

PSCI 3810.001: International Relations

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Office hours: M 11:30-1:00, Th 9:00-10:30 (165 Wooten Hall)

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MWF 1:25-2:15

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Course Description

This course is meant to acquaint students with the core concepts, processes, and issues of international relations (IR). The first portion of the course explores essential concepts: the actors in international relations, how foreign policy is made, the role of power, and the most prominent general approaches to understanding IR. The remaining sections of the course examine armed conflict, cooperation, and economics in IR. It should be noted that this is not a course in current events, although reference will be made to current events in discussing the theories and topics covered in the course. Also, I do not seek to indoctrinate students with my own opinions about international relations (whatever those may be); rather, my goal is to provide students with the tools to evaluate events themselves and form their own opinions.

Students are expected to attend every class meeting, having already done the assigned reading and thought about the discussion points listed in the syllabus. Class performance will be measured with three (non-cumulative) exams; online quizzes via Canvas that are meant to measure preparation for class (drawing from the assigned readings) and are due before the start of class on the assigned day; and four short (2-3 page) discussion papers that are meant to make students think in advance about topics to be discussed in class. Upon completion of this course, students should have a strong basic understanding of international relations and a foundation for taking upper-division courses on the subject.

This course will help you develop several important skills that will help you in almost any career. Analytical thinking, or applying ideas and evidence to draw conclusions, is an important part of the class lecture and discussion. The discussion papers, which are focused on drawing lessons from current news stories and current events about topics covered in the course, will also help you develop analytical skills and bridge between current events and theories. Critical thinking, or questioning evidence and considering multiple perspectives before drawing a conclusion, is also important. This course will analyze major problems of international conflict and cooperation from multiple perspectives, with world views like realism and liberalism offering very different views on causes of war, solutions to conflict, and economic topics ranging from trade to development; we will consider the strengths and weaknesses of each of these before attempting to draw conclusions. As it turns out, several different perspectives can each have valuable insights to offer about part of the topic, while no single perspective can explain everything adequately by itself.

Required Texts

• **"PKMG": Jon C. W. Pevehouse, Sarah E. Kreps, Edward D. Mansfield, and Joshua S. Goldstein (2024). *International Relations*, 13th edition. Hoboken, NJ: Pearson. ISBN-13: 9780136901549. Note that this ISBN number is for the electronic edition, which is the edition that I ordered through the bookstore; you may also order the book directly from the publisher for around \$94, or possibly elsewhere -- but be sure that the version you order includes access to Revel (the built-in quizzes on Canvas that will count for 20% of the course grade). After you purchase the electronic version, you can order a looseleaf printed version from the publisher for around \$35 more if you prefer a hard copy (but quizzes will still be turned in through Revel on Canvas).**

• **Canvas:** The remaining readings are available online through Canvas, which you can access by using your EUID to log in at <<https://unt.instructure.com>>. It would be smart to print or save these readings early in the semester, because Internet connections sometimes disappear at inconvenient times (like the night before an exam).

Optional Materials:

• Students are encouraged to invest in a world atlas (available at any bookstore) to help get a better sense of where events are happening, in more detail than is possible with the maps included in the textbook. This will also be helpful in studying for the map component of this course's exams.

- Students are also encouraged to follow international news by regularly reading at least one reputable news source. Many newspapers and news wire services are available online (the "Internet Resources" page on the course's Online Resources web page lists some of these); I especially recommend the BBC.

Course Requirements

(1) **Examinations:** three (non-cumulative) exams will be given in class. The first two will be given during scheduled class meetings, and the third will be given in the regular classroom on the day and time that UNT assigns for the course's final exam. Each exam counts for **20%** of the course grade, and will draw roughly equally from the assigned readings and the instructor's lectures. Each will contain 40 multiple choice questions, 5 short answer/fill-in-the-blank questions, and a map section (with students being asked to identify 10 countries on a blank map). Be sure to be on time; once the first student leaves the exam, anybody else who enters to take the exam will lose five letter grades.

(2) **Revel quizzes:** Students are expected to complete the assigned readings before class, in order to participate actively in class discussion. Preparation will be measured by online quizzes offered through Revel, the textbook publisher's tool on Canvas, which will assess how well students have understood key points from the assigned readings. Together, the Revel quizzes will be worth **20%** of the total course grade.

Please note that Revel quizzes will remain available until the beginning of the next exam for the course, but any quizzes that have not been completed will receive a zero grade once the exam starts.

(3) **Discussion Papers:** Students are required to complete four 2-3 page discussion papers during the course of the semester, as described at the end of this syllabus. Each paper must be turned in through a TurnItIn link on Canvas; together, they will count for **20%** of the total course grade. Each paper is meant to spur classroom discussion on the assigned topic, so to receive full credit, a paper must be completed **by the start of class on the due date** listed in the syllabus; a late penalty will be assessed for papers turned in after that time.

