecture by Dr. Pamela Chasek, Manhattan College

Kamau, Chasek, O'Conner "Multilateralism" pgs 16-46 **Blackboard**

Kamau, Chasek, O'Conner "The Cast of Characters" pgs 104-130 **Blackboard**

18: Women Leaders and Gender in International Relations

Guest Lecturer—Dr Sparsha Saha, Harvard University

Seema Narain, "Gender in International Relations" Global Affairs, 2017, pgs 421-430 **Blackboard**

Are Women Better At Managing the Covid-19 Pandemic?" Forbes April 10, 2020

<https://www.forbes.com/sites/tomaspremuzic/2020/04/10/are-female-leaders-better-at-managing-the-covid19-pandemic/#2c3d26f28d41>

Plus some additional readings added to Blackboard

19: weekly quiz and then a discussion of gender in IR

Week 6: Human Rights

23: Human Rights Canon and enforcement

Joshua Castellino "Civil and Political Rights" pgs 31-49, **Blackboard**

Vinodh Jaichand "An Introduction to Economic, Social, and Cultural Rights." Pgs 51-71 **Blackboard**

Haass, pgs 193-199

<https://www.ohchr.org/EN/ProfessionalInterest/Pages/CoreInstruments.aspx>

24: Genocide: The Rohingya and the Uighar

Samantha Power, A Problem from Hell, Chapter 2 and 4, pgs 17-30, 48-60 **Blackboard**

Katherine Southwick, Straining to Prevent the Rohingya Genocide" Genocide Studies and Prevention 2018, pgs 119-142 **Blackboard**

Ciara Finnegan, "The Uighur Minority in China" Laws, 2020, pgs 1-20 **Blackboard**

25: The Nakba, the Aaliyah, and the Palestinian/Israeli Conflict

Alan Dowty, Israel/Palestine, **Blackboard**

Haass, the World, pgs 111-130, 166-171

26: **Weekly Quiz and final review, Papers Due**

30: Final Exam

Support Systems

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

<https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class.

<https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tab for Events, Programs and Training, Task Force (including representatives for each school),
Chronology, Participate, Resources for Students

USC Department of Public Safety – UPC: (213) 740-4321 24-hour emergency or to report a crime.

Provides overall safety to USC community. dps.usc.edu

Academic Conduct

USC seeks to maintain an optimal learning environment. Students are expected to submit original work. They have an obligation both to protect their own work from misuse and to avoid using another's work as their own. All students are expected to understand and abide by the principles of academic honesty outlined in the University Student Conduct Code (see University Governance, Section 11.00) of SCampus (www.usc.edu/scampus or <http://scampus.usc.edu>). The recommended sanctions for academic integrity violations can be found in Appendix A of the Student Conduct Code.

Emergency preparedness/course continuity

If an officially declared emergency makes travel to campus infeasible, USC Emergency Information <http://emergency.usc.edu> will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

Students with Disabilities

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu