



НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ
УНИВЕРСИТЕТ



Introduction to Theories of International Relations

Higher School of Economics and New Economic School Joint Baccalaureate Program

Fall semester, 2012-2013 school year (32 classes, 64 academic hours)

Teacher – Yuval Weber (yweber@nes.ru)

Class times – Tuesday and Friday, 10:30 – 11:50 at HSE's Shabalovskaya building.

Office hours (consultations) – To be announced

I. Basic course description

This is an introductory course to the study of international relations. It will be organized around two main goals. The first is to introduce students to the study of International Relations as a sub-discipline of political science. The second goal is to introduce students to the critical questions that shape the dominant lines of inquiry in the field. We will explore such questions as why and when do states go to war? Under what conditions do governments restrict or seek to encourage international commerce? How does capital mobility constrain the ability of national governments to pursue their own economic policy? What is the role of international organizations such as the IMF and the United Nations in altering national interests and state action?

As this course is meant to be a general introduction to the academic discipline of International Relations as well as the professional conduct of international relations, it is important to note what this class is *not*. This class is not about foreign policy only, Russia, the United States, or the news. We are here to learn theories and concepts that can be used to analyze the strategic choices available to leaders.

II. Course Materials

The reading material for this course will be made available through two primary formats.

First, the following required textbook will be made available to you:

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)

Second, we will also be using an online program that implements a simulation of international politics called Statecraft. The HSE-NES program coordinator will provide you with a login code. Please visit the simulation website at <http://www.statecraftsim.com/> and download the simulation materials.

III. Grading

There will be four sets of requirements for this course.

First, you will be expected to attend class, participate in discussions, and complete regular quizzes.

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, your *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. [Participation]

Second, given the nature of the readings in English, you will be assigned the task of critiquing the assigned readings that will be posted prior to the class on the course website. On days where you do not write a critique, you will be required to make comments on what your classmates have written. You will be expected to 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. [Critiques]

Third, you will complete a series of assignments as part of a multiple week simulation of international politics. This includes a quiz based on the simulation manual. See Section V for more details on the simulation and how I will grade it. [Simulation]

Fourth, you will take three tests based on the textbook. [Tests]

Please note: there is no comprehensive final exam.

- Participation: attendance and quizzes 7.5%
- Critiques: 15%
- Simulation: 17.5%

Writing assignments associated with simulation 45% [$45\% * 17.5\% = 7.875\%$]

Quizzes on Statecraft manual 10% [$10\% * 17.5\% = 1.75\%$]

Team Performance in simulation 45% [$45\% * 17.5\% = 7.875\%$]

- Tests: 60% (3 tests each worth 20% of overall grade)
- Extra credit: you will automatically receive 2.5% of extra credit to your overall grade. Any missed attendances, quizzes or commenting upon the online critiques of others will result in .5% of this extra credit deducted. After 5 missed class days, quizzes, or comments, .5% will be deducted from either the participation or critiques score as appropriate. As this extra credit is given automatically, no excuses for any reasons are accepted!

IV. Course Policies

Make-up policy:

- 1) The extra credit described in the previous section is designed to help you in case you miss class or are too busy with other assignments.
- 2) If a student receives a failing grade for the course, the student will be given two opportunities to make up the failing grade in the following format:
 - a. If the failing grade in the course is the result of failing a test, then the student will have the opportunity to take another test with different questions on the same material.
 - b. If the failing grade in the course is the result of failing the participation or critiques portion of the course, then the student will have an opportunity to write an essay of 8-10 pages (12 point Times New Roman font, double spaced, one inch margins) on the material not covered during the class itself. The exact topic of the essay must be agreed in advance with the instructor.
 - c. If the failing grade in the course is the result of failing the simulation portion of the course, then the student will have an opportunity to write an essay of 8-10 pages (12 point Times New Roman font, double spaced, one inch margins) on simulation strategy. The exact topic of the essay must be agreed in advance with the instructor.
- 3) The make-ups will be held during the official make-up period with the time and date mutually agreed upon by the instructor and the student.
- 4) If the make-up work described in IV(2)(b) is not satisfactory to the instructor, then the student will have another opportunity to make up the work in front of a committee consisting of several members. The time and date of the second make-up opportunity will be agreed upon by the student and the committee.

Learning Process Violations:

Excessive absence from class, plagiarism by copying work from other students or online resources, and in-class cheating will be reported directly to the program administrators.

These sorts of violations destroy the academic experience for yourself and others. They will be punished as severely as possible. Some advice: do not.

V. Course Schedule

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

Optional readings – Optional readings are just that: optional. You do not have to read them and you will not be tested upon them. They are there if you are interested in the subject. Readings will be posted to the my.nes system.

Part 1. Historical Overview and the Discipline of International Relations

Classes 1 and 2 **Introduction to class and to International Relations, the discipline**

Classes 3 and 4 **Historical overview**

Required: FLS Introduction and ch. 1

Optional:

G. John Ikenberry, *After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order after Major Wars* (Princeton: Princeton University Press, 2001): pp. 163-214 (Ch. 6)
Jeffrey A. Frieden. Actors and Preferences in International Relations. In David A. Lake and Robert Powell, eds., *Strategic Choice and International Relations*. (Princeton: Princeton University Press, 1999): pp. 39-76 (Ch. 2).

