



INRL 180: INTRODUCTION TO INTERNATIONAL RELATIONS

Dr. Vikash Yadav
Fall 2022

Sections: 01 MWF 9:50 to 10:50 am
02 MWF 1:20 to 2:20 pm
Room: TBA
Office: 310 Trinity Hall
Hours: Mon. 2:30 – 4:30 pm & by appt. on Zoom

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LMS: <https://canvas.hws.edu/>
Zoom: <https://hws.zoom.us/my/vv2020>

COURSE DESCRIPTION

As the world order created by the United States comes to a close and the center of power shifts from the North Atlantic to the Indo-Pacific, a new, multiplex world order is unfolding. The world order shapes our identity and security, as well as opportunities for employment, prosperity, and justice. This course aims to help you decipher emerging trends, persistent obstacles, and current events by equipping you with concepts, theories, and historical/cultural knowledge to assess critically a rapidly transforming world order.

This course assumes no prior background in the study of global politics, although students should have the ability to read scholarly chapters for their argument (i.e., thesis), note down and look up definitions of new concepts, and outline the evidence presented to support the argument. **The reading load is heavy.** Students will be expected to read approximately 50-60 pages per session and come to class with either prepared notes or marked up copies of the text. We will discuss strategies to help you stay abreast of the readings, but please be forewarned that you will need to exercise self-discipline and devote some time most days to working on the class assignments.

This course is designed to challenge students and bring them quickly up to speed on a range of concepts, events, issues, and theoretical debates in the field of international relations. The course is organized to explore each of the four thematic concentrations of the major in International Relations. The first three fourths of the course will cover major overarching theories in the areas of security and political economy as well as the history of the discipline from its margins. The final quarter will focus on a case study of the politics of global climate change and geopolitical resource competition. The course counts as a required gateway course in International Relations; the course is also cross-listed with Asian Studies, Entrepreneurial Studies, Peace Studies, and Political Science. The course partially fulfills goals 6, 7, and 8 in the Colleges' curriculum.

LEARNING OBJECTIVES

1. Enhance college-level reading comprehension
2. Enhance preparation for active and informed classroom participation.
3. Enhance critical thinking and argumentation skills.
4. Enhance college-level formal writing skills.
5. Understand the historical underpinning, political contexts, economic mechanics in which the discipline of international relations developed both in the core and periphery;
6. Identify the tensions between major theoretical traditions in international relations;
7. Apply contending theoretical perspectives to contemporary issues and problems in international relations.

COURSE FORMAT

10%	Reading Comprehension Quizzes (Top 5 of 10)	25%	Midterm Exam I
10%	Participation Self Assessments (2)	25%	Midterm Exam II
10%	Short Analytical Paper	20%	Final Exam

ATTENDANCE AND PARTICIPATION

Thoughtful participation is the lifeblood of the learning process. Students are required to come to each and every class prepared to discuss the assigned readings and current events in an intelligent and critical manner. Students who do not participate voluntarily may be called upon to participate. Students are judged on the quality of their participation. High quality participation reflects a careful reading of the assigned text and constructive deployment of ideas from the course and one's peers.

Students will complete a mid-semester and final participation self-evaluation on Canvas. Therefore, students should take notes on their questions during each class session so they can fill out the self-evaluations more accurately. Each student's self-assessment will inform their participation grade as well as the professor's personal assessment of the quality of active participation.

Laptop use is permitted in the classroom to take quizzes, notes, and refer to digital copies of the readings. I will ask students to put away their laptops for certain segments of the class. Students abusing the privilege of being allowed to have a laptop in class will be given a warning on the first instance. After the first warning, the student will be asked to leave the class. Mobile phones should be switched off and placed out of sight in class.

COVID-19 ACCOMODATIONS

Due to the ongoing COVID-19 pandemic, there will not be any formal attendance requirement this term. Students who are exhibiting any symptoms are urged not to attend class. Class sessions will not be recorded or broadcast live unless the majority of the class is in quarantine; students should request notes from a trusted classmate. Students who do not want their absence to impact their participation grade adversely may submit a two-page critical analysis of the reading within two weeks of their absence.

QUIZZES

READING COMPREHENSION QUIZZES

Student will take (unannounced) reading comprehension quizzes at the start of the class session. Students who arrive late to class or are absent will fail the quiz (the lowest five scores will be dropped automatically). There are usually only two questions in a multiple-choice format. The questions aim to see if you understood the author's thesis, main concepts, and if you completed the reading.

