

COURSE REQUIREMENTS (CONTINUED)

IV. Final Exam 45%

Take-home written exam, **DUE on Wednesday, May 9 by 5pm.**

The final exam is a take-home exam, totaling approximately 10 pages of writing. You will have some degree of choice in answering the essay questions, and may use the course reading materials and your notes in developing your answers. The final exam will be posted on Moodle after our last class meeting on Thursday, May 3, and is DUE on Wednesday, May 9 by 5pm.

COURSE POLICIES

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. The Student Conduct Code is available at: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means “engaging in behavior that substantially or repeatedly interrupts either the instructor’s ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.”

Academic Integrity and Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf). If it is determined that a student has cheated, the student will receive a failing grade for the assignment in question and may face additional sanctions from the University. For additional information, please refer to: <http://policy.umn.edu/education/instructorresp>.

The Office for Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic-dishonesty>. If you have additional questions, please contact me.

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <http://policy.umn.edu/education/studentresp>.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please refer to: <http://policy.umn.edu/education/makeupwork>.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please refer to: <http://policy.umn.edu/education/studentresp>.

Grading and Late Submissions

Writing assignments are due on the date listed on the syllabus. Late submissions will be penalized, except in cases of documented family or medical emergency. The penalty for late submissions is four points per day that the assignment is late.

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale:

A	4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	3.667
B+	3.333
B	3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
B-	2.667
C+	2.333
C	2.000 - Represents achievement that meets the course requirements in every respect
C-	1.667
D+	1.333
D	1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course
S	Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to: <http://policy.umn.edu/education/gradingtranscripts>.

All assignments as well as the final course grade will use the following grading scale:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	59 and below

Sexual Harassment

“Sexual harassment” means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents

Policy: <http://regents.umn.edu/sites/regents.umn.edu/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Employment Opportunity, and Affirmative Action

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating, and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities.

University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via www.mentalhealth.umn.edu.

Remember that there are advisors in the Humphrey Student Services office who are trained and experienced counselors. They are available at short notice to address any concerns you have and provide further resources within the University: **Humphrey Student Services, HHH 280, (612) 624-3800.**

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at (612) 626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with DS and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

Academic Freedom and Responsibility

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Please contact me, your advisor, the associate dean, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

COURSE MATERIALS

The following books are required for the course and are available for purchase at the University of Minnesota bookstore:

Michael Barnett, *Eyewitness to a Genocide: the United Nations and Rwanda* (Ithaca: Cornell University Press, 2002).

Karen A. Mingst and Jack L. Snyder, *Essential Readings in World Politics, Sixth Edition* (New York: W.W. Norton & Company, 2017).

NOTE: We will be using the sixth edition of this book, which was published in 2017. The editors have made revisions to this edition and a number of the readings required for the course are *not* included in earlier editions.

All other required readings for the course are articles or book chapters, available on the Moodle site for the course.

SECTION I: THEORETICAL APPROACHES TO INTERNATIONAL RELATIONS

WEEK 1

January 16: Introduction and course logistics

January 18: Anarchy and Realist Approaches to International Relations

Jack Snyder, "One World, Rival Theories," in Mingst & Snyder, pp. 3-11.

Hans Morgenthau, "A Realist Theory of International Politics and Political Power," in Mingst & Snyder, pp. 55-59.

John Mearsheimer, "Anarchy and the Struggle for Power," in Mingst & Snyder, pp. 60-77.

WEEK 2

January 23: Freeman Seminar

January 25: Neoliberal Institutionalism & Cooperation under Anarchy

Robert O. Keohane, "From *After Hegemony: Cooperation and Discord in the World Political Economy*," in Mingst & Snyder, pp. 284-299.

Helen Milner, "The Assumption of Anarchy in International Relations Theory: A Critique," *Review of International Studies*, vol. 17, no. 1 (1991), pp. 67-85.

John Mearsheimer, "The False Promise of International Institutions" in Mingst & Snyder, pp. 300-309.

WEEK 3

January 30: Constructivist Approaches to International Relations

Alexander Wendt, "Anarchy Is What States Make of It: The Social Construction of Power Politics," in Mingst & Snyder, pp. 93-114.

Margaret E. Keck and Kathryn Sikkink, "Transnational Advocacy Networks in International Politics," in Mingst & Snyder, pp. 310-320.

February 1: Domestic Politics and International Relations

Robert D. Putnam, "Diplomacy and Domestic Politics: The Logic of Two-Level Games," in Mingst & Snyder, pp. 173-190.

Elisabeth Saunders, "Good Democratic Leadership in Foreign Affairs: An Elite-Centered Approach," in John Kane and Haig Patapan, eds., *Good Democratic Leadership* (Oxford University Press, 2014).

