

# Political Science 145

## Global Politics

### An Introduction to International Relations

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**Spring 2012**  
**\*\*Online Edition\*\***  
**No campus classroom hours/location**

Virtual office hours  
9:30 am – 11:30 am on Tuesdays or by appointment

#### Course Description

This course introduces students to the study of international politics. The course covers topics in three categories: history, theory, and contemporary challenges in International Relations (IR). It begins with a historical overview of key events and changes in the international system including the rise of modern nation-states, the major conflicts of the 20<sup>th</sup> century, and the impact of economic globalization. We then examine core theoretical concepts such as levels of analysis, the security dilemma, the “balance of power,” and the democratic peace. I will introduce the main theoretical traditions in the study of world politics – Realism, Liberalism, and Constructivism – as well as basic approaches to foreign policy decision-making. The second half of the course puts these concepts and theories to work on key topics in modern international politics including security issues, economic transactions across borders, international institutions, environmental degradation, and human rights.

#### Learning Goals

The overarching goal of the course is to develop *knowledge* and *analytical skills* that will help students to be active, informed, and critical thinking citizens regarding world problems and American foreign policy. To build *knowledge*, I expose students to the core components of the International Relations discipline and main features in the modern history of world politics. To build *analytical skills*, I use course material to push you to think beyond mere memorization. Through a variety of exercises, some traditional and some less so, I seek to hone students’ reasoning and writing skills to facilitate a sophisticated, critically-inclined approach to the political world around them. This course meets several General Education Curriculum (GEC) requirements in the categories of “Social Science \ Human, Natural, and Economic Resources” and “Social Diversity \ International Issues \ Non-Western or Global.” The learning goals associated with these two categories are: 1) to help students understand human behavior and cognition, and the structures of human societies, cultures, and institutions, and; 2) to help students become educated, productive, and principled citizens of their nation and the world.

### **Logistics for our online learning environment**

This course is entirely online. Students must take all the technical steps necessary to participate in all components of the class. I have chosen my course components with an eye towards minimizing technical compatibility issues. However, with big classes and a diversity of computing setups and computer literacy, problems will arise. *It is your responsibility to proactively deal with any problems.*

The course has two main online platforms. No software or downloads are necessary.

- 1) *Carmen*. The Carmen site for this course serves as our online headquarters. It will host all lectures, quizzes and exams, PDF scans of readings not in the textbook, grades, regular class news, and discussion board postings. Check it daily or close to it. <http://carmen.osu.edu>.
- 2) *Adobe Connect Room*. I am not physically on campus very often. For occasional one-on-one meetings, regularly scheduled office hours, and pre-exam review sessions our class will use a “virtual conference room” space. It is called “Adobe Connect.” We have dedicated space for live online interaction using type-chat, audio-chat, and video-chat. I can share Powerpoints, PDF documents, audio clips, and here as well. To access, look for this button in Carmen:

 (or just go to <http://osu-pilot-conc.adobeconnect.com/polisci145/>).

I have created a video which walks students through these two components. Watch the “Introduction to PS 145” video posted under Carmen / Content.

#### **“What do I do if I have technical problems?”**

**PLEASE DO THE FOLLOWING BEFORE EMAILING ME**

If you have problems with course resources, **please follow these steps:**

- 1) Make sure you’ve watched the “Introduction to PS 145” video (see above).
- 2) Check the FAQ document on Carmen.
- 3) Do either of the following:
  - a. If it seems to be a problem with your web browser, out of date software, or something similar, contact Ohio State information technology (IT) technical support (“8help”). Call 614-688-HELP (4357) or email them at [8help@osu.edu](mailto:8help@osu.edu). 8help provides excellent help for all kinds of problems with Carmen and Adobe Connect including compatibility issues, lack of necessary downloaded and installed software, inability to open a file, inability to use a file, etc.
  - b. If it seems to be a problem with something I have created (a PDF that’s blank; a video that has distorted audio) or if you 8help fails or is slow, email me ([carson.153@osu.edu](mailto:carson.153@osu.edu)) or [austinmcarson@gmail.com](mailto:austinmcarson@gmail.com)) and I’ll do my best.