(4) **Attendance and Participation:** Students are expected to attend class regularly, from the start of the scheduled class period to the end of that period, although I will not waste everybody's time taking attendance during class. Students who fail to attend class regularly will typically do poorly in the course, even if they think they are able to get enough information from friends, GroupMe, or elsewhere. Seeing and hearing the course material in person, being part of the class discussion of this material, and participating in the review of recent topics makes a huge difference in learning and in grades, and all students are responsible for all material presented in class whether or not they were in class when that material was presented.

Course Rules

(1) **Face-to-Face Class Meetings:** Our class will meet face-to-face on the schedule listed in the syllabus, with each class meeting including both lecturing by the instructor and class discussion of the assigned topics. I will not record the class meetings for posting online, nor will I conduct class meetings in a hybrid format that is broadcast online. I recommend making arrangements with one or more other students in the course to share copies of notes in case you might have to miss class.

(2) **Attendance:** Students are expected to attend every class meeting, even if attendance is not directly considered in calculating the course grade. Students who fail to attend class regularly will typically do poorly in the course, even if they think they are able to get enough information from friends, GroupMe, or elsewhere. Seeing and hearing the course material in person, being part of the class discussion of this material, and participating in the review of recent topics makes a huge difference in learning and in grades, and all students are responsible for all material presented in class whether or not they were in class when that material was presented.

(3) **The Classroom Setting:** All students must treat the instructor, the other students, and the classroom setting with respect. This includes arriving on time and staying for the entire class (or notifying the instructor in advance

if this will not be possible), turning off cell phones and similar devices during class, and refraining from reading, passing notes, talking with friends, and any other potentially disruptive activities. This also means showing respect for alternative opinions and points of view, listening when either the instructor or a fellow student is speaking to the class, and refraining from insulting language and gestures.

Following departmental policy, any student engaging in unacceptable behavior may be directed to leave the classroom. Additionally, the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated UNT's Code of Student Conduct (which may be found at <<https://studentaffairs.unt.edu/dean-of-students/conduct/index.html>>).

(4) Lecture Notes / PowerPoint Slides: The instructor's lecture notes and PowerPoint slides will not be posted online or otherwise handed out to students. If you think you might be unable to attend one or more class meetings, make arrangements with another student to borrow or copy their notes.

Also be aware that any PowerPoint slides presented to the class will not contain all material that will be necessary for an "A" grade on course exams. The instructor's verbal lecture will also include important information that is not presented directly on the slides, so students should be sure to take notes on verbal lecture material as well as the brief overviews presented on the slides.

(5) Keep Backups: Students are responsible for maintaining backups of any written work for this course, preferably in a location away from the main computer that is being used (such as online backup through Dropbox, Google Drive, or Microsoft OneDrive). No penalty-free extensions will be granted for work that is not turned in on time because of computer, hard drive, or printer failure, theft, power surge, or similar causes.

(6) Makeup Exams: Makeup exams, whether for full credit or not, will take place only on UNT's designated "Reading Day" at the end of the last week of classes. Only one time slot on Reading Day will be offered for all makeup exams in any of the instructor's courses. Students seeking to take a makeup exam in this time slot must contact the instructor as soon as possible after the missed exam, and must send the instructor their list of available times on Reading Day no later than 5 PM on Tuesday of the last week of classes. Makeup exams in classes that usually use multiple choice tests will be offered as short answer/essay examinations (regardless of the type of exam that is being made up) over the same material that would have been covered by the original exam.

Full-credit makeup examinations are given only with prior instructor approval (if at all possible) and with appropriate documentation. Note that the documentation must indicate why you could not be in class *at the time of the originally scheduled test*. If appropriate documentation is not provided, the makeup examination can still be taken, but will face a grade penalty of five letter grades (50%). Makeup exams (whether full or reduced credit) are only available for students who missed the original exam; this is not an option for trying to retake an exam to get a higher score.

(7) Academic Integrity, Plagiarism, and Generative AI/Chatbots: All work turned in for this course must be your own original work. Such actions as plagiarizing by using a source without giving it appropriate credit, or using material written by somebody else or by generative AI/chatbots like ChatGPT and presenting it as your own, represent violations of academic integrity. Please note that penalties will apply even if you did not knowingly intend to plagiarize or cheat – you must be familiar with the rules of academic integrity and doing your own original work, whether this is at UNT or later in your career, and ignorance is no excuse.

Academic integrity is defined in the UNT Policy on Student Standards for Academic Integrity: <<https://policy.unt.edu/policy/06-003>>. This covers such issues as cheating (including use of unauthorized materials or other assistance on course assignments or examinations), plagiarism (whether intentional or negligent), forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of academic dishonesty will be handled in accordance with current University policy and procedures, as described at <<https://vpaa.unt.edu/ss/integrity>>. If this is your first academic integrity violation, you can expect a failing grade on the assignment, and you will be reported to the university's Academic Integrity office; repeat violations in one or more courses will lead to stronger sanctions up to and including expulsion from UNT.