REQUIRED TEXTS

Please purchase copies of the following texts from the bookstore. Students are strongly encouraged to purchase physical copies of the texts whenever possible and to mark up their texts as they read. For students who are unable to afford to purchase one or more of the books, a copy of each text has also been ordered and placed on reserve at the library desk. If you read the books in the library, please come to the class session with extensive notes (indicating page numbers where possible).

- Amitav Acharya and Barry Buzan, *The Making of Global International Relations*, (Cambridge, UK: Cambridge University Press, 2019). ISBN: 978-1108727112.
- G. John Ikenberry, *A World Safe for Democracy: Liberal Internationalism and the Crises of Global Order*, (New Haven, CT: Yale University Press, 2020). ISBN: 978-0300230987.
- John J. Mearsheimer, *The Great Delusion: Liberal Dreams and International Realities*, (New Haven, CT: Yale University Press, 2019). ISBN: 978-0300248562.
- Peter Boettke, *The Struggle for a Better World*, (Arlington, VA: Mercatus Center at George Mason University, 2021). ISBN: 978-1942951872.
- Branko Milanovic, *Capitalism, Alone: The Future of the System that Rules the World*, (Belknap Press, 2019). ISBN: 978-0674987593.
- Daniel Yergin, *The New Map: Energy, Climate, and the Clash of Nations* (New York, NY: Penguin Books, 2021). ISBN: 978-0143111153.
- Daniel S. Cohan, *Confronting Climate Gridlock: How Diplomacy, Technology, and Policy Can Unlock a Clean Energy Future* (New Haven, CT: Yale University Press, 2022). ISBN: 978-0300251678.
- Danny Cullenward and David G. Victor, *Making Climate Policy Work*, (Medford, MA: Polity Press, 2021). ISBN: 978-1509541805.

HONOR

Students are expected to adhere to the HWS Principles of Academic Integrity at all times. If students are aware of a violation of the Principles, they must report the violation to the professor directly. Violations of the Principles may result in failure of the assignment or failure of the class, depending on the severity of the infraction.

CTL & DISABILITY STATEMENT

At Hobart and William Smith Colleges, we encourage you to learn collaboratively and to seek the resources that will enable you to succeed. The Center for Teaching and Learning (CTL) is one of those resources: CTL programs and staff help you engage with your learning, accomplish the tasks before you, enhance your thinking and skills, and empower you to do your best. Resources at CTL are many: Teaching Fellows provide content support, Study Mentors help you manage your time and responsibilities, Writing Fellows help you think well on paper, and professional staff help you assess academic needs.

I encourage you to explore these and other CTL resources designed to encourage your very best work. You can visit the CTL office on the 2nd floor of the library to discuss options with the staff, or visit the CTL website. The CTL resource(s) of most use for this class include the IR Teaching Fellows.

IR TEACHING FELLOWS

CTL works with the International Relations Program to offer one resource that will be essential to your learning in this course, the IR Teaching Fellows. The Teaching Fellows are accomplished IR majors and minors who assist other students. They hold regular study hours (see below). To get the most out of this resource, I recommend that all students in this course begin attending the Teaching Fellow hours next week and attend once or twice weekly (to study, to ask questions) throughout the semester.

The IR Teaching Fellows this semester are Kate Equinozzi and Anna McBride. Their sessions are both in-person and on Zoom at the following times:

Sunday:

Monday:

Wednesday:

Thursday:

All meetings are on a drop-in basis, but students still need to register using Study Hub.

<https://campus.hws.edu/StudyHub/Appointments/Account/Login>

Note: Students who attend a Teaching Fellow session will receive **1 extra credit point per session** to be applied to their quiz grade.

DISABILITY SYLLABUS STATEMENT

Disability Accommodations: If you are a student with a disability for which you may need accommodations, you should self-identify, provide appropriate documentation of your disability, and register for services with Disability Services at the Center for Teaching and Learning (CTL). The professor cannot provide disability related accommodations and services generally until the registration and documentation process is complete. The guidelines for documenting disabilities are at the following website:

http://www.hws.edu/academics/ctl/disability_services.aspx. After you have completed this process please bring your letters to office hours so we can discuss how best to meet your needs in this specific course. Please direct questions about this process or Disability Services at HWS to Christen Davis, Coordinator of Disability Services, at ctl@hws.edu or x 3351.

I. Global Security & Diplomacy**a. Structural Realism**

- i. John J. Mearsheimer, *The Great Delusion: Liberal Dreams and International Realities*, (New Haven, CT: Yale University Press, 2019).

