Introduction

How to define International Relations as a field of study? Quite simply, IR is the studying of the political and power relationships amongst nations. However, the complexity of these relationships makes IR an interlaced and interdisciplinary field troubled by unanswerable questions and mind-puzzling challenges. Since its humble start following the end of WWI, to its development into an academic discipline, IR has attempted to bring coherence to a system often seen as unregulated, chaotic, and lacking the rule of law.

This introductory course is divided into three parts to help students understand and evaluate: i) IR’s various approaches, debates, and paradigms; ii) related issues in International Relations, such as conflict, war, terrorism, peace, global governance (International Organizations (IOs), Intergovernmental Organizations (IGOs) and Nongovernmental Organizations (NGOs)), and economic globalization; and finally, iii) the major challenges facing IR, such as environment, interdependence, development, terrorism, globalization, identity/diversity, and more.

In sum, this course will introduce students to International Relations as a field of study, and is meant to strengthen the student’s understanding of what IR is, and see how IR can be used as a tool in mapping intra and intergovernmental relations, while attempting to provide answers to current global issues and challenges.

Course Objectives

At the end of the course, attentive students who do the required work will be able to:

<table>
<thead>
<tr>
<th>Chapter 1</th>
<th>Chapter 2</th>
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<tbody>
<tr>
<td>• What are the major perspectives and levels of analysis</td>
<td>• What key historical facts in the lead-up to World War I are emphasized by each perspective</td>
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<td>• How explanations or hypotheses describe causes of international situations using perspectives and levels of analysis</td>
<td>• What changes in those facts made war more likely, according to each perspective</td>
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<td>• How causal arrows link factors or variables emphasized by different perspectives and levels of analysis</td>
<td>• What the consequences of the unification of Germany were for the balance of power and the security dilemma</td>
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<td>• What was the Treaty of Versailles’ intended effect on Germany</td>
<td>• What key historical facts in the lead-up to World War II are emphasized by each perspective</td>
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<td>• What changes in those facts made war more likely, according to each perspective</td>
<td>• How a collective security system (like the League of Nations) works</td>
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<td>Chapter 4</td>
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<td>Chapter 6</td>
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<tr>
<td>How different perspectives use the levels of analysis to make arguments about the causes of the beginning, escalation, and de-escalation of the Cold War.</td>
<td>How types of threats the United States faces in a unipolar international system.</td>
<td>What means of mediating conflict and promoting cooperation are favored by the liberal perspective.</td>
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<td>What historical events each perspective argues are most important for explaining key changes during the Cold War.</td>
<td>How power balancing and power transition realists differ in the way they view the world and the policies they advocate.</td>
<td>What are specific example of each of those means.</td>
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<td>How containment and deterrence work.</td>
<td>How (and to what degree) the George H.W. Bush, George W. Bush, and Barack H. Obama administrations have taken a realist perspective in policymaking.</td>
<td>What the flaws of each of those means are, and what criticisms are leveled at those means by the realist and identity perspectives.</td>
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<td>What role violent conflict and the threat of violence played in the Cold War.</td>
<td>How realist perspectives apply idea that groups struggle over power to international institutions, ethnic conflict, domestic politics, and foreign policymaking.</td>
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<td>How nuclear weapons changed the calculations of the United States and the Soviet Union.</td>
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<td>How the different perspectives views the Cuban Missile Crisis.</td>
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<th>Chapter 7</th>
<th>Chapter 8</th>
<th>Chapter 9</th>
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<tr>
<td>What four key issues identity perspectives focus on in current international relations.</td>
<td>The basic principles of economics – that is, what factors, when changed in some way, lead to what outcomes.</td>
<td>The basic nature of development.</td>
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<td>How those four factors conflict or contradict each other.</td>
<td>What policies states can use as tools for manipulating economic factors.</td>
<td>How, in general, Asia, Latin America, the Middle East and North Africa, and Sub-Saharan Africa have developed.</td>
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<tr>
<td>How those four factors influence power politics and institutions.</td>
<td>How the realist and liberal perspectives view the operation of economic activity, what outcomes they see as desirable, and what factors they argue should be manipulated to lead to those outcomes.</td>
<td>What opportunities for and obstacles to development each region faced, and what policies they adopted to meet those opportunities or obstacles.</td>
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<td>What the major dimensions of environmental issues are and how development affects them.</td>
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<th>Chapter 10</th>
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<td>The key historical events that led to the development of a European-led global economy.</td>
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<td>The arguments for the emergence of a Europe-led global economy offered by the mainstream perspectives, and the reasons why the critical theory perspective rejects those arguments.</td>
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<td>How exploitation, colonialism, imperialism, and marginalization are interconnected.</td>
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<td>What the major institutions of exploitation are, both in a historical sense and today.</td>
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<td>How the critical theory perspective – and specifically dependency theory and world systems theory – explain persistent global inequality.</td>
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Course Expectations, Grading, Requirements, and more…