(8) Grading Policies: UNT does not use plus/minus grading, so there are only five possible grades. I always grade on a straight scale, with 90.0-100.0%=A, 80.0-89.9%=B, 70.0-79.9%=C, 60.0-69.9%=D, and less than 60.0%=F. Note that I do not "round up" grades -- an 89.9 counts as a B rather than an A -- and the only extra credit opportunity, if any, will be offered in class during the last class meeting before Thanksgiving (for fall semesters) or spring break (for spring semesters).

Late work will be penalized with the loss of one letter grade (10%) for each full or partial day that it is late, compounding at midnight. Grades will only be curved if the grade distribution on an assignment requires it -- this is sometimes the case for multiple choice-style exams, but usually not the case for essay exams, research papers, and other written assignments.

All other grading-related policies and expectations are described in more detail at <https://www.paulhensel.org/teaching.html>. Failure to visit that web site does not constitute a valid excuse for ignorance of these policies.

(9) End of the Course: The scheduled final exam time represents the conclusion of the course. No late assignments or documentation will be accepted after the conclusion of this two-hour period, and no makeup exams will be offered after this time. If you may need to miss the scheduled final exam time, you must contact Dr. Hensel as soon as you know about the potential conflict/issue, to arrange an early exam before the regularly scheduled exam.

(10) Canceling Class: I will never cancel class on my own; unless UNT cancels classes (and you receive official notification through UNT's Eagle Alert service), class will be held at the regular time and place. Students who are unable to make it to class due to weather on a day when UNT does not cancel class are still responsible for any material covered in lecture that day. If class is canceled, the next class meeting after school resumes will cover the material that would have been covered in the canceled class meeting, and a revised syllabus will be posted as soon as practical to adjust the schedule of remaining class meetings.

(11) Exceptions: Any exceptions to these policies are given at the instructor's discretion -- only with prior approval where possible, and only with appropriate documentation. Before asking for an exception, be aware that I will not grant exceptions that might be perceived as giving one student an unfair advantage or an opportunity that was not available to the remaining students who followed the rules correctly, turned in their work on time, and so on.

(12) Changes: The content of this syllabus may be modified by the instructor at any time during the semester if deemed necessary. Any such changes will be announced in class as well as via a Canvas announcement; students are responsible for making sure that they regularly check the email account that receives emails from Canvas, and/or check the Announcements tab for this course in Canvas in case there is some sort of email problem.

(13) Warning about Canvas Gradebook and Scheduling: Please note that the gradebook in Canvas may not give you a fully accurate summary of your grade for this course. Canvas is best at handling a predetermined number of assignments that all count toward the final grade for the course, and it struggles with missing or late work (rather than treating a missing assignment as a zero, Canvas leaves it out of the calculation, wrongly suggesting that the course grade is better than it really is -- which can mean a startling change in the grade when the instructor manually converts missing assignments to zero after the final exam when they can no longer be turned in for partial credit). This syllabus tells you which assignments count for which portions of the overall course grade; if you are having problems determining your grade, you are always welcome to talk with the instructor during office hours (but remember that I cannot discuss grades over phone or email).

Also note that Canvas is unreliable as the only way to schedule/organize your semester. It does not attach dates to assigned readings that are posted on Canvas, or to readings in textbooks or other physical materials, so relying solely on the Canvas schedule will leave you unable to stay caught up in this and other courses. Even where Canvas does allow attaching a date and time to an assignment (such as a quiz, paper, or exam), its "due date" settings may not mean what you think they do (for example, is that the time when an exam

begins or when it ends and is "due" to be turned in?). While it is unlikely, there may even be a typo or other error in the date or time listed for an assignment in Canvas (if you discover what you believe to be such an error, please bring it to the instructor's attention immediately!). This syllabus is the definitive guide to which readings, quizzes, papers, exams, etc. are assigned for the course and when they are due.

UNT Policies

Americans with Disabilities Act

UNT is committed to making reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must register with the Office of Disability Access (ODA) each semester to verify their eligibility. If a disability is verified, the ODA will contact me with a letter listing recommended accommodations; you will then need to discuss these with me so we can decide how to meet your specific needs in the course. It is advisable to discuss these issues as early as possible in the semester to avoid any delay in implementation; **I can not grant you an accommodation that you did not discuss with me before the assignment in question was due.** For additional information see the Office of Disability Accommodation website at <<https://www.unt.edu/oda>> or contact them by phone at (940) 565-4323.

Prohibition of Discrimination, Harassment, and Retaliation

UNT prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Sexual Discrimination, Harassment, and Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students web site at <<https://deanofstudents.unt.edu/resources>> offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs. The Student Advocate may be reached through email at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at (940) 565-2648. You are not alone; we are here to help.

