

The University of Texas at Austin
Government 360N (38775)
Introduction to International Relations
Fall 2011, T TH 9:30-11
MEZ B0.3.06

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DESCRIPTION

This is an introductory course to the study of international relations. It will be organized around critical questions that shape the dominant lines of inquiry in the field. We will explore such questions as why do states go to war? Under what conditions do governments restrict international commerce? How does capital mobility constrain national economic policy? What is the role of international organizations such as the IMF and the United Nations in altering national interests and state action? What role do nonstate actors, such as multinational corporations and transnational activists, play in world politics?

COURSE REQUIREMENTS

There will be four sets of requirements for this course. First, you will be expected to attend class, keep up with the assigned readings, participate in our discussions, and complete regular quizzes. Second, you will complete a series of assignments as part of a multiple week simulation of international politics. Third, you will take one mid-term examination on *Thursday, October 13*. Finally, a comprehensive final exam will be given during the assigned time on *Friday, December 9 from 2 p.m. to 5 p.m.* Your final grade will be comprised with these four parts as follows:

Attendance and quizzes	12.5%
Simulation	
Writing assignments associated with simulation	20%
Quizzes on Statecraft manual	2.5%
Team Performance in simulation	12.5%
Midterm	22.5%
Final	30%

COURSE MATERIALS

The reading material for this course will be made available through two primary formats. First, our course blackboard site will contain electronic copies of our assigned article readings. Second, the following required text is available at the University Co-op bookstore.

Jeffrey A. Frieden, David A. Lake, and Kenneth A. Schultz. 2010. *World Politics: Interests, Interactions, and Institutions*. New York: Norton. (Hereafter FLS in the syllabus)

We will also be using a software program that implements a simulation of international politics. The semester subscription fee is \$25. You will need to sign up and pay at <http://www.statecraftsim.com/>.

COURSE GOALS

I want to use the subject material of our course to get you thinking (i.e. criticizing, applying, extending) about explanatory “models” of international politics that generate intellectual leverage, or quite simply can explain broad patterns of social behavior with just a few variables or concepts. This might be new for many of you. This is not going to be a class designed to get you to memorize a bunch of facts about international relations so that you can succeed on a multiple choice exam. It is not about giving you the answers. I instead I will raise challenging questions that have been debated (sometimes quite ineffectively) for centuries and then teach one style by which you can generate your *own* answers and new implications from these answers. In short, you will be graded on the effectiveness by which you evaluate arguments and their implications—not on whether you can regurgitate what you have read or what I have said.

Build on this broad teaching approach, here is a set of more specific goals for our semester.

1. Enhance your understanding of the big questions in the study of international politics. Drawing on a variety of theoretical approaches, we will explore such questions as: Under what conditions do states embrace globalization? Why do states go to war? How does human rights law shape state behavior? How should the United States respond to the decline of its economic influence?
2. Enhance your ability to think in the abstract i.e. theoretically. All of our discussions and your assignments will be oriented around this.
3. Sharpen your reading skills. The goal of your reading should not be to finish the article or the chapter. Instead it should be to prepare yourself to think critically and originally about the questions, theoretical claims, evidence, and implications of the material you have read.
4. Practice generating implications (theoretical, empirical, policy) from theoretical priors/concepts.

COURSE POLICIES

It is my job to make sure the trains run on time! Our class format necessarily creates mutual obligations among students to come prepared to discuss both the readings and the lecture materials. If only a few people in a group or the class are regularly doing the reading and prepared for your simulation work, our discussions will stumble as the bulk of students rely on a minority to carry them. Such a situation penalizes those students doing the readings as they then are pushed to shoulder more responsibility in class. To avoid this situation while fostering a stimulating and productive intellectual environment in class, I have established the following rules to ensure that all students meet these obligations to each other.

Attendance and participation...will be tracked daily throughout the semester with two mechanisms—random quizzes and sign-in attendance sheets. The quizzes will be drawn from the reading materials assigned for that day and the previous day’s lecture.

