

INTERNATIONAL POLITICS

PSC 4210 – Spring 2022
University of Colorado, Colorado Springs

Thursday, 10:50am – 1:30pm
Centennial Hall 275

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Office Hours: by appointment only

COURSE DESCRIPTION

This course surveys the field of international relations to provide students with foundational concepts and theories for understanding world politics. In this class, students will learn a range of core concepts and theoretical perspectives for explaining state behavior in the international system. The course also serves as a summit experience for the University of Colorado, Colorado Springs Compass Curriculum requirements within the Department of Political Science.

The course contains five major sections. First, the course covers the methodological and theoretical foundations necessary for studying and conducting research in international politics. Second, the course discusses major debates within the realist research program, such as the security dilemma and balance of power politics. Third, the course engages core debates in the liberal research program, including democratic peace theory and international institutions. Fourth, the course covers the constructivist research program, focusing on the role of ideas and norms in world affairs. Finally, the course concludes with student presentations on original research projects in international politics.

LEARNING OBJECTIVES

By the end of this course, students will be able to:

- Apply political science concepts, theories, and/or philosophies to explain current political issues and policy debates
- Evaluate political research and evaluate the extent to which arguments are well-reasoned and/or empirically supported
- Gather, critically analyze, and evaluate quantitative or qualitative information within relevant disciplinary contexts
- Communicate through a prepared and purposeful presentation
- Demonstrate the core ethical principles and responsible methods in the study of international politics

COURSE AND UNIVERSITY POLICIES

GRADING POLICY

In the case of grading disputes, students must e-mail the professor a 100- to 500-word written rationale for the dispute within 48 hours of receiving the contested grade to request clarification and reevaluation. If the instructor deems the justification for re-grading as compelling, the instructor will then re-grade the disputed work and may assign a grade that is higher, lower, or the same as the original.

EXTRA CREDIT POLICY

There are no extra credit opportunities for this course. All requests for extra credit will be denied by the professor. There will be no exceptions to this policy.

LATE ASSIGNMENT POLICY

Assignments that are turned in 1 minute to 24 hours late after their due date will be penalized by 1/3 of a letter grade. Assignments will be marked down a full letter grade for each additional 24-hour period they are late. Assignments will not be accepted more than 72 hours after the due date.

When submitting assignments electronically, it is the student's responsibility to ensure that the correct file is attached and submitted on time. Failing to attach a file or attaching the wrong file will result in a penalty as identified above. Students should also adopt the practice of saving files on multiple platforms, as corrupted files, crashed computers, etc. will not be exempted from the late assignment policy.

TECHNOLOGY POLICY

The use of cell phones during class is prohibited. Students using cell phones will be asked to leave class for the day and will receive a 0 for that day's attendance.

Students may use laptops and tablets for readings or note-taking. However, if a student is using their laptop for purposes not related to class (social media, e-mail, etc.), that student will be asked to leave class for the day and will receive a 0 for that day's attendance.

ACADEMIC INTEGRITY

The University of Colorado, Colorado Springs academic honor code holds students accountable for the integrity of the work they submit. The university policy governs several forms of academic dishonesty, including plagiarism, cheating, fabrication and falsification, multiple submission, misuse of academic materials, and complicity in academic dishonesty. The presumptive penalty for a first offense by an undergraduate student is course failure, accompanied by a transcript notation indicating that the failure resulted from a violation of the academic integrity policy. Students should be familiar with the policy and know that it is their responsibility to learn about course-specific expectations, as well as about university policy.

DISABILITY-RELATED ACCOMMODATIONS

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to register with Disability Services and provide them with documentation of your disability. They will work with you to determine what accommodations are appropriate for your situation. To avoid any delay, you should contact Disability Services as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until a Faculty Accommodation Letter has been given to the professor. Please contact Disability Services for more information at Main Hall, room 105, 719-255-3354, or dservice@uccs.edu.

RELIGIOUS OBSERVANCE POLICY

The University of Colorado, Colorado Springs upholds the principle that a climate of respect for cultural and ideological diversity extends to the diversity of religious practices observed by members of our campus community. The religious observance policy protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Students are required to provide advance notification—preferably during the first week of classes—to the professor regarding necessary absences for religious or spiritual observances. Students are responsible for making up any work or exams according to an agreed-upon schedule between the student and professor.

COVID-19 POLICIES

Students in this class are expected to adhere to university policies regarding COVID-19 mitigation strategies. The University of Colorado, Colorado Springs currently requires face coverings inside all buildings and facilities. Students that refuse to wear a face covering will be dismissed from class without credit for attendance. A refusal to comply will result in additional disciplinary action in accordance with the student code of conduct. See the university's executive order for further details.