Student Resources at UNT

In recent semesters, many students have experienced unexpected health, family, work, or other issues. If any such issue comes up, please do not hesitate to contact me, so we can try to work out a reasonable solution. Remember, I can't help you if you don't let me! Here are a few resources that UNT has made available for students facing unexpected difficulties:

- Student Counseling and Testing Services (couples counseling, individual/group sessions to help manage depression, eating disorders, grief, self esteem/identity, substance abuse, stress, and much more):
List of services: <https://studentaffairs.unt.edu/counseling-and-testing-services/services>
FAQ: <https://studentaffairs.unt.edu/counseling-and-testing-services/resources-and-self-help/faq>
Emergency contacts: <https://studentaffairs.unt.edu/student-counseling/emergency-contacts>
- Student Health and Wellness Center (offering everything from Covid testing to flu vaccines, gynecological care, X-rays and lab diagnostics, vision and dental care, and much more):
<https://studentaffairs.unt.edu/student-health-and-wellness-center>
- Other Wellbeing and Safety Resources:
<https://studentaffairs.unt.edu/wellbeing-and-safety>

Instructor's Web Site

The instructor maintains a web site at <<https://www.paulhensel.org>> that includes -- among other things -- teaching policies, solutions to common student writing problems, syllabi for my other courses, and Internet resources for students of international relations. Students are strongly encouraged to become familiar with this web site during the semester. The official version of this syllabus can always be found at the Canvas site for this course, but the online version of this syllabus can also be found at:

<<https://www.paulhensel.org/Teaching/psci3810.html>>

Schedule of Topics and Assigned Readings

Please note that for topics that take more than one day to cover, I have separated the assigned readings by day, to allow students to focus on material that will be relevant to each day's class. Where I list a sub-section of a chapter (e.g. "Chapter 1.1," please note that this includes any sub-subsections under that heading (e.g. "Chapter 1.1.1" and "Chapter 1.1.2"); where I list an entire chapter (e.g. "Chapter 1") this means that you are expected to read that entire chapter before class that day; and where I do not list separate readings for each day of a multi-day topic, you are expected to complete the entire assigned reading before the first day of that topic.

I. STUDYING INTERNATIONAL RELATIONS

Overview of Course

- 1. Monday, Aug. 17: Introduction
--Assigned Readings: None
- *Overview*: Introduction to the course and the instructor; no substantive lecture today.

Core Concepts in International Relations (IR)

- 2. Wednesday, Aug. 19: PKMG Chapter 1 ("The Globalization of International Relations")
--Canvas: BBC News (1/5/2015). "Islamic State and the Idea of Statehood."
- 3-5. Friday, Aug. 2 - Wednesday, Aug. 26: No new readings
- *Discussion Points*: This first section of the course will introduce students to IR (or more accurately "world politics") and explore some of the most important differences between domestic politics and IR. Before class, think carefully about what "international relations" is and how it differs from domestic politics. That is, how are relations between countries (or other actors) in IR different from events within a single country, and how are the major players in politics different across these different settings? We will also review major events in the modern history of IR, and look at how political scientists study IR using the scientific method.

Approaches to IR

- 6. Friday, Aug. 28: PKMG Chapter 2 ("Realist Theories")
--Canvas: Thucydides (431 BC). "The Melian Dialogue." *History of the Peloponnesian War*.
--Canvas: Hans J. Morgenthau (1978). "Six Principles of Political Realism." *Politics Among Nations: The Struggle for Power and Peace*, 5th edition. New York: Alfred A. Knopf, pp. 4-15.
- 7. Monday, Aug. 31: PKMG Chapter 3 ("Liberal and Social Theories")
--Canvas: Woodrow Wilson (1/18/1918). "Fourteen Points" Speech to Joint Session of Congress.
--Canvas: George H. W. Bush (9/11/1990). "New World Order" Speech to Joint Session of Congress.
- 8. Wednesday, Sept. 2: Canvas: James Rupert (2015). "Sweden's Foreign Minister Explains Feminist Foreign Policy." *The Olive Branch* (US Institute of Peace).
- *Discussion Points*: This topic will address the ways that IR scholars approach and study the field. We will begin with the central elements of political realism (or "realpolitik"), including two classic realist readings from Thucydides and Morgenthau, and political liberalism (or "idealism"), including classic idealist speeches by Presidents Wilson and Bush. These are the two most prominent theoretical perspectives employed in the study

of international relations; after finishing them, we will discuss several other perspectives that are gaining in popularity and importance. Before class, students should think about which (if any) elements of international relations seem to fit best with each of these approaches, and which (if any) do not seem to fit very well.

Power in IR

- 9. Friday, Sept. 4: **Discussion Paper #1 due today (turned in through Canvas) - see end of syllabus**
--Re-read PKMG Chapter 2.2 ("Power")
- 10. Monday, Sept. 7: **NO CLASS (LABOR DAY)**
- 11. Wednesday, Sept. 9: No new readings
- *Discussion Points*: This topic will examine the concept of power, which some have described as "the currency of world politics." We will define power, consider various ways it might be measured, and think about problems in measuring and using it. Students should try to think about which countries they think are the most powerful in the world, why they think this, and why these countries might not always be able to get their way despite being so powerful.