1. **Expectations:** I am expecting each and every student to:

   - Be on time
   - Attend all classes
   - No early dismissal without prior approval – this may result in being marked absent
   - Complete the required reading and be familiar with the terms and concepts covered in the reading before class meets
   - Take notes of your reading and review before class
   - Make use of the online resources to test your knowledge and preparation (e.g., quizzes, practice questions, flash-cards, summaries)
   - Prioritize studying and dedicate adequate time to studying; hence, be prepared for class, reading-checks, quizzes and exams
   - Be willing to work hard and be proactive regarding performance and preparation
   - Stay away from procrastination
   - Complete the required online exercises before class meets (no later than 6:25 p.m.)
   - Pay attention during lectures, take copious and well rounded notes
   - Actively participate
   - Show academic integrity and honesty at all times (plagiarism and/or cheating in quizzes/exams will automatically be reported)
   - Refrain from interrupting class (no cell phone, texting, computers or tablets will be allowed during lectures)
   - Purchase/obtain the required course materials (textbook and JSTOR articles) during the first week of classes.
   - Finally…..Ask for help when needed.

2. **How To Succeed In This Class:** The purpose of this course is to allow every student to learn a great deal and to develop those knowledge-based and analytical skills necessary to succeed in future academic endeavors. To some, this class may appear difficult and demanding at times. The course is, however, structured in such a way as to enable anyone who is dedicated and hard working to succeed. The above expectations should provide a valuable framework to achieve just that.

3. **Lectures:** Due to the limited time available (only 1h:15m) it is important to keep in mind that lectures are meant to complement your reading and are not to be taken as replacements of the required reading. As such, lectures cannot cover in details entire chapters or materials. Lectures are primarily meant to bring to the fore the most important points of the readings and as a forum for meaningful discussions (N.B. lectures, assignments, and assessments will be drawn from the textbook and the assigned articles).

4. **Reading-Check Quizzes:** Students’ preparedness will be assessed with a short quiz at the beginning or end of each class. These quizzes are imposed to make sure students read the required materials before class. Be advised that these quizzes will count for ten percent (10%) of your final grade.

5. **Class Participation:** This course requires active class participation during lectures or
class discussions. Participation is important because it allows you to work with the readings, airing ideas, thoughts, and opinions; hence, contributing to the progress of instruction. To achieve this goal it is therefore important to complete the assigned readings, and/or online exercises before coming to class.

6. Quizzes: Students’ knowledge and preparedness will be assessed with periodical chapter quizzes throughout the course. These quizzes will be administered either during the first ten (10) minutes of class or ten (10) minutes before the end of class. Late arrivals, and early departures, will not be allowed to sit for the quiz.

7. Online Exercises: Students must familiarize themselves with the Companion Site during the first week of classes and must complete the listed/assigned online exercises before class meets (no later than 6:25 PM). The online exercise must be hand-submitted at the beginning of class (typed or hand written). Be advised that only the students’ first attempt will be considered for grading.

8. Exams: The Mid-Term Exam will cover the lectures, classroom discussions, and reading assignments covered in this course. We will talk about the format of the exams in class a week or so before. The Final Exam may/may not be cumulative, and will be held during the scheduled examination week.

9. Attendance and Absences: Attendance is obligatory for this class. Attendance will be taken at the beginning/during/end of each class. Absences are highly discouraged, as they will have a negative effect on a student final grade. An UNEXCUSED ABSENCE negates the right to make-up missing assignments/assessments/exams. However, life is unpredictable and students will not be penalized for EXCUSED ABSENCES and will be allowed to make-up assignments/assessments/exams. Please note that only medical emergencies accompanied by proper documentation describing the reason for the absence (i.e., doctor’s note) or other serious extenuating circumstances with supporting evidence/prof will be accepted. Also important to note is that students who fail to attend to at least sixty percent (60%) of class sessions will automatically be awarded a F0 grade.