COURSE REQUIREMENTS AND EVALUATION

GRADING

Grades are comprised of four components:

Participation	20%
Research memo	20%
Presentation	20%
Research paper	40%

PARTICIPATION (20%)

As an upper-division course, this class is reading intensive. The course is built around readings and discussion, rather than lecture. Accordingly, active participation is required to accomplish the objectives of the course. Students are expected to read all material before each class and arrive prepared to actively discuss the readings. All readings are available in PDF form on Canvas. Students will be graded for each class on the following scale:

3 points	Thoughtful engagement with readings and class discussion
2 points	Satisfactory participation and engagement
1 point	Present for class, but lack of preparation and engagement
0 points	Absent or dismissed from class

RESEARCH MEMO (20%)

Students will write a research memo that outlines the topic and literature relevant to their final project. This memo should accomplish three main tasks. First, students should articulate a clearly specified research question. The research question should be formulated in a way that clarifies the outcome to be explained and can be answered through social scientific research methods. Second, students should provide the beginnings of a literature review on their topic that begins to frame existing academic research on the topic and identify potential gaps or shortcomings in existing debates. Third, students should outline a plan for addressing those gaps and shortcomings by generating and/or analyzing new data, whether quantitative or qualitative.

Research memos should be 500-1,000 words in length, produced in Microsoft Word, and written in Times New Roman, 12-point font with 1-inch margins. There is no required citation format; however, students should clearly source any quotations or references that appear in the paper with consistent citation format (MLA, Chicago, APA, etc.). Research memos are due via Canvas on Thursday, February 24 by 10:49am MT.

The professor will assign students to groups of and distribute research memos to all group members for review and discussion in week 7's research workshop.

PRESENTATION (20%)

Each student will present the findings from their research project at the end of the semester. Presentations should follow the structure of the corresponding paper and include the following sections: (1) research question, (2) practical and/or theoretical importance of the research question, (3) brief literature review, (4) theoretical argument, (5) data analysis, and (6) conclusions. This format may be adjusted as deemed appropriate for specific projects.

Research presentations should be 10-12 minutes in length. After each presentation, the class will have 6-8 minutes to ask the presenter questions. Students must present their projects as a PowerPoint slideshow. Students must upload their PowerPoint slides to Canvas by 10:49am MT on the day of their presentation, as this is where the professor will provide comments and grades for the presentation.

RESEARCH PAPER (40%)

Students will produce an original research paper related to the broad topic of international politics. This assignment requires that students conduct original research, meaning that students must provide new insight into a research question. The question itself need not be original, as students will find that the topics in which they are interested typically have extensive literatures and debates. Instead, students should focus on providing new insight by generating or incorporating new data and analysis to gain leverage over a debate.

Research papers may follow a variety of formats, but the 6-point list identified in the previous section on presentations provides a useful starting point. Students should pay attention to research articles that they find informative and useful while researching their topics, as those articles generally provide useful templates for paper outlines, as well. The instructor will incorporate discussion of well-written and clearly formulated paper formats throughout the semester with assigned readings.

Research papers should be 2,000-4,000 words in length, produced in Microsoft Word, and written in Times New Roman, 12-point font with 1-inch margins. There is no required citation format; however, students should clearly source any quotations or references that appear in the paper with consistent citation format (MLA, Chicago, APA, etc.). The final paper is due via Canvas by 1:30pm MT on Thursday, May 12.

COURSE SCHEDULE

Note: all readings are available on Canvas as PDFs. Be sure to read all material for the week before arriving to class.

I. FOUNDATIONS

WEEK 1 (JANUARY 20) – CONDUCTING RESEARCH IN POLITICAL SCIENCE

1. Gary King, Robert O. Keohane, and Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research* (Princeton, N.J.: Princeton University Press, 1994), pp. 7-19, 28-33.
2. Barbara Geddes, *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics* (Ann Arbor, M.I.: University of Michigan Press, 2003), pp. 27-35, 37-43.
3. Jeffrey W. Knopf, “Doing a Literature Review,” *PS: Political Science and Politics*, Vol. 39, No. 1 (January 2006), pp. 127-132.

WEEK 2 (JANUARY 27) – STRUCTURE: ANARCHY

1. Kenneth N. Waltz, *Theory of International Politics* (Reading, M.A.: Addison-Wesley, 1979), pp. 79-116.
2. John J. Mearsheimer, *The Tragedy of Great Power Politics* (New York, N.Y.: W. W. Norton, 2001), pp. 1-4, 29-54.
3. Alexander Wendt, “Anarchy is What States Make of It,” in Robert J. Art and Robert Jervis, eds., *International Politics: Enduring Concepts and Contemporary Issues*, 13th ed. (New York, N.Y.: Pearson, 2017), pp. 78-86.

WEEK 3 (FEBRUARY 3) – UNITS: LEVELS OF ANALYSIS

1. Kenneth Waltz, *Man, The State and War* (New York, N.Y.: Columbia University Press, 1959), pp. 16-41, 80-85, 120-123, 159-165.
2. J. David Singer, “The Level-of-Analysis Problem in International Relations,” *World Politics*, Vol. 14, No. 1 (October 1961), pp. 77-92.