Foreign Policy

- 12. Friday, Sept. 11: **Discussion Paper #2 due today (turned in through Canvas) - see end of syllabus**
--PKMG Chapter 4 ("Foreign Policy")
- 13-14. Monday, Sept. 14 – Wednesday, Sept. 16: No new readings
- *Discussion Points*: This section of the course will examine how foreign policy is made. Students should try to think about how the various non-state actors that we discussed earlier can influence the making of policy, as well as how foreign policy decisions translate into outcomes (who wins/loses, who gets what, and so on). Also, try to think about how the foreign policy process differs across countries -- are there certain types of countries or political systems where policies are made in a different way, with different actors and different influences on policies?

15. Friday, Sept. 18: EXAM #1 (in the regular classroom)

*****Note: All Revel assignments for the first third of the course must be completed before the exam. No late penalties are charged for late work up to this time, but no late work will be accepted after this time.*****

II. CONFLICT AND COOPERATION

Armed Conflict and Cooperation

- 16. Monday, Sept. 21: re-read PKMG Chapter 2.5 ("Strategy")
- 17. Wednesday, Sept. 23: No new readings
- *Discussion Points*: This section of the course will begin examining conflict and conflict. Armed conflict and war can be very costly and unpredictable, and cooperation would seem to be better option in many cases. So why is it that countries find themselves unable to cooperate with each other, and what would need to change to make cooperation more likely?

Causes of Interstate Conflict

- 18. Friday, Sept. 25: **Discussion Paper #3 due today (turned in through Canvas) - see end of syllabus**
--PKMG Chapter 5 ("International Conflict")
- 19-20. Monday, Sept. 28 - Wednesday, Sept. 30: No new readings
- *Discussion Points*: This section of the course will examine scholarly research on the causes of conflict and war between states. Students should try to think about why states are willing to pay the costs and accept the risks that come with conflict; why risk all of the death and destruction, instead of agreeing to a peaceful settlement? Do the causes that the book discusses seem plausible as sources of armed conflict? What other factors or influences can you think of that might also cause states to become involved in conflict and war?

Intrastate Conflict, Terrorism, and Human Rights

- 21. Friday, Oct. 2: PKMG Chapter 6.3 ("Terrorism")

- 22. Monday, Oct. 5: PKMG Chapter 7.5 ("Human Rights")
- *Discussion Points*: Here we will switch from conflict between states to conflict within states (such as ethnic conflict, civil war, terrorism, and human rights violations), which can also have important implications for IR. Students should try to think about how intrastate conflicts such as these are likely to differ from the interstate conflicts that we discussed previously -- do many of the same factors seem likely to be relevant, or are the causes likely to be completely different?

Realist Solutions to Conflict

- 23. Wednesday, Oct. 7: PKMG Chapter 6 ("Military Force and Terrorism")
 - Canvas*: Eric Schmitt and Steven Lee Myers (6/13/2015). "U.S. Is Poised to Put Heavy Weaponry in Eastern Europe." *New York Times*.
- 24. Friday, Oct. 9: No new readings
- *Discussion Points*: We will now start to examine possible solutions to the problem of conflict and war, beginning with political realism -- which argues that IR is a self-help world and states need to do whatever it takes to preserve their own security. Students should think about whether these types of solutions are likely to help against the various causes of war that we have discussed in the past two weeks -- are there certain causes that these realist solutions seem likely to be able to solve, or are these solutions more likely to have no effect (or even be counterproductive and cause more conflict than they solve)?

Liberal/Institutionalist Solutions

- 25. Monday, Oct. 12: PKMG Chapter 7 ("International Organizations, Law, and Human Rights")
- 26-30. Wednesday, Oct. 14 - Friday, Oct. 23: No new readings
- *Discussion Points*: Now that we have examined the realist approach to conflict and war, we will consider the solutions that are advocated by political liberalism, which are much more cooperative in nature (and, some would say, much more naive). We will start with international law, which has taken many forms over the past century. Students should try to think about which of these legal approaches seem most likely to be effective and which causes of war (if any) they might address best, as well as whether international law seems to be a better or worse overall solution than the realist ideas that we have already discussed. We will then consider intergovernmental organizations such as the United Nations (UN) as a path to peace. Students should be sure that they understand the structure of the UN system and the ways that it is intended to promote peace, as well as thinking about how effective this approach has been so far and what (if anything) could be done to make it more effective. We will conclude by examining the democratic/liberal peace as an attempt to create "zones of peace" where conflict is unlikely, as well as arms control and disarmament as ways to overcome some of the danger of anarchy and the security dilemma. Do any of these techniques seem likely to be effective at promoting peace and preventing conflict/war, either overall or under certain conditions?

