

# Introduction to Global Politics (POL 105 - 02)

Winter 2024

MWF 11:30 - 12:30 am, James G. Leyburn Library 223

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Office Hours: Tuesdays 03:00pm - 05:00pm

Thursdays 09:00am - 11:00 am

## COURSE DESCRIPTION

This course is designed to provide the foundational tools for understanding international politics. Why do some countries cooperate with each other? Why do others struggle to find common ground and end up in conflict? What roles do domestic governments, international organizations, and international laws play in shaping the global landscape?

More importantly, **what are the main theoretical frameworks used to understand international events?**

## COURSE OBJECTIVES

By the end of this course, you should be able to:

Specific goals:

1. **Identify and describe the main theories of global (international) politics** and key concepts.
2. Analyze global events using these theories and concepts, **comparing their strengths and weaknesses to understand specific situations.**
3. **Form an informed opinion** about the current possibilities for conflict and cooperation using the theories and concepts provided.

Broad goals:

4. Have the **foundational knowledge to pursue more advanced and specialized courses** in international relations.
5. Get a sense of **how countries and other global actors interact between them in all regions** (not only the NATO area, the Middle East, or South Asia), and how the main theories can also explain them

## COURSE CORE VALUES

1. No memorization
2. Case-oriented learning
3. Comparative-based and non-Eurocentric contents.

## COURSE FORMAT

This course will be held **in person**. Recordings will not be uploaded to Canvas unless W&L decides to switch to an online format due to public health concerns. Students should attend lectures and take notes as needed to perform well in the course. The lecture content and assigned readings will be the primary sources of questions for the Monitoring Tests.

## COURSE REQUIREMENTS

- **Attendance** is non mandatory. **As an adult**, I expect you to manage your own class duties. However, please note that class participation is graded each session, and some class content will be included in evaluations. **It is entirely your responsibility if you receive low grades due to absences.**
- **Electronics are banned:** *No cell phone use, email checking, or procrastination is allowed during class.* Activities such as chatting, texting, playing online games, or reading unrelated material show a lack of respect for Prof F and for the class as a whole. Please be respectful, and if you find the class to be unengaging or believe it could be improved, you are welcome to share your feedback during the three (anonymous) feedback sessions scheduled throughout the semester.

## COURSE EVALUATION AND ACTIVITIES

Weight		Grading policy		
Midterm Exam	30%	Excellent	A: 94-100	A- : 90-93
Final Exam	40%	Good	B+ : 87-89	B : 84-86    B- : 80-83
Reading Quiz	20%	Fair	C+ : 77-79	C : 74-76;    C- : 70-73
Class Engagement	10%	Poor	D+ : 67-69	D : 64-66;    D- : 61-63
Total	100%	Fail	F : 60 and >	

### 1. Midterm and Final Exams (70%)

Both evaluations will assess your achievement of the course's main objectives:

- Mastery of the basics of the four main theories in global politics.
- Ability to compare these theories, identifying their similarities and differences.
- Capacity to provide an informed opinion on international events using these theories.

Note: The Final Exam will evaluate the whole class contents

### 2. Class Engagement (10%)

Active participation in class is required. To perform well, you should **contribute at least once each week regarding the readings, concepts, and class discussions**. Although there is no exact quantifiable rubric for participation, evaluations will consider the following parameters:

- Strong Participation (3 points): Demonstrates thorough reading and understanding of key concepts.

- Mild Participation (2 points): Shows commitment to the materials with a basic grasp of concepts.
- Incipient Participation (1 point): Displays enthusiasm and willingness to learn but with minimal conceptual understanding.

### 3. Reading Quiz (20%)

Since this class does not use a textbook, it is mandatory for students to read the weekly assigned readings. To ensure this goal is met, there will be eleven Reading Quizzes throughout the semester, administered during the first 15 minutes of each discussion session. Each quiz will contribute to a total of 100 points, and the lowest quiz grade will be dropped from the final calculation.

## DISABILITY ACCOMODATIONS

The University makes reasonable academic accommodations for qualified students with disabilities. All accommodations must be approved through the Office of the Dean of the College.

- **Students requesting accommodations for this course should present an official accommodation letter** within the first two weeks of the term and schedule a meeting outside of class time to discuss accommodations. It is the student's responsibility to present this paperwork in a timely fashion and to follow up about accommodation arrangements.