You will be expected to *participate* in class discussions and demonstrate that you have done the readings by performing such tasks as summarizing the main arguments, critiquing an author’s claims, drawing out policy implications, suggesting how an author’s argument may apply to another issue area, or highlighting similarities and differences with other readings.

Statecraft simulation... a portion of your grade will be based on a multi-week simulation of international politics that we will be utilizing in this course. The computer will place you on one of ten teams on the basis of brief survey of your foreign policy attitudes. Beginning in the third week of the semester, we will devote 30-40 minutes of time in each Tuesday's class to this simulation. During this time, you will be free to strategize and consult your team members and engage in diplomacy with fellow countries in class. Note however, that the game time will not solely be comprised of this in-class time. You are free to continue consultations and negotiations throughout the week for each turn.

The game will start on Tuesday, September 13 with Turn 0. During this time, you will meet your group and begin appointing cabinet positions. During the simulation, each turn will commence on Monday mornings at 9 a.m. Each turn will end on Saturday evenings at 10 p.m. There will be one exception to this schedule. We will not have a turn during the week of the midterm. Thus, Turn 3 will commence on Monday, October 3 and end on Saturday, October 8. Turn 4 will then begin on Monday, October 17 and end on Saturday, October 22. The game will run at least through Turn 7 on (ending on Saturday, November 12). At that point, I *may* decide to extend the game by one or two turns.

Three components of your final grade will be drawn from this simulation. The first part of your grade will be drawn from two sets of writings assignments—weekly memos (7.5%) and a final wrap-up paper (12.5%). The weekly memos will be due by the end of each turn (no memo is due for turn 0). These memos should discuss the previous week's actions, considerations, and strategy from both the perspective of the individual (that will be shaped by cabinet position) and the country. These memos will be randomly graded two times on a standard 100 point basis. For all the remaining times, they will be graded on a credit/no credit basis (100/0). *Note: late memos will not receive credit.* The topic for the final wrap up paper will be distributed on the Tuesday following the last turn of the game and be due on the 2nd Tuesday following the end of the game (i.e. one week after the assignment is distributed).

Second, you will take two quizzes (on the class days devoted to turn 0 and turn 1) on the *Statecraft* manual. While only 2.5% percent of your final grade, this quiz is designed to force you master the game's rules. Your understanding of the manual will be critical to the initial development of your strategy, which will ultimately influence your team's performance.

Third, a grade will be allocated on the basis of your team's ranking and whether or not the class achieves a series of global public goals. Students will receive 2 points for every global goal that is achieved (4 total opportunities). These scores will be added to the grades below that correspond to the rankings of the ten teams on competitiveness indicators:

Ranking	Grade	Ranking	Grade
1	94	6	81.5
2	91.5	7	78
3	89	8	76.5
4	86.5	9	74
5	84	10	71.5

For example, if the class achieves three out of the four global goals, each of the students on the top ranked team would receive a grade of 100. Moreover, each of the students on the sixth ranked team would receive a grade of 87.5.

Attendance and participation points cannot be made up under any circumstances, including excused absences. However, each student in the class will receive a bonus at the end of the semester that equals 150% of the average daily points for this component of your grade. For example, if there are 100 attendance and participation points for the semester and these points were checked on 20 class days, then the average daily point total is 5. All students would receive a bonus of 7.5 points to account for excused and unexcused absences. *Note:* your total attendance and participation score for the semester cannot exceed 100%.

Lateness... If you come late to class and miss an attendance check (sign-in sheet or quiz), you have missed the attendance check for that day. Please do not ask to have your assignment collected.

The determination of grades and grade appeals... This process must be initiated by your written explanation of why the decisions behind the assignment of your grade should be revisited. You will have one week after an assignment has been handed back to submit this written explanation. After that period, all grades will be considered final and any discussion that we might have will be restricted to how you can do better on the next assignment. Once you have submitted your written request, I will decide whether to regrade your entire assignment.