10. Grading: Your final grade will be determined on the basis of these course requirements. Please note that this grading scale is tentative and it may change during the course of the semester:

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<thead>
<tr>
<th></th>
<th>Reading-Check Quizzes</th>
<th>Completion of Online Exercises</th>
<th>Chapter Quizzes</th>
<th>Mid-term Exam</th>
<th>Final Exam</th>
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<tr>
<td>Percentage</td>
<td>10%</td>
<td>10%</td>
<td>15%</td>
<td>25%</td>
<td>40%</td>
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<tr>
<td>Point Average</td>
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<tr>
<td>Excellent</td>
<td>A</td>
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<td>90-92</td>
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<tr>
<td>Good</td>
<td>B+</td>
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<td>86-89</td>
<td>83-85</td>
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<td>63-69</td>
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### Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Point Average</th>
<th>Failure</th>
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<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>C+</td>
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<tr>
<td>A-</td>
<td>3.67</td>
<td>3.33</td>
</tr>
<tr>
<td>B+</td>
<td>3.00</td>
<td>C</td>
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<tr>
<td>B</td>
<td>2.67</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.67</td>
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<tr>
<td>F</td>
<td>1.00</td>
<td>F0</td>
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<td>F0</td>
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<td>0.59%</td>
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<td>Z (ZERO)</td>
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11. **As per FIU Grading Policy:** A F0 grade is awarded to students who both earn a failing grade based on course standards and who fail to complete at least 60% of the course requirements or fail to attend at least 60% of class sessions. A F0 grade equals zero grade points per credit hour and is a permanent grade.

12. **MAKE SURE YOU UNDERSTAND THE PASSING GRADE:** This is particularly important if you are enrolled in a major where a minimum grade C is required to be allowed to continue in the program or similar.

13. **Class Cancellation:** In the event that a class needs to be cancelled, you are still responsible for the assigned readings and/or online exercises. Do not assume that a class is cancelled unless so informed by me, or by another university representative in person.

14. **Extra Credit:** This class awards two extra credit assignments. 1) Meaningful, engaging, and contributing class participation (10%) and 2) Reading and Study Skills Workshop (5%). *No other extra credit assignment will be available for this course. Missed assignments/quizzes/exams will count against the student's total and final grade. NO EXCEPTIONS.*

15. **Electronic Devices:** During class, cell phones, texting, computers, tablets, or other electronic devices will not be permitted. All electronic devices must be turned off and out of sight to avoid interruptions; electronic devices are strictly forbidden during quizzes/exams.

15. **Accommodations:** The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

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**Academic Integrity**

Familiarize yourself with the University's rules concerning academic misconduct as described in the Student Handbook. Cheating or other forms of misconduct can result in severe penalties (which, according to University policy, may include a failing grade and/or expulsion from the University).
1. TEXTBOOK:

2. Articles/Excerpts/Reader (Accessible Through Google Drive):

- From the archive, 2 April 1948: Russians blockade Berlin. The Guardian, Thursday 2 April 2015
- Gray John; Perpetual Warfare; NewStatesman, 08 September 2011.
- Macmillan, Margaret; World War I: The War That Changed Everything; WSJ, June 20, 2014.
- Walt Stephen M.; International Relations: One World, Many Theories; Foreign Policy, No. 110, Special Edition: Frontiers of Knowledge (Spring, 1998), pp. 29-46.

3. COMPANION WEB SITE:
https://edge.sagepub.com/nau5e

The required textbook for this course is available at the campus bookstore

N.B.: All reading materials can also be purchased online or rented through:
http://www.textbookrentals.com/

Office Hours, Communication, Questions, Problems, or Concerns

As I do not have an office on campus, Office Hours are scheduled as follows:

- For complex issues, through a written request (e-mail) at least 48-hours before the requested time. Please note that I can only meet on Tuesdays or Thursdays before class.
- For less complex issues, at the beginning of class request to talk to me after class.
- For exceptional situations, I can also accommodate different meeting days/times based on student’s needs.
Keep in mind that the best, and fastest, way to contact me is via e-mail (izini@fiu.edu).

It is also important that you check your FIU e-mail daily for notices or other general information.

