

# PS 1300: Global Politics

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Office Hours: After class or by appointment

Office: Derby Hall 3046

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Class Hours: Mon/Wed/Fr 12:45-14:05

Class Room: Zoom, *synchronous* online

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*Disclaimer: Details may still be adjusted but little is expected to change in terms of class structure or workload.*

## Course Description

This course introduces students to the study of global politics through the lens of International Relations (IR), a sub-discipline of Political Science. As an academic field, IR focuses on the interactions of political actors across nations. In addition to politics, we draw from various fields of human knowledge – i.e. economics, psychology, game theory – to answer the important questions that drive world events: What are the causes of war? How do domestic interest groups influence foreign policy? Do democracies behave differently than authoritarian regimes? Why do states seek nuclear weapons? What can be done to prevent their success? Can democracy yield peace? Is the rise of China a threat? Should we fear a nuclear North Korea? Do norms matter and if so, how? What is the role of gender in international politics?

## Learning Outcomes

In this course students will learn about the study of international relations and foreign policy and will acquire a knowledge base for taking more advanced courses in these areas. More specific expected learning outcomes include:

- understanding basic concepts and scholarly debates in the fields of IR and foreign policy
- gaining knowledge of the key actors, institutions and processes of global politics
- becoming a more informed citizen regarding important international political challenges and issues, both contemporary and historical

The course fulfills the following GE requirements:<sup>1</sup>

- Social Science, Human, Natural, and Economic Resources: The goal of courses in this category is to help you learn about the systematic study of human behavior and cognition, of the structure of human societies, cultures, and institutions; and of the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

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<sup>1</sup>An extensive version of these expected learning outcomes is available at the end of this syllabus.

- Diversity, Global Studies: The goal of courses in this category is to foster an understanding of the pluralistic nature of institutions, society, and culture across the world in order to help you become an educated, productive, and principled citizen.

## Required Readings

No textbook is required for this class.

## Course Requirements

### Participation

Students are expected to attend all class sessions and be prepared to participate. This includes reading the assigned articles and also following current events in world politics. Some classes will start with a discussion of current affairs where students may be asked to briefly introduce and discuss a recent event of interest. Alternatively, a short written memo (no more than 1-2 pages) – summarizing the event, its significance, and what theory could help make sense of it – can be submitted by email the day before class. Note that this is not an alternative to attending class as lectures will cover more ground than the readings.

### Exams

Each part of the course will be followed by an exam meant to test students' understanding. Any material covered in class or in the readings is fair game and might be present. Accordingly, receiving a good grade in this course requires students to both attend class and do the readings.

### Online Readings

The Online Readings component will be assessed using the Perusall platform where students are expected to create a (free) account and actively participate in discussions regarding weekly readings. More information will be made available during the first session of class. Note that the use of this platform is experimental. *If, and only if*, this trial is deemed a failure by Exam I, this graded component will be assessed using 5 short online quizzes made available on Carmen and due before the day of Exam II (11:59pm the evening before).

### Grade Weight

- 30% Exam I
- 30% Exam II
- 15% Participation and simulation
- 25% Online Readings

The final grade can be calculated using the following equation:

$$\text{Grade} = \text{Exam I} + \text{Exam II} + \text{Participation} + \text{Online Readings} + \text{Extra Credits}$$

Students have the opportunity to earn extra credits for this course by writing an extra memo (up to 3%). For this, the student must choose an academic article discussing international politics, summarize its argument and critically evaluate it. This memo should be no longer than two pages and discuss an article pre-approved by the instructor that is not present in the syllabus.<sup>2</sup>

<sup>2</sup>It is advised that such article should be drawn from one of these journals: *International Organization*, *International Security*, or *American Political Science Review*.

Additionally, the department may offer students opportunities for supplementary extra credits (on top of the aforementioned 3%) towards the end of the semester.

The final grade will be assigned using the following rubric:

- A: 93-100; A-: 90-92.99
- B+: 87-89.99; B: 83-86.99; B-: 80-82.99
- C+: 77-79.99; C: 73-76.99; C-: 70-72.99
- D+: 67-69.99; D: 60-66.99
- E: 0-59.99

## **Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

## **Disabilities Policy**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

## Reading List

*Specific topics and readings may be fine-tuned during the semester. Students will be given advance notice if this is the case.*

### **Introduction or What is International Politics? (5 and 8 March)**

Keohane, Robert O. (2009). "Political Science as a Vocation". In: *PS: Political Science and Politics* 42.2, pp. 359–363.

### **Topic 1: International Bargaining (10 and 12 March)**

Jervis, Robert (1978). "Cooperation Under the Security Dilemma". In: *World Politics* 30.2, pp. 167–214.

### **Topic 2: Domestic Politics (15 and 17 March)**

Watch [Crash Course World History: Democracy, Authoritarian Capitalism, and China](#).

Putnam, Robert D (1988). "Diplomacy and domestic politics: the logic of two-level games". In: *International organization* 42.3, pp. 427–460.

### **Topic 3: Public Opinion (19 March)**

Tomz, Michael, Jessica L. P. Weeks, and Keren Yarhi-milo (2020). "Public Opinion and Decisions About Military Force in Democracies". In: *International Organization* 74.1, pp. 119–143.

### **Topic 4: Nuclear Weapons (22 and 24 March)**

Byman, Daniel and Jennifer Lind (2010). "Pyongyang's Survival Strategy: Tools of Authoritarian Control in North Korea". In: *International Security* 35.1, pp. 44–74.

### **Topic 5: International Conflicts and Alliances (26 and 29 March)**

Watch [Crash Course World History: Who Started World War I](#).

Mattes, Michaela (2012). "Democratic Reliability, Precommitment of Successor Governments, and the Choice of Alliance Commitment". In: *International Organization* 66.1, p. 153172.

### **Exam Part I (2 and 5 April)**

*Day 1: discussion and review session; Day 2: online exam.*

### **Topic 6: International Cooperation (7 and 9 April)**

Watch [Crash Course Economics: Imports, Exports, and Exchange Rates](#).

Zedillo, Ernesto and Tidjane Thiam (2006). *Meeting Global Challenges: International Cooperation in the National Interest on Global Public Goods*. Stockholm, Sweden: International Task Force on Global Public Goods.

- Chapters 1, 2, 9

### **Topic 7: International Orders (12 and 14 April)**

Mattern, Janice Bially and Ayse Zarakol (2016). "Hierarchies in World Politics". In: *International Organization* 70.3, pp. 623–654.

**Topic 8: International Norms (16 April)**

Finnemore, M. and K. Sikkink (1998). "International norm dynamics and political change". In: *International Organization* 52.4.

**Topic 9: Gender and International Politics (19 April)**

Naurin, Daniel, Elin Naurin, and Amy Alexander (2019). "Gender Stereotyping and Chivalry in International Negotiations: A Survey Experiment in the Council of the European Union (vol 73, pg 469, 2019)". In: *International Organization* 73.4, pp. 927–927.

**Exam Part II (21 and 23 of April)**

*Day 1: review and discussion session; Day 2: exam.*

## **General Education Expected Learning Outcomes**

### **Social Science: Human, Natural, and Economic Resources**

**Goals:** Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

#### **Expected Learning Outcomes:**

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

### **Diversity: Global Studies**

**Goals:** Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

#### **Expected Learning Outcomes:**

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.