31. Monday, Oct. 26: EXAM #2 (in the regular classroom)

*****Note: All Revel assignments for the middle third of the course must be completed before the exam. No late penalties are charged for late work up to this time, but no late work will be accepted after this time.*****

III. INTERNATIONAL POLITICAL ECONOMY (IPE)

Introduction to IPE / Trade and Protectionism

- 32. Wednesday, Oct. 28: PKMG Chapter 8 ("International Trade")
- 33. Friday, Oct. 30: *Canvas*: Hiroko Tabuchi (1/9/2014). "Japanese Begin to Question Protections Given to Homegrown Rice." *New York Times*.
- 34. Monday, Nov. 2: No new readings
- *Discussion Points*: The last third of this course will move from the more conflictual side of world politics to (potentially) more cooperative areas like economics. We will start by examining the three leading schools of economic thought (known by various names, but generally liberalism, mercantilism, and Marxism). Students should try to think about which dimensions (if any) of the world economy each school is likely to explain best, and which (if any) each is likely to be unable to explain at all. We will then use these schools of thought to

investigate international trade, including the question of whether or not trade is desirable at all as well as the followup question of whether (or how) trade should be managed to protect national interests. Students should think about what each of the three schools would suggest about these questions, as well as what they personally believe about trade (are your views closer to one of the schools, are they a mixture, or are they completely different from all three?).

Globalization & Interdependence

- 35. Monday, Nov. 4: **Discussion Paper #4 due today (turned in through Canvas) - see end of syllabus**
--PKMG Chapter 9 ("Global Finance and Business")
- 36. Friday, Nov. 6: PKMG Chapter 12 ("the North-South Gap")
- 37. Monday, Nov. 9: No new readings
- *Discussion Points*: This topic will examine the relatively noncontroversial concept of interdependence, as well as the related concept of globalization (which has become quite controversial in recent years). Students should try to look past all the rhetoric to figure out exactly what globalization really is, and think about its potential benefits and costs for richer countries, poorer countries, multinational corporations, workers, and consumers.

Economic Development

- 38. Wednesday, Nov. 11: PKMG Chapter 13 ("International Development")
- 39. Friday, Nov. 13: No new readings
- *Discussion Points*: In this section of the course we will attempt to understand why the global South hasn't caught up to the global North yet, and consider the many types of solutions that have been proposed to help Southern states do so. Students should try to think about what each of the schools of economic thought would suggest and why, as well as how effective these various solutions are likely to be.

Regionalism and Integration

- 40. Monday, Nov. 16: PKMG Chapter 10 (International Integration")
- 41-42. Wednesday, Nov. 18 - Friday, Nov. 20: No new readings
- *Discussion Points*: This section will consider the trend of increasing regional integration, as exemplified by the European Union (EU) and North American Free Trade Agreement (NAFTA). Students should try to think about why many states seem to be so willing to create and expand such organizations, as well as why there seems to be a backlash in others (as with Brexit). Also try to evaluate the strengths and weaknesses of these types of organizations or institutions (are the economic gains likely to be important enough to outweigh the loss of national sovereignty?)

43-45. Monday, Nov. 23 - Friday, Nov. 27: NO CLASS (Thanksgiving Break)

Hegemony and Regimes

- 46. Monday, Nov. 30: *Canvas*: Peter Ford (4/10/2015). "Does China-Led Development Bank Make Beijing Renegade or Mainstream?" *Christian Science Monitor*.
- *Discussion Points*: Here we will consider how important it is to have a strong world leader to maintain order in the international economy, and whether or not the leader's role can be replaced by a system of rules, norms, or institutions. Students should try to think about the role of the United States -- is a strong and active U.S. needed for a stable international system and world economy, or can the same role be played by one or more other states or institutions if the U.S. is unable or unwilling?

IV. LOOKING TO THE FUTURE

Course Wrapup / Looking to the Future

- 47. Wednesday, Dec. 2: Wrapup: PKMG Chapter 11 ("Environment and Population")
- *Discussion Points*: The final topic of the semester will examine problems that scholars and leaders see as major issues for the future, ranging from overpopulation to resource depletion and global warming. Students

should consider how serious these problems are likely to be for the future, and think about what can (or should) be done right now for problems that may not affect many countries for many decades (if, indeed, they have any effect at all). We will also try to wrap up everything we have learned in the course, while looking ahead to the trends that scholars see as shaping the future of world politics. Students should think about how they think world politics will develop in coming years and decades -- do optimistic or pessimistic views seem more accurate, either overall or for certain types of countries or certain dimensions of world politics?