## DIVERSITY STATEMENT

The University affirms that diverse perspectives and backgrounds enhance our community. We are committed to the recruitment, enrichment, and retention of students, faculty, and staff who embody many experiences, cultures, points of view, interests, and identities. As engaged citizens in a global and diverse society, we seek to advance a positive learning and working environment for all through open and substantive dialogue. Please read the [Politics Department Statement on Diversity and Inclusion](#).

### Policy on Prohibited Discrimination

The University prohibits and this policy addresses discrimination, including harassment, on the basis of race, color, religion, national or ethnic origin, age, disability, veteran's status, and genetic information in its educational programs and activities and with regard to employment. Additionally, the University prohibits retaliation against any individual who brings a good faith complaint under this policy or is involved in the complaint process. Students, faculty, and staff found to have violated this policy will be disciplined appropriately, up to and including termination from employment or dismissal from the University.

### Sexual Discrimination & Misconduct Policy

The University prohibits all forms of sexual misconduct-which includes sexual harassment, non-consensual sexual intercourse, non-consensual sexual contact, sexual exploitation, domestic and dating violence, and stalking-and retaliation. This policy provides guidance to assist those who have experienced or been affected by sexual

misconduct, whether as a complainant, a respondent, or a third party. It includes detailed information about what conduct is prohibited, confidential and reporting resources, and resolution procedures.

## CLASS MATERIALS

**This class won't have a specific textbook.** However, students should rely in the main and complementary readings considered in this syllabus. The main readings will be posted on canvas.

## CLASS STRUCTURE

With the first week as an exception, each topic will consider three key events:

### **Lecture Day**

- In this session, the instructor will introduce the main theories and concepts.

### **Discussion Session**

- As mentioned, students will take their Reading Quizzes before the discussion begins.
- Afterward, the instructor will start by asking questions about the core arguments of the main reading.
- Students will share their insights, making connections to the main reading and the concepts introduced in the lecture.
- Additionally, students will bring relevant news articles to class, which will be useful for evaluating the accuracy and relevance of the main reading.

### **Country of the Week Activity**

- The instructor will show a short clip (8-10 minutes) about a country that illustrates the week's topic. Each week, the class will examine a different country from a different part of the world.
- Following the clip, students will discuss in groups how the contextual information relates to the week's topic and concepts.
- They will also take on the role of experts and provide recommendations to address the issues presented in the clip, using the core concepts taught during the week.

## Class Schedule

### Module I: Introduction to International Politics

#### TOPIC 1: The International System (Jan 13–15)

- **Lecture:** Jan 13
- **Reading Quiz #1 and Discussion:** Jan 15

#### Readings:

- **Main:**
    - Keohane, Robert O., and Joseph S. Nye. 1977. *Power and Interdependence: World Politics in Transition*. Boston, MA: Little, Brown. Chapter 1: "Interdependence in World Politics" (pp. 3–22).
  - **Complementary:**
    - Hafner-Burton, Emilie M., Miles Kahler, and Alexander H. Montgomery. "Network Analysis for International Relations." *International Organization* 63.3 (2009): 559–592.
    - Waltz, Kenneth. *Man, the State, and War: A Theoretical Analysis*. New York: Columbia University Press, 1959. Chapter: "The Third Image: International Conflict and International Anarchy."
    - Keck, Margaret, and Kathryn Sikkink. 1998. *Activists Beyond Borders: Advocacy Networks in International Politics*. Ithaca, NY: Cornell University Press. Chapter 1: "Transnational Advocacy Networks in International Politics: Introduction" (pp. 1–38).
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### Module II: Main Theories of International Politics

#### TOPIC 2: Realism (Jan 17–24)

- **Lecture:** Jan 17
- **Reading Quiz #2 and Discussion:** Jan 22

#### Readings:

- **Main:**
  - Mearsheimer, John. 2001. *The Tragedy of Great Power Politics*. New York, NY: Norton. Chapter 1: "Introduction" (pp. 1–28); Chapter 2: "Anarchy and the Struggle for Power" (pp. 29–54).
- **Complementary:**
  - Jervis, Robert. "Cooperation Under the Security Dilemma."
  - Waltz, Kenneth N. "The Anarchic Structure of World Politics." In *International Politics: Enduring Concepts and Contemporary Issues* (1979): 29–49.