II. REALISM

WEEK 4 (FEBRUARY 10) – THE SECURITY DILEMMA

1. Robert Jervis, “Cooperation Under the Security Dilemma,” *World Politics*, Vol. 30, No. 2 (January 1978), pp. 167-186.
2. Charles L. Glaser, “The Security Dilemma Revisited,” *World Politics*, Vol. 50, No. 1 (October 1997), pp. 171-193.
3. Evan Braden Montgomery, “Breaking Out of the Security Dilemma: Realism, Reassurance, and the Problem of Uncertainty,” *International Security*, Vol. 31, No. 2 (Fall 2010), pp. 151-167, 169, 183-185.

WEEK 5 (FEBRUARY 17) – BALANCE OF POWER POLITICS

1. Ernst B. Haas, “The Balance of Power: Prescription, Concept, or Propaganda?” in *Realism Reader*, Colin Elman and Michael A. Jensen, eds. (New York, N.Y.: Routledge, 2014), pp. 76-80.
2. Stephen M. Walt, “Alliance Formation and the Balance of World Power,” *International Security*, Vol. 9, No. 4 (Spring 1985), pp. 3-18.
3. John J. Mearsheimer, *The Tragedy of Great Power Politics* (New York, N.Y.: W. W. Norton, 2001), pp. 138-167.
4. Jack S. Levy and William R. Thompson, “Balancing on Land and at Sea: Do States Ally against the Leading Global Power?” *International Security*, Vol. 35, No. 1 (Summer 2010), pp. 7-19, 36-39.

III. LIBERALISM

WEEK 6 (FEBRUARY 24) – DEMOCRATIC PEACE THEORY

1. John M. Owen, “How Liberalism Produces Democratic Peace,” *International Security*, Vol. 19, No. 2 (Fall 1994), pp. 87-104, 119-125.
2. Zeev Maoz and Bruce Russett, “Normative and Structural Causes of Democratic Peace, 1946-1986,” *American Political Science Review*, Vol. 87, No. 3 (September 1993), pp. 624-632, 636-637.
3. Sebastian Rosato, “The Flawed Logic of Democratic Peace Theory,” *American Political Science Review*, Vol. 97, No. 4 (November 2003), pp. 585-600.
4. Michael W. Doyle, “Three Pillars of the Liberal Peace,” *American Political Science Review*, Vol. 99, No. 3 (August 2005), pp. 463-466.

WEEK 7 (MARCH 3) – RESEARCH WORKSHOP

WEEK 8 (MARCH 10) – INTERNATIONAL INSTITUTIONS

1. Robert O. Keohane, “Neoliberal Institutionalism: A Perspective on World Politics,” in Robert O. Keohane, ed., *International Institutions and State Power: Essays in International Relations Theory* (Boulder, C.O.: Westview, 1989), pp. 1-16.
2. G. John Ikenberry, “Liberal Internationalism 3.0: America and the Dilemmas of Liberal World Order,” *Perspectives on Politics*, Vol. 7, No. 1 (March 2009), pp. 71-84.
3. John J. Mearsheimer, “The False Promise of International Institutions,” *International Security*, Vol. 19, No. 4 (Winter 1994/95), pp. 5-37, 47-49.

IV. CONSTRUCTIVISM

WEEK 9 (MARCH 17) – NORMS AND IDEAS

1. Nina Tannenwald, “The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use,” *International Organization*, Vol. 53 (Summer 1999), pp. 433-467.
2. Daryl G. Press, Scott D. Sagan, and Benjamin A. Valentino, “Atomic Aversion: Experimental Evidence on Taboos, Traditions, and the Non-Use of Nuclear Weapons,” *American Political Science Review*, Vol. 107, No. 1 (February 2013), pp. 188-204.
3. Scott D. Sagan, “Realist Perspectives on Ethical Norms and Weapons of Mass Destruction,” in Sohail H. Hashmi and Steven P. Lee, eds., *Ethics and Weapons of Mass Destruction: Religious and Secular Perspectives* (Cambridge: Cambridge University Press, 2004), pp. 77-83.

WEEK 10 (MARCH 24) – NO CLASS: SPRING BREAK

WEEK 11 (MARCH 31) – NO CLASS: PROF. ARCENEUX AT CONFERENCE

WEEK 12 (APRIL 7) – TRANSNATIONAL ACTORS

1. Martha Finnemore and Kathryn Sikkink, “International Norm Dynamics and Political Change,” *International Organization*, Vol. 52, No. 4 (Autumn 1998), pp. 887-917.
2. Richard Price, “Reversing the Gun Sights: Transnational Civil Society Targets Land Mines,” *International Organization*, Vol. 52, No. 3 (Summer 1998), pp. 613-644.

V. RESEARCH PRESENTATIONS

WEEK 13 (APRIL 14) – CLASS PRESENTATIONS: GROUP 1

WEEK 14 (APRIL 21) – CLASS PRESENTATIONS: GROUP 2

WEEK 15 (APRIL 28) – CLASS PRESENTATIONS: GROUP 3

WEEK 16 (MAY 5) – CLASS PRESENTATIONS: GROUP 4

WEEK 17 (MAY 12) – NO CLASS: FINAL PAPERS DUE