- **48. Friday, Dec. 4: NO CLASS (Reading Day)**

Wednesday, Dec. 9, 2026: FINAL EXAM, 10:30 AM-12:30 PM (in the regular classroom)

******Note: All Revel assignments for the final third of the course must be completed before the exam. No late penalties are charged for late work up to this time, but no late work will be accepted after this time.******

- *The final exam is held on the day during Final Exam Week that is assigned by UNT, based on the time when our class meets: <https://registrar.unt.edu/exams/final-exam-schedule>*

Discussion Paper Assignments

Communicating one's ideas verbally and on paper makes up an important part of most college courses and most post-college careers, and this course is no exception. During the semester, students are required to complete **four discussion papers**. For full credit, all papers must be turned in through the TurnItIn links on Canvas **by the start of class on the due date** listed in the syllabus. Researching and writing these papers helps to improve the quality of in-class discussion by giving students an opportunity to think about important topics in advance and become familiar with relevant cases or examples, gives the students practice in analyzing and learning from news stories, and offers the instructor a concrete way to evaluate students' comprehension of the topics covered in the course and in the assigned readings. Each paper is expected to be **2-3 pages long** (no shorter than two full pages and no longer than four full pages of text, using reasonable fonts and margins; papers that only reach the assigned length by using unusual margins, spacing, or fonts will be penalized).

Some of these papers involve reading and analyzing the contents of **news stories published sometime within four months of the paper's due date**. The instructor's web site offers links to a number of possible sources at <<https://paulhensel.org/Teaching/psci3810r.html#news>> (although you may also choose any other source as long as it includes an appropriate story). **Be sure to attach a copy of the complete news story to your paper (e.g. by attaching a PDF copy or copying/pasting the complete text at the end of your paper), as well as the citation for the story (indicating its author, title, source, date of publication, and the URL/link where you found it) -- just providing a link to the story isn't sufficient.**

Note that these papers are not intended to be advocacy papers, where you try to convince the reader to support a particular policy or issue position. These are analytical papers, intended to help both you and the reader understand a particular situation. These also do not require substantial external research -- for papers that ask you to discuss a news story, you do not need to locate and discuss numerous stories about the same topic, beyond the single story you are discussing. Students who try to discuss numerous stories or who look for additional details in other web sites often perform poorly in these papers, because there isn't space to discuss so much additional information.

Technical Notes:

- Papers must be turned in through the appropriate TurnItIn link on the course's Canvas page. This will record the exact date and time on which the paper was turned in, as well as checking for possible plagiarism from published sources or earlier student papers and for the possible use of AI/ChatGPT. If Canvas or TurnItIn is not available at the time the paper is due, students may email a copy of the paper to Dr. Hensel or turn in a hard copy of the paper in class, before turning it in normally through TurnItIn once it is working again; as long as there have been no changes to the paper, there will be no late penalty for doing this.
- Papers turned in after the specified time will be penalized 1 letter grade (10%) per day, compounding at midnight each day.
- Technical failures, such as stolen computers or dead hard drives/flash drives, do not constitute valid excuses for late papers. Students are expected to maintain backups of their papers while writing them, ideally off-site through Dropbox or some similar service, so that they do not lose all of their work if their computer dies or disappears.
- Students must cite all materials used in researching the paper, in order to give appropriate credit to the original authors. This includes listing the source and page(s) for all historical facts that the student did not personally observe, all analysis and theories that the student did not personally develop, any research papers or online resources mentioned in the paper assignment, and so on -- even if you did not quote the exact words from the original source in your paper. **This requires both listing the complete reference for each source (typically in a Citations, References, or Works Cited section at the end of the paper) AND showing which source was used at each point in the paper where the ideas or facts were not exclusively your own (this can be done with parenthetical in-text citations, footnotes, or endnotes).** Failure to give such credit constitutes plagiarism, and will be penalized by a deduction of up to half of the possible points for the assignment. Guidelines are available at <<https://www.paulhensel.org/teachcite.html>>.

The due dates for each paper are listed in the daily schedule, earlier in the syllabus. To be eligible for full credit, a paper must be turned in before the start of class on the due date.

Paper #1: Power in IR (2-3 pages, 5% of course grade)

The purpose of this paper is to think about how power should be measured, and to use your ideas to analyze the most powerful countries in the world.

The United States is often described as the most powerful country in the post-Cold War world. Do you agree or not, and why? To answer this question, you must address three things:

- (1) In your view, what are the three most important components of a state's power, and why? **(Do not use any sources beyond the textbook in answering this part of the question – I just want to see YOUR thoughts about the most important elements of power.)**
- (2) For each of these three components, what are the five most powerful countries in the world, using data from any of the sources listed at the end of this question?
- (3) Looking at these lists of the most powerful countries in these three components of power, which one or more countries (if any) do you think is most likely to be able to catch up to the United States in the foreseeable future, and why?

Be sure to give the full citation for any sources you consulted in reaching these conclusions (where one of these sources provides information obtained from another source, such as World Bank economic data, be sure to mention the original source of the data as well as the web site where you obtained it). **Your answer may only use data from one or more of the following sources**, which offer useful lists comparing countries on many potentially relevant dimensions:

[<https://www.globalfirepower.com/countries-comparison.php>](https://www.globalfirepower.com/countries-comparison.php)

[<https://data.un.org>](https://data.un.org)

[<https://en.wikipedia.org/wiki/List_of_international_rankings>](https://en.wikipedia.org/wiki/List_of_international_rankings)

Paper #2: Foreign Policymaking (2-3 pages, 5% of course grade)

The purpose of this paper is to examine a contemporary foreign policy decision that is being made somewhere in the world during this semester, including an analysis of who made the decision, how, and why. This will contribute to your understanding of a current foreign policy decision, as well as contributing to class discussion about the variety of different topic areas that fall under "foreign policy" and the variety of different ways that states make foreign policy decisions.