- **Country of the Week Activity:** Jan 24

### **TOPIC 3: Liberal Institutionalism (Jan 27–31)**

- **Lecture:** Jan 27
- **Reading Quiz #3 and Discussion:** Jan 29

#### **Readings:**

- **Main:**
  - Keohane, Robert, and Lisa Martin. "The Promise of Institutional Theory." *International Security* 20.1 (1995).
- **Complementary:**
  - Milner, Helen. "The Assumption of Anarchy in International Relations Theory: A Critique." *Review of International Studies* 17.1 (1991): 67–85.
  - Oye, Kenneth A. "Explaining Cooperation Under Anarchy: Hypotheses and Strategies." *World Politics* 38.1 (1985): 1–24.
  - Fortna, Virginia Page. "Scraps of Paper? Agreements and the Durability of Peace." *International Organization* 57.2 (2003): 337–372.
- **Country of the Week Activity:** Jan 31

### **TOPIC 4: Constructivism (Feb 3–7)**

- **Lecture:** Feb 3
- **Reading Quiz #4 and Discussion:** Feb 5

#### **Readings:**

- **Main:**
  - Wendt, Alexander. "Anarchy Is What States Make of It: The Social Construction of Power Politics." *International Organization* 46.2 (1992).
- **Complementary:**
  - Hurd, Ian. "Legitimacy and Authority in International Politics." *International Organization* 53.2 (1999): 379–408.
  - Hopf, Ted. "The Promise of Constructivism in International Relations Theory." *International Security* 23.1 (1998): 171–200.
  - Finnemore, Martha, and Kathryn Sikkink. "International Norm Dynamics and Political Change." *International Organization* 52.4 (1998): 887–917.
- **Country of the Week Activity:** Feb 7

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## **Module III: Interstate Wars**

### **TOPIC 5: Interstate War I (Feb 10–14)**

- **Lecture:** Feb 10
- **Reading Quiz #5 and Discussion:** Feb 12

#### **Readings:**

- **Main:**
  - Chickering, Roger. "World War I and the Theory of Total War." In *Great War, Total War: Combat and Mobilization on the Western Front, 1914–1918*. New York: Cambridge University Press, 2000.
- **Complementary:**
  - *To Be Announced.*
- **Country of the Week Activity:** Feb 14

#### **TOPIC 6: Interstate War II (Feb 17–Mar 3)**

- **Lecture:** Feb 17
- **Reading Quiz #6 and Discussion:** Feb 19

#### **Readings:**

- **Main:**
  - Russett, Bruce. *Grasping the Democratic Peace: Principles for a Post-Cold War World*. Princeton University Press, 1994. Chapter 2: "Why Democratic Peace?"
- **Discussion Reading:**
  - Sagan, Scott D. "The Korean Missile Crisis: Why Deterrence Is Still the Best Option." *Foreign Affairs* (November/December 2017).
- **Complementary:**
  - Rosato, Sebastian. "The Flawed Logic of Democratic Peace Theory." *American Political Science Review* 97.4 (2003): 585–602.
  - Weeks, Jessica L. "Strongmen and Straw Men: Authoritarian Regimes and the Initiation of International Conflict." *American Political Science Review* 106.2 (2012): 326–347.
  - Bueno de Mesquita, Bruce, et al. "An Institutional Explanation of the Democratic Peace." *American Political Science Review* 93.4 (1999): 791–807.
- **Midterm Exam:** Feb 21
- **Country of the Week Activity:** Mar 3

### **Module IV: Intrastate Wars**

#### **TOPIC 7: Intrastate War I (Mar 3–7)**

- **Lecture:** Mar 3
- **Reading Quiz #7 and Discussion:** Mar 5

## Readings:

- **Main:**
  - Fearon, James D., and David D. Laitin. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97.1 (2003): 75–90. Read pp. 74–82, 88–89.
- **Complementary:**
  - Collier, Paul, Anke Hoeffler, and Dominic Rohner. "Beyond Greed and Grievance: Feasibility and Civil War." *Oxford Economic Papers* 61 (2009): 1–27. (Read pp. 1–5, 11–16.)
  - Parkinson, Sarah Elizabeth. "Organizing Rebellion: Rethinking High-Risk Mobilization and Social Networks in War." *American Political Science Review* 107.3 (2013).
  - Kalyvas, Stathis N., and Laia Balcells. "International System and Technologies of Rebellion: How the End of the Cold War Shaped Internal Conflict." *American Political Science Review* 104.3 (2010): 415–429.
- **Country of the Week Activity:** Mar 10