Part 2. International Conflict

Classes 5 and 6 **Interests, Interactions, and Institutions**

Required: FLS Ch. 2

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

Classes 7 and 8 **Why Wars Occur**

Required: FLS ch. 3

Optional:

James Fearon, "Rationalist Explanations for War," *International Organization* 49 (Summer 1995): 379-414.

Dan Reiter, "Exploring the Bargaining Model of War," *Perspectives on Politics* 1, no. 1 (2003): pp. 27-47

John Mearsheimer and Stephen Walt, "An Unnecessary War," *Foreign Policy* (January/February 2003): pp. 50-59

Alasdair Roberts, "The War We Deserve," *Foreign Policy*, (November/December 2007): pp. 45-50

Classes 8 and 9 **War and Domestic Politics**

Required: FLS ch. 4

Optional:

Arthur Macewan, "Is it Oil?" *Dollars & Sense*, issue 247 (May-June 2003)

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.

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

Classes 10 and 11 **International Institutions and War**

Required: FLS Ch. 5

Optional:

Michael Glennon, "Why the Security Council Failed," *Foreign Affairs* 82, no. 3 (May/June 2003): pp. 16-35

Lisa L. Martin, "Self-Binding," *Harvard Magazine* 107, no. 1 (September-October 2004): pp. 33-36

Class 12 **Test 1**

Class 13 *Statecraft* Turn 0: Orientation; ***Statecraft* manual quiz #1**

Required: Read *Statecraft* manual

Part 3. **International Political Economy**

Classes 14 and 15 **International Trade**

Required: FLS ch. 6

Optional:

Ronald Rogowski, "Political Cleavages and Changing Exposure to Trade," *American Political Science Review* 81, no. 4 (December 1987): pp. 1121-1137

Jeffrey G. Williamson, "Globalization and Inequality, Past and Present," *The World Bank Research Observer* 12, no. 2 (1997): pp. 117-135

Frieden, Jeff. 1988. Sectoral Conflict and Foreign Economic Policy, 1914-1940. *International Organization* 42(1): 59-90. 8

Class 14, second half of class *Statecraft* Turn 1; ***Statecraft* manual quiz #2**

Classes 15 and 16 **International Finance**

Required: FLS Ch. 7

Optional: Jeffrey A. Frieden, *Global Capitalism: Its Fall and Rise in the Twentieth Century* (New York: W.W. Norton, 2006), Ch. 16.

Class 16, second half of class *Statecraft* Turn 2

Classes 17 and 18 **International Monetary Relations**

Required: FLS Ch. 8

Optional:

Jeffrey A. Frieden, *Global Capitalism: Its Fall and Rise in the Twentieth Century* (New York: W.W. Norton, 2006), Ch. 17.

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

Class 18, second half of class *Statecraft* Turn 3

Classes 19 and 20 **Development**

Required: FLS Ch. 9

Optional: Jeffrey A. Frieden, *Global Capitalism: Its Fall and Rise in the Twentieth Century* (New York: W.W. Norton, 2006): Ch. 18-19, pp. 413-456.

Class 20, second half of class Statecraft Turn 4

Class 21 **Test 2**

Part 4. Transnational Politics in the Contemporary Age

Class 22 and 23 **Transnational Actors in International Politics**

Required: FLS Ch. 10

Optional:

Margaret E. Keck and Kathryn Sikkink, *Activists Beyond Borders: Advocacy Networks in International Politics* (Ithaca, N.Y.: Cornell University Press, 1998): pp. 165-198 (Ch. 5).
Robert Pape, "The Strategic Logic of Suicide Terrorism," *American Political Science Review* 93, 3 (2003): pp. 343-361.

Class 22, second half of class Statecraft Turn 5

Class 24 **Human Rights**

Required: FLS ch. 11

Optional: Emilie Hafner-Burton, "Trading Human Rights: How Preferential Trade Agreements Influence Government Repression," *International Organization* 59, no. 3 (2005), pp. 593-629

Class 24, second half of class Statecraft Turn 6

Class 25 and 26 **The Global Environment**

Required: FLS Ch. 12

Optional:

Garrett Hardin, "The Tragedy of the Commons," *Science*, 162 (1968): pp. 1243-48.
M.J. Peterson, "Whalers, Cetologists, Environmentalists, and the International Management of Whaling," *International Organization* 46, no. 1 (1992): pp. 147-186.

Class 26, second half of class Statecraft Turn 7

Class 27 **The Future of International Politics**

Required: FLS Ch. 13

Optional:

Daniel Drezner, "The New New World Order," *Foreign Affairs* 86, 2 (March/April 2007): pp. 34-46.

Class 28 Statecraft Turn 8 – Final Turn

Class 29 Review of course materials

Class 30 Review of course materials

Class 31 **Test 3**

VI. 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 simulation will place you on one of several 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 during certain classes 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 in Class 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 Thursday at 9 a.m. and will end on Saturday at 10 p.m.

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 and a final wrap-up paper. 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 following the last turn of the game and will be due on the last class day 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 10% percent of the simulation portion of the 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
1	94
2	90
3	86
4	82
5	78
6	74

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 80.