This paper should focus on a news article, published within the previous four months before the paper's due date (although it might deal with events before this time), that deals with the making of some specific foreign policy decision somewhere in the world. This story can cover a decision made in the United States government, in some other country, or in an international organization; the important thing is that the decision must involve foreign policy (with a clear international dimension). The idea of this paper is to think about how and why foreign policy decisions are made.

In writing this paper, you need to do three things:

- (1) explain what decision was made, by which actor(s) in the relevant government(s), and how this decision and the situation it addresses are foreign policy (that is, international in nature);
- (2) identify which process these actors used to make the decision (that is, how the decision was reached -- through a vote in the legislature, negotiations with other world leaders, a decision by the leader either alone or after consultation with advisors, etc.);
- (3) explain the news story's summary of why the decision was made (perhaps due to the influence of a specific lobbying group or other domestic actors, or in reaction to a decision by another international actor).

Please note that I am not asking you to critique the behavior or decision of the actor(s) described in the story or to propose alternative decisions that might have been better in some way. Instead, you are simply supposed to describe the author's explanation of what happened and why. If the does not appear to be any indication of how/why this decision was made, you should move on to a different news story that includes this.

Be sure to attach a copy of the complete news story to your paper (e.g. by attaching a PDF copy or copying/pasting the complete text at the end of your paper), as well as the citation for the story and whichever

academic resources you referred to in your paper (indicating its author, title, source, date of publication, and the URL/link where you found it). If you do not include these elements, you will lose at least half of the possible points (I need to be able to see the article to evaluate how well you have covered it).

Paper #3: International Conflict (2-3 pages, 5% of course grade)

The purpose of this paper is to examine a contemporary case of armed conflict between at least two states somewhere in the world during this semester, including an analysis of why the author of the news story believes the conflict is occurring. This will contribute to your understanding of a current conflict and contribute to the class discussion about why conflicts happen. It will also be useful practice in trying to go beyond the headlines and assess causal processes when reading news stories, which is an important part of the scientific approach to politics – not only what happened, but why?

This paper should focus on a news article, published within the previous four months before the paper's due date (although it might deal with events before this time), that deals with specific events in a current armed conflict somewhere in the world. Be sure to choose a case of conflict that involves at least one nation-state; a civil war or other conflict involving non-state actors is fine as long as a state government is on at least one side of the conflict. You should be sure to choose a story involving the threat or use of military force; cases marked by only political disagreement or economic conflict would not be appropriate. You should also be sure that the story is talking about some specific threat, incident, or battle that is currently going on or has been recently; general background stories are not appropriate, nor are stories about events that occurred before the current semester began.

In writing this paper, you need to do three things:

- (1) identify who the actors are that are involved in the conflict;
- (2) explain what form of conflict took place in the events covered by this story (which might be anything from a threat to attack the other side to a clash that left thousands dead);
- (3) explain why the author of the news article believes the conflict occurred (in other words, what the author sees as the main factor(s), situation(s), or decision(s) that caused the conflict events covered in this story).

Please note that I am not asking you to critique the behavior or motivation of the actors described in the story or to propose solutions or responses that should be taken by some other actor. Instead, you are simply supposed to describe the author's explanation of what happened and why. If the does not appear to be any indication of why this conflict is occurring, you should move on to a different news story that includes this.

Be sure to attach a copy of the complete news story to your paper (e.g. by attaching a PDF copy or copying/pasting the complete text at the end of your paper), as well as the citation for the story and whichever academic resources you referred to in your paper (indicating its author, title, source, date of publication, and the URL/link where you found it). If you do not include these elements, you will lose at least half of the possible points (I need to be able to see the article to evaluate how well you have covered it).

Paper #4: Globalization (2-3 pages, 5% of course grade)

The purpose of this paper is to look at how globalization affects your own daily life, and to recognize that this is not just an abstract theoretical concept.

This assignment requires you to think about the global origins of products that you use every day, as a way to investigate the ways that globalization affects your daily life. To do this, choose ten items that you use regularly -- pieces of clothing, electronics, furniture, and so on. For each one, determine the country in which it was made (if you can not determine this, choose another item). List this information in your paper, briefly describing each item and listing the country where it was made, as well as explaining where you found this information (in enough detail that I could find the same information myself).

After listing your ten items and their origins, you will need to answer the following questions:

- (1) How many of these ten items were made in the USA, and how many other countries are in this list?
- (2) How many of these ten items were made in industrialized countries of the global North (including the US), and what types of items were these?
- (3) How many of these ten items were made in developing countries of the global South, and what types of items were these? Do these seem to be different from the items made in the North, and if so, how and why?