#### **Office hours and instructor availability**

I will hold virtual office hours through our Adobe Connect room 9:30 am – 11:30 am on Tuesdays. Should this time not work, a separate session can be arranged (just email me).

#### **Email responsiveness**

I will return emails very quickly during normal business hours during the week (M-F 8:30 am – 5 pm), sometimes within ten minutes. I will respond less quickly and reliably over weekends and in the evenings.

#### **Email etiquette**

A big pet peeve is unprofessional emails from students. All students are expected to compose emails with words spelled out and appropriate capitalization. *Rule of thumb: communicate with your online instructors with the same care you take in communicating with professors/instructors in “in person” courses.*

Example: ur doing it wrong if u email austin a question abt the midterm exam like this. thx.

### Course Requirements

The final grade will be determined as follows:

Weekly quizzes	25%
Policy memo	15%
Midterm exam	25%
Final exam	25%
Discussion board participation	10%

Letter grades will be assigned on the default OSU scale.

A	93% or higher	A-	90% - 92%		
B+	87 % - 89%	B	83% - 86%	B-	80 % - 82%
C+	77% - 79%	C	73% - 76%	C-	70 % - 72%
D+	67% - 69%	D	60% - 66%		
E	59% or lower				

Weekly routine. I will post both the quiz, lecture, and lecture slides for note-taking before **Tuesday afternoon**. The quiz remains available until **midnight on Saturday**. Each student therefore has the freedom to watch lecture, do the readings, and complete the quiz at any time up until Saturday at midnight. This freedom comes at a cost: no exceptions will be made for students who miss the quiz.

Weekly quizzes. Students must complete the readings and view the lecture for each week. An open note / open lecture **timed** weekly quiz will cover readings and lecture. The quizzes are administered through Carmen (“Quizzes” section) and will be available **all week**. Each quiz must be submitted before **midnight on Saturday**. No collaboration between students is permitted, and I do have ways to check for simultaneous submissions and IP address proximity.

Policy memo. Students must complete an 850 word policy memo applying one or more theoretical concepts from the course to a specific policy dilemma. The memo will be due after the midterm exam and before the final (specific date will be announced later). Students will select from one of five topic options, conduct and review research, and compose a memo summarizing the stakes of the problem, a policy for how to address it, and the theory-inflected reasoning which supports the preferred policy. Students must “hand in” the paper by uploading it to the Carmen “Dropbox” section. More details on the memo including the topic options will be shared later in the quarter.

Midterm exam. A midterm exam will be administered through Carmen (“Quizzes” section) midway through the quarter. It will be “open note” / open reading but very time-restricted. Two things to keep in mind up front. First, the time limit means you can expect to get very little mileage from your notes and readings unless you’ve put a good amount of time into absorbing them before the exam. Second, a healthy portion of the questions will go “beyond the script” requiring you to synthesize and apply material; thus, mere memorization will not be sufficient to do well on the exam.

Final exam. In a three day window during finals week, I will administer a final exam through Carmen (“Quizzes” section). It will have the same structure and approach as the midterm.

Discussion board participation. At least once per week, I will post discussion prompts on Carmen (“Discussions” section). In lieu of classroom interaction, students must regularly contribute to the discussion board as a form of participation. Regular contribution means both quality and quantity. “Quality” refers to making thoughtful comments (i.e. not one liners or warrantless opinionating). Thoughtful comments could include a reasoned opinion, clarification of an important factual issue, or bringing attention to a recent or past example. Students may respond to existing discussion “threads” on the topic or introduce a new thread. “Quantity” refers to length and frequency of comments. For

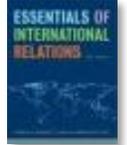
length, three or more quality sentences is an “A” effort. For frequency, once per week is an “A” effort. Students are free to agree, disagree, or have no strong opinion. Be sure you always **exercise appropriate discussion etiquette by refraining from any personal attacks and use of language that is exclusionary.**

### Course Texts

Many course readings are from two required textbooks, both available at SBX and online outlets like Amazon.com.