WEEK 4

February 6 & 8: Global Governance and the Creation of International Institutions

Deborah D. Avant, Martha Finnemore, and Susan K. Sell, "Chapter 1: Who Governs the Globe?" in Deborah Avant, Martha Finnemore, and Susan K. Sell, eds., *Who Governs the Globe?* (Cambridge University Press, 2010).

Michael N. Barnett and Martha Finnemore, "The Politics, Power, and Pathologies of International Organizations," in Mingst & Snyder, pp. 321-342.

Tana Johnson, "Chapter 1 – The Making of Global Governance: Not by States Alone," in *Organizational Progeny: Why Governments are Losing Control over the Proliferating Structures of Global Governance* (Oxford University Press, 2014).

Jeff D. Colgan and Robert O. Keohane, "The Liberal Order Is Rigged: Fix It Now or Watch It Wither," *Foreign Affairs* (May/June 2017).

SECTION II: INTERNATIONAL SECURITY

WEEK 5

February 13 & 15: Causes of War

Thomas Schelling, "The Diplomacy of Violence," in Mingst & Snyder, pp. 350-358.

James Fearon, "Rationalist Explanations for War," in Mingst & Snyder, pp. 374-397.

Robert Jervis, "Cooperation under the Security Dilemma," in Mingst & Snyder, pp. 359-373.

Karen Yarhi-Milo, "In the Eye of the Beholder: How Leaders and Intelligence Communities Assess the Intentions of Adversaries" in Mingst & Snyder, pp. 237-261.

WEEK 6

February 20 & 22: The United Nations, Collective Security, and the Use of Force

Excerpts from the Charter of the United Nations.

Erik Voeten, "The Political Origins of the UN Security Council's Ability to Legitimize the Use of Force," *International Organization*, vol. 59, no. 3 (Summer 2005), pp. 537-557.

Edward Fishman, "Even Smarter Sanctions: How to Fight in the Era of Economic Warfare," *Foreign Affairs* (November/December 2017).

Brian Egan (former Legal Advisor, U.S. Department of State), "International Law, Legal Diplomacy, and the Counter-ISIL Campaign: Some Observations," speech prepared for the 110th Annual Meeting of the American Society of International Law, Washington, DC, April 1, 2016.

Erin R. Graham, "Ignore the Old Complaints about UN Funding. Here Are Some New Ones." *Washington Post: The Monkey Cage Blog*, 30 September 2015.

****Paper assignment posted on Moodle on Thursday, February 22****

WEEK 7

February 27: Contemporary Conflict – The Iraq War

Michael J. Glennon, "Why the Security Council Failed," *Foreign Affairs* (May/June 2003).

Edward C. Luck, Anne-Marie Slaughter, and Ian Hurd, "Stayin' Alive: The Rumors of the UN's Death Have Been Exaggerated," *Foreign Affairs* (July/August 2003).

WEEK 7 (CONTINUED)

March 1: Contemporary Conflict – Terrorism

Andrew H. Kydd and Barbara F. Walter, “The Strategies of Terrorism,” in Mingst & Snyder, pp. 402-424.

Lisa Monaco, “Preventing the Next Attack: A Strategy for the War on Terrorism,” *Foreign Affairs* (November/December 2017).

****Paper DUE by 5pm on FRIDAY, MARCH 2****

WEEK 8

March 6 & 8: Contemporary Conflict – State Failure and Civil Wars

Paul Collier, “The Market for Civil War,” *Foreign Policy*, May/June 2003.

Lars-Erik Cederman, “Debunking Myths about Civil Wars: Facts about Ethno-Nationalist Conflict,” *CSCW Policy Brief*, 2/2010.

Reading on Syria, TBA.

WEEK 9

NO CLASS – SPRING BREAK

SECTION III: INTERNATIONAL POLITICAL ECONOMY

WEEK 10

March 20 & 22: Regional Organizations – Case Study of the European Union

Kathleen R. McNamara, “Constructing Authority in the European Union,” in Deborah Avant, Martha Finnemore, and Susan K. Sell, eds., *Who Governs the Globe?* (Cambridge University Press, 2010).

Paul Krugman, “Can Europe Be Saved?” *The New York Times*, 12 January 2011.

Kathleen R. McNamara, “The EU After Ukraine: European Foreign Policy in the New Europe,” *ForeignAffairs.com*, March 4, 2014.

WEEK 11

March 27 & 29: Economic Development and the Role of International Institutions

Helen V. Milner, “Globalization, Development, and International Institutions,” Mingst & Snyder 5th edition, pp. 537-559. NOTE: this article is from an earlier edition of the Mingst & Snyder book; a pdf is posted on Moodle.