**Final Recommendations**

**CURRENT EVENTS READINGS**
The nature of this course requires students to be abreast of current domestic and international news and affairs. It is strongly recommended, therefore, that students complement the required readings with current events. This will help you relate with what we are learning in this class to ongoing real-world events. Most importantly, this will also become a key component of class discussion and participation. A few suggestions (in no particular order of importance):

<table>
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<tr>
<th>Daily Newspapers</th>
<th>News Channels (Varied)</th>
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<tr>
<th>Weekly Magazines</th>
<th>Radios</th>
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You may also want to check out FlipBoard for your device at [http://flipboard.com/](http://flipboard.com/).
Tentative Course Outline and Weekly Readings
TB= Textbook; ART=Article/Excerpt; RC=Reading-Check Quiz

PART I: Fundamentals of IR – Historical Patterns

Monday, August 22: FIU Classes begin / No Class

Tuesday, August 23: Class Introduction
Looking at the syllabus and the Companion Site.

Thursday, August 25: Introduction to IR and Introduction to study-skills
Why we disagree about IR
TB Intro (pp. 1-28)
Presenter: Ms. Shepard, Reading and Learning Coordinator
Center for Academic Success

Tuesday, August 30: How to think about IR (Part 1)
Perspectives, approaches, and levels of analysis in IR
TB Ch. 1 (pp. 29-50)
RC TB Ch. 1 (Part 1)

Thursday, September 1: How to think about IR (Part 2)
Perspectives, approaches, and levels of analysis in IR
TB Ch. 1 (pp. 50-60)
RC TB Ch. 1 (Part 2)

Tuesday, September 6: How to think about IR (Part 3)
Perspectives, approaches, and levels of analysis in IR
TB Ch. 1 (pp. 60-83)
RC TB Ch. 1 (Part 3)

Thursday, September 8: Debates in IR: Persp. and Levels of Analysis (Part 1)
Looking at Realism and Interdependence
ART “Keohane Robert O. and Nye Joseph S.; Power and Interdependence Revisited.”

Tuesday, September 13: Debates in IR: Persp. and Levels of Analysis (Part 2)
Looking at Levels of Analysis.
ART “Singer J. David; The Level-of-Analysis Problem in International Relations.”

Quiz TB Ch. 1

Online Graded Activities – Video and Multimedia
Power? ii) Based on your viewing and on your knowledge where to you see India heading on the world stage? Submit your work at the beginning of class no later than 6:25 PM; *late submissions will not be accepted.*

**Thursday, September 15:**  
**World War I**  
The Great War, and its aftermath  
TB Ch. 2 (pp. 85-117)  

RC TB Ch. 2

**Tuesday, September 20:**  
**WWII**  
Why did war happen again after the devastating Great War.  
TB Ch. 3 (pp. 118-154)  
RC TB Ch. 3

**Thursday, September 22:**  
**The origins and end of the Cold War (Part 1)**  
Post-WWII, the Cold War and its end  
TB Ch. 4 (pp. 155-179)  
RC TB Ch. 4 (Part 1)

ART “From the archive, 2 April 1948: Russians blockade Berlin.” The Guardian.

**Tuesday, September 27:**  
**Debates in IR: The Origins and end of the Cold War**  
Looking at the hardening of relations between the USA and the USSR in post-WWII Europe, the policies of the 1960s, 1970s, and 1980s (Containment, Deterrence, Detent, Glasnost, and Perestroika)

ART “Lebow Richard Ned; The Long Peace, the End of the Cold War, and the Failure of Realism”

**Thursday, September 29:**  
**The origins and end of the Cold War (Part 2)**  
Post-WWII, the Cold War and its end  
TB Ch. 4 (pp. 179-203)

Online Graded Activities – *SAGE Journal Articles*  
(Companion Site) Chapter 5. The Origins and End of the Cold War | Read Article 2: Isacoff, J. B. & Widmaier, W. W. (June 2003) and answer the questions. Submit your work at the beginning of class no later than 6:25 PM; *late submissions will not be accepted.*

Quiz Ch. 4
PART II: The Contemporary International System

Tuesday, October 4: The Realist Perspective on Today’s World: Dominance, Balance of Power, and State Institutions (Part 1)
The end of the Cold War and the emergence of new global conflicts and challenges – The Realist Perspectives
TB Ch. 5 (pp. 207-232)
RC TB Ch. 5 (Part 1)

Thursday, October 6: The Realist Perspective on Today’s World: Dominance, Balance of Power, and State Institutions (Part 2)
The end of the Cold War and the emergence of new global conflicts and challenges – The Realist Perspectives
TB Ch. 5 (pp. 232-246)
RC TB Ch. 5 (Part 2)

Tuesday, October 11: Debates in IR: Terrorism and the World after 9/11
ART “Gray John; Perpetual Warfare”

Online Graded Activities – Video and Multimedia (Companion Site) Chapter 6. Why China Cannot Rise Peacefully | Questions: i) What’s Mearsheimer answer to his question? ii) What do you think is the drive behind China (and perhaps today’s Russia)? Submit your work at the beginning of class no later than 6:25 PM; late submissions will not be accepted.