- Karen Mingst and Ivan Arreguin-Toft, *Essentials of International Relations*, 5<sup>th</sup> Ed. (W.W. Norton). ISBN # 978-0393935295. Blue cover.
- Karen Mingst & Jack Snyder, *Essential Readings in World Politics*, 4<sup>th</sup> Ed. (W.W. Norton). ISBN # 978-0393935349. Maroon cover.

All **other** readings will be posted on Carmen as PDF files.



### Academic Honesty

It is the responsibility of the Committee on Academic Misconduct (COAM) to investigate reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee. If you are unsure whether your work meets standards of academic honesty, please feel free to discuss your questions or concerns with me. **I take this issue very seriously and an online environment presents unique challenges making me especially vigilant in this course.** I will periodically check quizzes and exams to evaluate whether students are collaborating in any way. Policy memos should reflect original ideas in your original language. If your **ideas or facts** come from a source, you must cite it. If your **language** comes from a source, you must cite it and put quotation marks around the language which is not your own.

### Students with Disabilities

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>. **An online classroom environment raises unique issues, including for students with hearing and visual impairment.** The first place to start for any students with disabilities in an online course is the Web Accessibility Center (<http://wac.osu.edu/>). The staff and resources there can help us figure out how to adapt materials for these purposes. All students seeking accommodation for disabilities should contact me as early as possible so we can get started.

## **PART I. History**

### **Week 1: A Brief History of Global Politics**

Learning goals: acquire a basic knowledge of the key building blocks of the modern international system (including sovereignty, nationalism, and colonialism) and their historical origins. Develop comfort level with course infrastructure (Carmen and Adobe Connect).

Readings: Mingst & A-Toft, Chapter 2

## **PART II. Foundations of IR Theory**

### **Week 2: Levels of Analysis & the Three “-isms”: Realism, Liberalism, Constructivism**

Learning goals: clarify what theory and hypotheses do when analyzing political outcomes. Acquire a basic knowledge of realism, neorealism, liberalism, neoliberalism, and constructivism. Begin to practice applying levels of analysis to world politics events.

Readings: Mingst & A-Toft, Chapter 3  
Mearsheimer, in Mingst & Snyder  
Kant, in Mingst & Snyder  
Wendt, in Mingst & Snyder

### **Week 3: The Systemic Level of Analysis**

Learning goals: gain familiarity with what systems are and what institutions, actors, and dynamics exist at the international system level. Learn specific concepts like absolute vs. relative power, balance of power and balancing behavior, hegemony, interdependence, and international norms. Begin practicing about how to apply abstract theory to concrete cases.

Readings: Mingst & A-Toft, Chapter 4  
Morgenthau ("Balance of Power"), in Mingst & Snyder  
Keohane, in Mingst & Snyder  
Suggested: Ikenberry, Mastanduno, and Wohlforth, in Mingst & Snyder

### **Week 4: The State and Individual Levels of Analysis**

Learning goals: gain familiarity with the other two main levels of analysis (state; individual), how they are different from the systemic level, and how they relate to foreign policy events like the choice for war or free trade. Learn about foreign policy decision-making models like the rational unitary actor model and pluralism. Practice further the application of theories and levels of analysis to specific cases.

Readings: Mingst & A-Toft, Chapter 5  
Mingst & A-Toft, Chapter 6

### **PART III. Core topic in IR**

#### **Week 5: War and Global Politics**

Learning goals: acquire a basic knowledge of the varieties of war and methods of waging war; gain exposure to core concepts in the study of war like the security dilemma, collective security, and democratic peace theory. Develop application skills by using levels of analysis to understand the variety of explanations for “Why war?”