## **TOPIC 8: Intrastate War II (Mar 10–14)**

- **Lecture:** Mar 10
- **Reading Quiz #8 and Discussion:** Mar 12

## Readings:

- **Main:**
  - Stanton, Jessica A. "Terrorism in the Context of Civil War." *The Journal of Politics* 75.4 (2013): 1009–1022.
- **Complementary:**
  - Hoffman, Bruce. "Defining Terrorism." In *Inside Terrorism*. New York: Columbia University Press, 2017.
  - Pape, Robert A. "The Strategic Logic of Suicide Terrorism." *American Political Science Review* 97.3 (2003).
- **Country of the Week Activity:** Mar 17

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## **Module V: International Institutions**

### **TOPIC 9: International Institutions and Human Rights (Mar 17–24)**

- **Lecture:** Mar 17
- **Reading Quiz #9 and Discussion:** Mar 19

## Readings:

- **Main:**

- Barnett, Michael N., and Martha Finnemore. "The Politics, Power, and Pathologies of International Organizations." *International Organization* 53.4 (1999): 699–732.
  - **Complementary:**
    - Simmons, Beth A. "Mobilizing for Human Rights: International Law in Domestic Politics." In *Leading Works in International Law*. Routledge, 2009, pp. 177–188.
    - Neumayer, Eric. "Do International Human Rights Treaties Improve Respect for Human Rights?" *Journal of Conflict Resolution* 49.6 (2005): 925–953.
    - Pevehouse, Jon C. "Democracy from the Outside-In? International Organizations and Democratization." *International Organization* 56.3 (2002): 515–549.
  - **Country of the Week Activity:** Mar 26
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## Module IV: International Political Economy

### TOPIC 10: International Trade and Finance (Mar 26–Apr 2)

- **Lectures:** Mar 26 -28
- **Reading Quiz #10 and Discussion:** Mar 31

#### Readings:

- **Main:**
  - Milner, Helen V. *Resisting Protectionism: Global Industries and the Politics of International Trade*. Princeton, NJ: Princeton University Press, 1988, pages 18-44.
- **Complementary:**
  - Hiscox, Michael J. "The Magic Bullet? The RTAA, Institutional Reform, and Trade Liberalization." *International Organization* 53.4 (1999): 669–698.
  - Krugman, Paul. "What Do Undergrads Need to Know About Trade?"
  - Rogowski, Ronald. "Political Cleavages and Changing Exposure to Trade." *American Political Science Review* 81.4 (1987): 1121–1137.
  - Milner, Helen, and Keiko Kubota. "Why the Move to Free Trade? Democracy and Trade Policy in Developing Countries." *International Organization* 59.1 (2005): 707–743.
  - Mansfield, Edward D., and Diana C. Mutz. "Support for Free Trade: Self-Interest, Sociotropic Politics, and Out-Group Anxiety." *International Organization* 63.3 (2009): 425–457.
  - Rho, Sungmin, and Michael Tomz. "Why Don't Trade Preferences Reflect Economic Self-Interest?" *International Organization* 71.S1 (2017): S85–S108.
- **Country of the Week Activity:** Apr 2

### TOPIC 11: Economic Development (Apr 4–9)

- **Lecture:** Apr 4
- **Reading Quiz #11 and Discussion:** Apr 7

## Readings:

- **Main:**
    - Wallerstein, Immanuel. "The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis." In *Imperialism*. Routledge, 2023, pp. 141–169.
  - **Complementary:**
    - Cardoso, Fernando Enrique, and Enzo Faletto. *Dependency and Development in Latin America*. Oakland: University of California Press, 1979.
    - Acemoglu, Daron, and James A. Robinson. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. Crown Currency, 2013.
  - **Country of the Week Activity:** Apr 9
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**Review and Balance Session: Friday, Apr 11**

**Final Exam:** Apr 12–18