Session 1 (8/22): 45-81 (Chapter 3).
 Session 2 (8/24): 82-119 (Chapter 4).
 Session 3 (8/26): 120-151 (Chapter 5).
 Session 4 (8/29): 152-187 (Chapter 6).
 Session 5 (8/31): 188-216 (Chapter 7).
 Session 6 (9/2): 217-234 (Chapter 8).

b. Liberal Internationalism

- i. G. John Ikenberry, *A World Safe for Democracy: Liberal Internationalism and the Crises of Global Order*, (New Haven, CT: Yale University Press, 2020).

Session 1 (9/5): 100-140 (Chapter 4).
 Session 2 (9/7): 141-176 (Chapter 5).
 Session 3 (9/9): 177-211 (Chapters 6); **Short Analytical Paper (Distributed in Class)**
 Session 4 (9/12): 212-254 (Chapters 7).
 Session 5 (9/14): 255-285 (Chapter 8).
 Session 6 (9/16): 286-312 (Chapter 9); **Short Analytical Paper (Due @ 11:59 pm)**

II. Politics, Culture, and Identity

- i. Amitav Acharya and Barry Buzan, *The Making of Global International Relations*, (Cambridge, UK: Cambridge University Press, 2019).

Session 1 (9/19): 1-7, 67-81 (Introduction, Chapter 3).
 Session 2 (9/21): 82-111 (Chapter 4).
 Session 3 (9/23): 112-137 (Chapter 5).
 Session 4 (9/26): 138-178 (Chapter 6).
 Session 5 (9/28): 179-217 (Chapter 7).
 Session 6 (9/30): 218-260 (Chapter 8); **Midterm I (Take Home Essay – Distributed in Class) ;
 Participation Self-Assessment I (Due @ 11:59 pm).**

III. Political Economy & Development**a. The New Liberalism**

- i. Peter Boettke, *The Struggle for a Better World*, (Arlington, VA: Mercatus Center at George Mason University, 2021).

Session 1 (10/3): 1-72 (Chapters: Introduction, 1-2);
 Session 2 (10/5): 73-130 (Chapters 3-6).
 Session 3 (10/7): 131-192 (Chapters 7-10); **Midterm I (Due @ 11:59 pm).**
 Session 4 (10/8 – Fall Break): n/a
 Session 5 (10/12): 193-244 (Chapters 11-13).
 Session 6 (10/14): 245-288 (Chapters 14-16).
 Session 7 (10/17): 289-308 (Conclusion).

b. Political Capitalism

- i. Branko Milanovic, *Capitalism, Alone: The Future of the System That Rules the World*, (Cambridge, MA: Harvard University Press, 2019).

Session 1 (10/19): 1-66 (Chapters 1-2).
 Session 2 (10/21): 67-128 (Chapter 3).
 Session 3 (10/24): 129-175 (Chapter 4).
 Session 4 (10/26): 176-220 (Chapter 5).
 Session 5 (10/28): **Midterm II (In-class)**

IV. Transnational Issues & Cooperation**a. Energy Geopolitics**

- i. Daniel Yergin, *The New Map: Energy, Climate, and the Clash of Nations* (New York, NY: Penguin Books, 2021).
 Session 1 (10/31): 3-68 (America's New Map).

Session 2 (11/2): 69-128 (Russia's Map).
Session 3 (11/4): 129-192 (China's Map).
Session 4 (11/7): 193-326 (Maps of the Middle East).
Session 5 (11/9): 327-376 (Roadmap).
Session 6 (11/11): 377-451 (Climate Map).

b. Climate Crisis

- i. Daniel S. Cohan, *Confronting Climate Gridlock: How Diplomacy, Technology, and Policy Can Unlock a Clean Energy Future* (New Haven, CT: Yale University Press, 2022).

Session 1 (11/14): 1-56 (Chapters 1-3).
Session 2 (11/16): 57-102 (Chapters 4-5).
Session 3 (11/18): 103-166 (Chapters 6-8).

- ii. Danny Cullenward and David G. Victor, *Making Climate Policy Work*, (Medford, MA: Polity Press, 2021).

Session 1 (11/21): 1-69 (Chapters 1-3).
[Thanksgiving Break]
Session 2 (11/28): 70-118 (Chapters 4-6).
Session 3 (11/30): 119-184 (Chapters 7-9).

Session 4 (12/2): Review Session; **Participation Self-Assessment II (Due @ 11:59 pm)**
Session 5 (TBA): **Final Exam – Section 01: (12/7/22) Wednesday @ 7 – 10 pm**
Final Exam – Section 02: (12/6/22) Tuesday @ 1:30 – 4:30 pm