Readings: Mingst & A-Toft, Chapter 8  
Jervis, in Mingst & Snyder, Chapter 8  
Wilson, in Mingst & Snyder  
Bull, Hedley. “Arms Control and World Order.” *International Security* 1, no. 1 (July 1, 1976): **PAGES 3-7 ONLY**. (available on Carmen / Content)

**MIDTERM EXAM between Friday 8 am – Sunday 12 pm (NOON), April 27-29**

#### **Week 6: International Political Economy**

Learning goals: acquire a basic knowledge of the core components of the modern international economy and the political developments which underpin it, including free trade, capital liberalization, and international institutions like the World Bank and IMF. Also obtain knowledge of critical perspectives including European colonialism / mercantilism and Marxist critiques of economic inequality and injustice.

Readings: Mingst & A-Toft, Chapter 9  
Mingst & A-Toft, Chapter 3 (**PAGES 81-84 ONLY**)  
Gilpin, in Mingst & Snyder  
Milner, in Mingst & Snyder

#### **Week 7: Governance “Beyond the State”: International Organizations & Non-Governmental Organizations**

Learning goals: acquire a basic knowledge of those actors and institutions beyond the state relevant to modern international politics, including international organizations like the United Nations and non-governmental organizations like Amnesty International. Also gain exposure to the foundations of international law and region-specific organizations like the European and African Unions.

Readings: Mingst & A-Toft, Chapter 7  
Keck & Sikkink, in Mingst & Snyder

#### **Week 8: Environment and Natural Resources**

Learning goals: acquire a basic knowledge of political disagreements and joint management of the natural environment including natural resources, biodiversity, pollution, and global climate change. Introduce theoretical concepts about the problems of environment (i.e. the “tragedy of the commons”) and the solutions.

Readings: Mingst & A-Toft, pp. 325-327, 335-349  
Hardin, in Mingst & Snyder  
Haas, Peter M. “Banning Chlorofluorocarbons: Epistemic Community Efforts to Protect Stratospheric Ozone.” *International Organization* (1992): 187-224. (available on Carmen / Content)

## **PART IV. Contemporary Dilemmas in IR**

### **Week 9: Practical Dilemmas in International Security: Nuclear Weapons**

Learning goals: acquire a basic knowledge of a core international security issue as well as the practical dilemmas in managing nuclear technology. Learn basic concepts regarding nuclear energy, nuclear weapons, and regimes for managing nuclear technology. Apply course concepts to the dilemmas of nuclear proliferation.

#### Readings:

- Center for Nonproliferation Studies. "NPT Briefing Book 2010." (March 17, 2010): **SECTIONS 1 & 2 ONLY**. (available on Carmen / Content)
- Sagan, Scott D. "Why Do States Build Nuclear Weapons?: Three Models in Search of a Bomb." *International Security* 21, no. 3 (December 1, 1996): 54-86. (available on Carmen / Content)
- Bunn, George. "The Nuclear Nonproliferation Treaty: History and Current Problems." *Arms Control Today* 33 (December 2003). [http://www.armscontrol.org/act/2003\\_12/Bunn](http://www.armscontrol.org/act/2003_12/Bunn) (available on Carmen / Content)

### **Week 10: Moral Dilemmas in International Economics: Global Poverty**

Learning goals: acquire a basic knowledge of the moral dilemmas created by the gap between haves and have-nots in the global economy. Learn basic concepts related to the statistical measurement of economic inequality and the principles of cross-border ethical considerations. Exercise applying ethics to world politics and formulating a provisional opinion on the question of whether and how to change.

#### Readings:

- Singer, Peter. "Famine, Affluence, and Morality." *Philosophy & Public Affairs* 1, no. 3 (April 1, 1972): 229-243. (available on Carmen / Content)
- Pogge, Thomas. "World Poverty and Human Rights." *Ethics & International Affairs* 19, no. 1 (2005): 1-7. (available on Carmen / Content)
- Mathias Risse Do We Owe the Global Poor Assistance or Rectification? <http://www.hks.harvard.edu/fs/mrisse/Papers/Papers%20-%20Philosophy/PoggeIV.pdf> (available on Carmen / Content)

**FINAL EXAM between Monday 8 am - Wednesday 5 pm, June 4-6**