Please keep in mind that your past performance in other classes taken here at the University is not germane to any grading decisions made in my class. Consequently, if receiving a D in my class places you on academic probation, this does not constitute a viable justification for requesting the regrading of any assignment.

Grade appeals also cannot be made on the basis of being “close” to a letter grade. Cutoffs between letter grades will be strictly observed according to guidelines listed below. Note: these already include appropriate rounding:

92.5-100 A; 89.5-92.5 A-; 86.5-89.5 B+; 82.5-86.5 B; 79.5-82.5 B-; 76.5-79.5 C+; 72.5-76.5 C; 69.5-72.5 C-; 66.5-69.5 D+; 62.5-66.5 D; 59.5-62.5 D-; 0-59.5 F

“Scholastic dishonesty...includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act” (Section 11-802 (b), *Institutional Rules on Student Services and Activities*).

If you have any questions about what constitutes scholastic dishonesty, you should consult with me or the website listed below. Any student that violates this policy will fail this course and have the details of the violation reported to Student Judicial Services.

<http://deanofstudents.utexas.edu/sjs/academicintegrity.html>.

Religious holidays: By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Emergency evacuation: In the event of a fire or other emergency, it may be necessary to evacuate a building rapidly. Upon the activation of a fire alarm or the announcement of an emergency in a university building, all occupants of the building are required to evacuate and assemble outside.

Once evacuated, no one may re-enter the building without instruction to do so from the Austin Fire Department, University of Texas at Austin Police Department, or Fire Prevention Services office.

Students should familiarize themselves with all the exit doors of each room and building they occupy at the university, and should remember that the nearest exit routes may not be the same as they way they typically enter buildings.

Students requiring assistance in evacuation shall inform their instructors in writing during the first week of class. Faculty members must then provide this information to the Fire Prevention Services office by fax (512-232-2759), with "Attn. Mr. Roosevelt Easley" written in the subject line.

Information regarding emergency evacuation routes and emergency procedures can be found at <http://www.utexas.edu/emergency>.

Changes to the syllabus... I may make minor changes to the syllabus. These will be announced at least a week in advance.

The **final exam** will be composed of two extended essays. I will distribute four potential questions on the last day of class. These questions will be cumulative. At the start of the final, I will randomly pick two of the four questions. You must answer each of those questions.

Makeup midterm exams... will not be offered. In the advent of an extreme and verifiable medical or family emergency (to be determined in consultation with me and the Office of the Dean of Students), the in-class portions of your midterm will be rolled into your final examination grade. For example, if you miss the midterm, your final will constitute 52.5% of your grade.

CLASS SCHEDULE

I. Introduction: thinking theoretically, interests, interactions, and institutions

Thursday, August 25

Introduction

FLS, preface, pp. xix-xxx.

Tuesday, August 30

Thinking theoretically; actors and interests; what is the national interest?

FLS, pp. 44-47

Jeffrey A. Frieden. 1999. Actors and Preferences in International Relations. In David A. Lake and Robert Powell, eds., *Strategic Choice and International Relations*. Princeton: Princeton University Press, pp. 39-76

Thursday, September 1

Strategic interaction

FLS, pp. 48-61, 75-79

Tuesday, September 6

Institutions in world politics

FLS, pp. 62-73

Michael N. Barnett and Martha Finnemore. 1999. The Politics, Power, and Pathologies of International Organizations. *International Organization* 53(4): 699-732.

II. WHY WAR?

Thurs, September 8

Bargaining and War

FLS, pp. 82-94, 111-115

Tuesday, September 13

Private information as a cause of war

FLS, pp. 94-105

Also read Statecraft manual (available through statecraft website); **Note:** there will be a quiz today on the manual

Statecraft orientation—start Turn 0 of Statecraft

Thursday, September 15

Commitment problems

FLS, pp. 105-111

McDonald. 2011. Complicating Commitment: Free Resources, Power Shifts, and the Fiscal Politics of Preventive War. *International Studies Quarterly* 53: forthcoming.

