

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

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

The Challenge of Online Instruction: This course will be conducted online, thanks to the pandemic. A couple of important considerations about online instruction:

- a) You are expected to have your cameras on for every session. When I am sharing a screen you can turn them off, but we will have discussions and use breakout rooms. If this is a challenge, please contact me directly. And you must have it on for the exams, which will be online
- b) Zoom instructions will be posted every morning before class on Blackboard. You will always find them in Announcements. I also will have them emailed to you, so ensure your email can receive Blackboard messages.
- c) If you have technical issues, you should contact ITS to help. I do understand that connections can be unstable and finding space to attend class without interruption can be a challenge. I am laid-back about these issues. I will work with you if you have them. But if your dog barks or your cat meows audibly, you will need to tell us all their name. I mean, if they are going to participate, we should know who they are!
- d) I will post all classes and the powerpoints. But I will take attendance via Qwickly. The University has a policy to not share this information on platforms outside of USC. If you do want to share any course material outside of class, contact me for permission.
- e) When you are not speaking, please mute your microphone. Trust me, you will want to. You can avoid a lot of embarrassment!
- f) Finally, we are living in a pandemic. Your safety and the care for you and your loved ones is the primary consideration. If something comes up (heaven forbid someone tests positive for Covid-19 or anything), please let me know. It is always confidential. I will make accommodations.

Overview: 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

Some key norms and rules for the classroom. Please be aware of these as we progress throughout the semester:

- **Share responsibility for including all voices in the conversation.**
 - I would love to hear from all of you this semester. These issues can often carry a significant resonance with us, since international political issues are often contentious. Let's make sure everyone has a chance to speak. If you find yourself being shut out of conversations, please let me know privately and I will make adjustments. And we **MUST** use the raise hand function in the Zoom window.
- **Listen respectfully.**
 - A great classroom is a dialogue. It is not simply my thoughts and you trying to remember them for exams. I want to hear from all of you. And I want you to hear from one another. We need to listen respectfully but also actively and critically.
- **Be open to changing your perspectives based on what you learn from others.**
 - Nothing is more exciting than learning something new. This allows us to evolve our perspectives and develop as scholars. I have learned something new from students every semester I've taught. I change material from semester to semester based on what I have learned. Always be prepared to change your mind.
- **Understand that we are bound to make mistakes in this space.**
 - I may have been raised Roman Catholic, but I am not infallible. That's a joke I make throughout the semester. I will make mistakes. You will too. We learn from our mistakes, but we can't be afraid to present our work and our thoughts on an issue because we might make one. When we do, we will respectfully update the information and learn from them.
- **Understand that your words have effects on others.**
 - Respect is based on the understanding that words matter. Freedom of speech means we can express ourselves freely. But it does not mean we don't consider the effects these words have on others in the classroom. Please keep that in mind as we progress this semester.
- **Understand that others will come to these discussions with different experiences from yours.**
 - The best thing about a campus like USC is the rich diversity of the student body. We have students from all over the world. And I think I learned as much as an undergraduate from the conversations I had with my classmates than even from class work. Toleration of different experiences is boring. Revel in them! Learn from one another. And be aware of them.
- **Make an effort to get to know other students. Introduce yourself to each other in the Zoom.**
 - When I teach in person, I like a class that's loud and boisterous before I come in. Online, we are all so isolated from our classmates and friends. So, I will take some time and make connections as much as I can. But absolutely spend some times getting to know each other. I will use breakout rooms when I can. Share emails. Google Docs make for great study guides. Let's see if we can recreate the in-person classroom as much as we can.
- **Understand that there are different approaches to solving problems.**
 - I am a big fan of interdisciplinary approaches to issues. We do more than just study

different material. We also approach issues differently. It's truly exciting to see the different ways we solve problems and wrestle with material.

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. 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 global pandemics

May

19: 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

20: How to think about the Pandemic with IR Theory

Social Analysis and Covid 19: a Collective Journal, pgs 19-31 (Social Distancing) **Blackboard**

Social Analysis and Covid 19: A Collective Journal pgs 44-56 (Suspension of Politics) **Blackboard**

Social Distancing and Covid 19: A Collective Journal, pgs 72-88 (The Poor and the Way Out) **Blackboard**

Obiliofor Aginam, Globalization of Health Insecurity: The World Health Organization and the New International Health Regulations. *Medicine and Law* (2006) 25:663-672 **Blackboard**

Haass, 208-213

21: Discussions of the pandemic continue

Week 2:

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

Haass, *The World*, pgs 3-57

26: Globalization and the International Political Economy

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

27: 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**

"Economic Perspective of Coronavirus" **Blackboard**

Haass, *The World*, pgs 82-95

28: weekly quiz and discussion of China, the US, and the Recovery of the Economy

Week 3:

June

1: 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

2: Regional Bodies: Libya 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**

3: Peacekeeping and Conflict: Western Sahara and Artsakh/Nagorno-Karabakh

Stephen Zunes and Jacob Mundy "The War for Western Sahara" **Blackboard**

Stephen Zunes, "The East Timor Model Offers a Way Out for Morocco and Western Sahara" **Blackboard**

Stuart Kaufman, "Karabagh and Fear of Minorities" **Blackboard**

Cagla Gul Yesevi and Burcu Yavuz Tiftikcigil, "Turkey-Azerbaijan Energy Relations: A Political and Economic Analysis." **Blackboard**

Radio Show on the Conflict in Western Sahara

Radio Show on War in Nagorno-Karabakh

4: weekly quiz

Week 4:

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

Guest Lecture by Dr. Kym McNeal

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**

9: 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**

Radio Show on the Iran Nuclear Deal

10: Historical Memory and East Asia (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**

Radio Show and Interview of Jelena Subotic and the politics of memory in Eastern Europe

11: Weekly Quiz and the NPT vs TPNW

Week 5:

15: Climate Change and the Paris Climate Accords

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**

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

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

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

17: Women Leaders and Gender in International Relations

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>

Leah Windor et al, "Gender in the Time of Covid-19: Evaluating National Leadership and Covid 19 Fatalities." **Blackboard**

18: weekly quiz and then what should be the environmental priorities post-pandemic

Week 6: Human Rights

22: 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>

23: 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**

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

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

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

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

29: 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/>

Tabs 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