Thursday, October 13: MID-TERM EXAM (List of covered chapters and topics/themes will be forwarded by e-mail)

Tuesday, October 18: The Liberal Perspective on Today’s World: Collective Security, International Negotiations, Institutions, and Law (Part 1)
The end of the Cold War and the emergence of new global conflicts and challenges – The Liberal Perspectives
TB Ch. 6 (pp. 247-280)
RC TB Ch. 6 (Part 1)

Thursday, October 20: The Liberal Perspective on Today’s World: Collective Security, International Negotiations, Institutions, and Law (Part 2)
The end of the Cold War and the emergence of new global conflicts and challenges – The Liberal Perspectives
TB Ch. 6 (pp. 280-303)
Tuesday, October 25: The Identity Perspective on Today’s World: Democracy, Religion, Ethnicity, and Human Rights
The end of the Cold War and the emergence of new global conflicts and challenges – The Identity Perspectives
TB Ch. 7 (pp. 304-345)
RC TB Ch. 7

Thursday, October 27: Debates in IR: From 11/9 to 9/11 and beyond
The end of history and the victory of Liberalism? The Clash of Civilizations in the post-Cold War global arena; Great Power politics and the emergence of Ethnic Nationalism
ART “Betts, Richard; Conflict or Cooperation?”
Quiz Ch. 5-6

PART III: Globalization and Change

Tuesday, November 1: Liberal and Realist Perspective on Globalization: Trade, Investment, and Finance (Part 1)
TB Ch. 8 (pp. 347-380)
RC TB Ch. 8 (Part 1)

Thursday, November 3: Liberal and Realist Perspective on Globalization: Trade, Investment, and Finance (Part 2)
TB Ch. 8 (pp. 380-406)
RC TB Ch. 8 (Part 2)

Online Graded Activities – SAGE Journal Articles (Companion Site) Chapter 9. Liberal and Realist Perspective on Globalization | Read Article 2: Horowitz, S. (March 2004) and answer the questions. Submit your work at the beginning of class no later than 6:25 PM; late submissions will not be accepted.

Tuesday, November 8: Identity Perspective on Globalization: Development and Environment (Part 1)
Asia – Economic Miracle
TB Ch. 9 (pp. 407-425)
RC TB Ch. 9 (Part 1)

Thursday, November 10: Identity Perspective on Globalization: Development and Environment (Part 2)
Latin America – Lost Decade
TB Ch. 9 (pp. 425-437)
RC TB Ch. 9 (Part 2)
Tuesday, November 15:  Identity Perspective on Globalization: Development and Environment (Part 3)
Sub-Saharan Africa – Poor and Divided Continent
TB Ch. 9 (pp. 437-449)
RC TB Ch. 9 (Part 3)

Thursday, November 17:  Identity Perspective on Globalization: Development and Environment (Part 4)
Sub-Saharan Africa – Poor and Divided Continent
TB Ch. 9 (pp. 449-474)
RC TB Ch. 9 (Part 4)

Tuesday, November 22:  Critical Theory Perspective on Globalization: Inequality, Imperialism, and Injustice
Colonialism, Imperialism and Dependency
TB Ch. 10 (pp. 475-500)
RC TB Ch. 10

Thursday, November 24:  NO CLASS

Tuesday, November 29:  Debates in IR: Perspectives and Approaches in IR
ART “Walt Stephen M.; International Relations: One World, Many Theories.”
Quiz Ch. 8

Online Graded Activities – Video and Multimedia
(Companion Site) Chapter 10. Tim Jackson: Economics of Climate Change | Write a summary of the presentation. Your work is due at the beginning of class no later than 6:25 PM; late submissions will not be accepted.

Thursday, December 1:  Debates in IR: IR Theory and Policy
ART “Walt Stephen M.; The Relationship Between Theory And Policy In International Relations.”
Quiz Ch. 9

Tuesday, December 6:  NO CLASS

Thursday, December 8:  FINAL EXAM – 5:00PM – 7:00PM in PC 426