III. DOMESTIC POLITICS AND WAR

Tuesday, September 20

Overview: domestic politics and foreign policy

FLS, pp. 127-167.

Turn 1 of Statecraft. **Note:** there will be another quiz today on the manual.

Thursday, September 22

Democratic Peace

Kenneth A. Schultz. 1999. Do Democratic Institutions Constrain or Inform? *International Organization* 53(2): 233-266.

Edward Mansfield and Jack Snyder. Edward D. Mansfield and Jack Snyder. 2005/6. Prone to Violence. *The National Interest* 82: 39-45.

IV. SECURITY INSTITUTIONS

Tuesday, September 27

Alliances

FLS, pp. 170-189

Turn 2 of Statecraft

Thursday, September 29

Collective Security Systems: League of Nations, United Nations

FLS, pp. 189-213.

Ivo Daalder and James Lindsay. 2007. Democracies of the World, Unite. *The American Interest* 11(3): 5-19.

V. INTERNATIONAL TRADE

Tuesday, October 4

Comparative Advantage

FLS, pp. 220-228

Turn 3 of Statecraft

Thursday, October 6

The domestic politics of international trade

FLS, pp. 228-238

Frieden, Jeff. 1988. Sectoral Conflict and Foreign Economic Policy, 1914-1940. *International Organization* 42(1): 59-90.

Tuesday, October 11

The international politics of international trade: market structure, political structure, and the WTO

FLS, pp. 238-259

Thursday, October 13

MIDTERM

VI. EXCHANGE RATES AND CURRENCY POLITICS

Tuesday, October 18

The economics of exchange rates

FLS, pp. 296-310

Turn 4 of Statecraft

Thursday, October 20

The politics of exchange rates

Jeffrey A. Frieden. 1991. Invested Interests: The Politics of National Economic Policies in a World of Global Finance. *International Organization* 45(4): 425-451.

Tuesday, October 25

EMU: A cautionary tale of monetary union

FLS, pp. 308-329.

Michael Lewis. 2011. It's the Economy, Dummkopf. *Vanity Fair* (September).

Turn 5 of Statecraft

VII. INTERNATIONAL FINANCE

Thursday, October 27

Foreign Direct Investment

FLS, 260-296.

Tuesday, November 1

The IMF and the Electronic Herd

Thomas Friedman. 2000. *The Lexus and the Olive Tree*. New York: Anchor Books. Pp. 112-144.

Turn 6 of Statecraft

VIII. DEVELOPMENT

Thursday, November 3

Trade based growth strategies

FLS, pp. 330-363.

Tuesday, November 8

China's rise and its implications for the developing world

Sebastian Junger. 2007. Enter China, the Giant. *Vanity Fair* (July).

Turn 7 of Statecraft

IX. TRANSNATIONAL NETWORKS

Thursday, November 10

Advocates

FLS, pp. 366-381

Tuesday, November 15

Terrorism

FLS, pp. 381-407

Turn 8 of Statecraft?

X. HUMAN RIGHTS

Thursday, November 17

Human Rights

FLS, pp. 408-443

Tuesday, November 22

International Law

Kenneth Abbott et al. 2000. The Concept of Legalization. *International Organization* 54(3): 401-420.

Turn 9 of Statecraft?

Thursday, November 24

Off for Thanksgiving

XI. THE ENVIRONMENT

Tuesday, November 29

Managing externalities in the global commons

FLS, pp. 444-484

XII. GOVERNING CHALLENGES IN AN AGE OF GLOBALIZATION

Thursday, December 1

Contemporary examples of the political trilemma

Dani Rodrik. 2000. How Far Will Economic Integration Go? *Journal of Economic Perspectives* 14(1): 177-186.