Ngairé Woods, “Unelected Government: Making the IMF and the World Bank More Accountable,” *The Brookings Review*, vol.21, no.2 (2003).

Robert H. Wade, “Emerging World Order? From Multipolarity to Multilateralism in the G20, the World Bank, and the IMF,” *Politics & Society*, vol.39, no.3 (2011): pp.347-378.

Sarah Bermeo, “Not Your Parents’ Foreign Aid: The Shift from Power to Proximity and Poverty,” *Brookings Future Development Blog Post*, 20 September 2017.

Sarah Bermeo, “Aid is Not Oil: The Source of Non-Tax Revenue Affects Its Impact on Democratization,” *Brookings Future Development Blog Post*, 30 January 2017.

WEEK 12

April 3: The WTO and International Trade

Daniel Drezner, “The Irony of Global Economic Governance,” in Mingst & Snyder, pp. 526-544.

Joshua Meltzer, “The Future of Trade,” *Foreign Policy* (April 2011).

Christina Davis, “Do WTO Rules Create a Level Playing Field for Developing Countries? Lessons From Peru and Vietnam,” in John Odell ed., *Negotiating Trade: Developing Countries in the WTO and NAFTA* (Cambridge: Cambridge University Press, 2006).

April 5: NO CLASS

SECTION IV: CONTEMPORARY ISSUES IN INTERNATIONAL RELATIONS

WEEK 13

April 10: International Law

J. Martin Rochester, “Chapter 3: Is International Law Really Law, or a Charade?” in *Between Peril and Promise: The Politics of International Law* (Washington, D.C.: CQ Press, 2006).

Oona Hathaway, “The Promise and Limits of the International Law of Torture,” in Sanford Levinson, ed., *Torture: A Collection* (Oxford University Press, 2004).

Anne-Marie Slaughter, “International Law and International Relations Theory: Twenty Years Later” in Jeffrey L. Dunoff and Mark A Pollack, eds., *Interdisciplinary Perspectives on International Law and International Relations* (Cambridge University Press, 2012).

April 12: Human Rights

Beth A. Simmons, “From *Mobilizing for Human Rights*,” in Mingst & Snyder, pp. 597-628.

Judith G. Kelley, “The Problem of Human Trafficking,” excerpt from Judith G. Kelley, *Scorecard Diplomacy: Grading States to Influence Their Reputation and Behavior* (Cambridge University Press, 2017). Available online at: <https://scorecarddiplomacy.org/human-trafficking/>.

WEEK 14

April 17 & 19: The United Nations, Peacekeeping, and Humanitarian Intervention

Michael Barnett, *Eyewitness to a Genocide: The United Nations and Rwanda* (Ithaca: Cornell University Press, 2002), pp.1-12 in the Introduction and Chapters 1, 3, 4, and 5. If you are not familiar with the conflict in Rwanda, I would recommend skimming Chapter 2 before you read Chapters 3-5.

Jennifer M. Welsh, “The Responsibility to Protect after Libya & Syria,” *Daedalus, the Journal of the American Academy of Arts & Sciences*, vol. 145, no. 4 (2016).

Bessma Momani and Tanzeel Hakak, “Syria,” in Alex J. Bellamy and Tim Dunne, *The Oxford Handbook of the Responsibility to Protect* (Oxford University Press, 2016).

WEEK 15**April 24:****International Justice and the International Criminal Court**

David Kaye, "Who's Afraid of the International Criminal Court?" *Foreign Affairs* (May/June 2011).

Kenneth Roth, "Africa Attacks the International Criminal Court," *The New York Review of Books*, February 6, 2014.

Interview with Fatou Bensouda, "The International Criminal Court on Trial: A Conversation with Fatou Bensouda," *Foreign Affairs* (January/February 2017).

April 26:**International Environmental Issues**

Garrett Hardin, "The Tragedy of the Commons," in Mingst & Snyder, pp. 638-648.

Scott Barrett, "Why Have Climate Negotiations Proved So Disappointing?" in Mingst & Snyder, pp. 649-659.

Jessica F. Green, "What's Next for the Paris Agreement," *The Washington Post: Monkey Cage Blog*, 6 November 2017.

WEEK 16**May 1:****Nuclear Proliferation**

Scott D. Sagan, "The Korean Missile Crisis: Why Deterrence Is Still the Best Option," *Foreign Affairs* (November/December 2017).

Kenneth N. Waltz, "Why Iran Should Get the Bomb: Nuclear Balancing Would Mean Stability," in Mingst & Snyder, pp. 398-401.

Additional reading on North Korea, TBA.

May 3:**The Future of International Politics**

No assigned readings.

****Take-home final exam will be posted on Moodle after class on Thursday, May 3****

WEDNESDAY, MAY 9:**TAKE-HOME FINAL EXAM DUE**