

## POSC 1020 | INTRODUCTION TO INTERNATIONAL RELATIONS

Section 8

Tue-Thu 12:30-1:45 pm, Daniel Hall 209

**Instructor:** Alex Honeker

**Email:** [jhoneyke@clermson.edu](mailto:jhoneke@clermson.edu)

**Office:** 114A Poole Agricultural Center

**Office Hours:** Tue/Thu 2:00-3:00 pm, and by appointment

### COURSE DESCRIPTION AND GOALS

The goal of this course is to provide an overview of both theory and practice in contemporary global politics. The course focuses on the actors and institutions of the international system, the attitudes and behaviors of elites and the mass public on foreign policy, and the main contemporary policy debates in foreign affairs.

After an introduction of the main theoretical approaches to the study of international relations, the course will focus on three main sections: 1) **conflict and war**, 2) **international political economy**, and 3) **international law and human rights**. Finally, at the end of the semester we will conclude with a discussion of contemporary challenges to the liberal international order. In **Section 1**, we will answer questions like: What are the causes of war? What is the difference between interstate wars and civil wars? What are the causes of terrorism? What is the difference between "hard power" and "soft power"? What is the purpose of defense alliances like NATO? Do democracy and trade prevent war?

In **Section 2**, we will focus on the relation between international politics and economics and explore questions like: What is globalization? What are the benefits of free trade? Why do governments impose protectionist trade barriers such as tariffs and quotas? Who benefits with protectionism (and who pays for it)? What is the relationship between globalization, economic growth, and poverty? Has globalization increased inequality? What are the incentives for companies to become multinational corporations (MNCs)? Why do some people have negative opinions of MNCs? Why do some countries impose controls on the free movement of capital?

Finally, in **Section 3**, we will explore questions like: Why do sovereign states follow international law and cede sovereignty to international organizations? What are

the consequences of violating international law? How can states stop violations of human rights abroad? Should the principle of "non-interference" trump the prevention of human rights violations? How are countries cooperating globally to address climate change? At the end of the semester, we will explore the contemporary challenges to the liberal international order and answer questions like: What explains the rise of populism? Why is there a backlash against globalization? What are the consequences of isolationism and protectionism for global security and economic growth? Has the rise of populism and isolationism reshaped U.S. foreign policy priorities?

## **LEARNING OBJECTIVES**

By the end of this course, students will be able to:

- Identify the main actors and institutions in the international system.
- Compare and contrast the main theoretical approaches to the study of international relations.
- Identify the causes of conflict and cooperation in global politics.
- Understand the main characteristics of the liberal international order, its predecessors, and current challengers.
- Critically evaluate competing arguments in the current debate over globalization.

## **COURSE PREREQUISITES**

This course does not require any previous knowledge on the subject.

## **REQUIRED MATERIALS**

- We will use the following textbook:
  - Frieden, Jeffrey A., Lake, David A., and Schultz, Kenneth A. (2022). **World Politics: Interests, Interactions, Institutions**. Fifth Edition. W.W. Norton & Company. [Denoted as Textbook].
- All other readings and materials will be posted by the instructor on **Canvas**, as specified in the class schedule below. Assigned readings should be done **before** the respective week.

## GRADING SCALE

Letter grades will be determined in the following way:

|   |          |   |         |   |         |   |         |   |     |
|---|----------|---|---------|---|---------|---|---------|---|-----|
| A | = 90-100 | B | = 80-89 | C | = 70-79 | D | = 60-69 | F | <60 |
|---|----------|---|---------|---|---------|---|---------|---|-----|

## EVALUATION CRITERIA

Your grade will consist of the following components:

1. Participation **15%**
2. Case Study Presentation **25%**
3. Case Study Report **25%**
4. Midterm Exam **15%**
5. Final Exam **20%**

1. **Participation.** Your participation grade will be based on your engagement in class discussions and activities. Specifically, you are expected to read the assigned readings before each week so you can actively participate in class and participate in the surveys and other activities we do in class or as homework. I may ask you to complete some surveys before class to use for specific activities. Failure to complete these surveys and quizzes will affect your participation grade. Participation will contribute 15% towards your final grade.
2. **Case Study Presentation.** You will choose one foreign policy case from a series of case studies provided by the instructor and prepare and deliver a presentation in front of the class where you simulate a policy briefing to a policymaker. In the presentation, you will explain the background of the case, the different actors (countries, international institutions, political parties, interest groups, social groups) involved in the case, delineate the different policy alternatives, and recommend a course of action to a hypothetical policymaker based on your analysis of the most favorable course of action. A more detailed description of this assignment along with a grading rubric will be provided on Canvas. See class schedule below for due date. The case study presentation will contribute 25% towards your final grade. For this assignment, you can work in groups of 2 or individually.
3. **Case Study Report.** Following your case study presentation above, you will prepare a policy report putting in writing the elements of your presentation above and incorporating the feedback received during your class presentation. The audience of the report is a hypothetical policymaker you are advising on the policy discussed

in the case study you chose. The report should clearly address the policy alternatives and the course of action you propose to follow, along with potential implications. The report should be around 3-4 pages long. A more detailed description of this assignment along with a grading rubric will be provided on Canvas. See class schedule below for due date. The case study report will contribute 25% towards your final grade. For this assignment, you can work in groups of 2 or individually.

**Note on plagiarism:** Canvas uses software to identify plagiarism or the use of AI for writing. Please be aware that plagiarizing your report or using AI to write it will result in a **0 grade.**"

4. **Midterm Exam.** There will be a midterm exam covering the content from the first half of the semester. The exam will consist of multiple-choice, short-response, and/or fill-in-the-blank questions. The midterm exam will contribute 15% towards your final grade. See date in the schedule below.
5. **Final Exam.** There will be a comprehensive final exam covering the content from the entire semester. The exam will consist of multiple-choice, short-response, and/or fill-in-the-blank questions. The final exam will contribute 20% towards your final grade. See date in the schedule below.

## **GRADING POLICIES**

I do not round up grades. Regrade requests must be made within three days after your graded assignment has been returned and must be submitted with a written statement of at least 150 words via email. This statement should explain why you think the grade should be changed. Remember that, after re-evaluating your work, your grade may remain unchanged or be adjusted in either direction. There will be no grade changes after the final exam.

## **LATE ASSIGNMENTS**

Late assignments will be penalized with a 5% reduction in the grade per day unless you provide a documented medical excuse.

## **ATTENDANCE POLICY**

Students are expected to attend class and complete all assignments.

## **CLASSROOM CONDUCT**

Students are expected to attend class on time and to actively engage in class discussions and activities. Additionally, students are expected not to engage on any behavior that

may disrupt the learning process. Students are encouraged to actively participate in class discussions in an environment of free and open intellectual exchange and mutual respect. Any kind of disrespect towards another individual will not be tolerated.

### **ACADEMIC INTEGRITY**

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

All infractions of academic dishonesty by undergraduates must be reported to Undergraduate Learning for resolution through that office. In cases of plagiarism instructors may use the Plagiarism Resolution Form.

Plagiarism, which includes the intentional or unintentional copying of language, structure, or ideas of another and attributing the work to one's own efforts. Graded works generated by artificial intelligence or ghostwritten (either paid or free) are expressly forbidden.

See the Undergraduate Academic Integrity Policy website for additional information and the current catalog ("Academic Regulations" section) for the policy. Send questions to [UGSintegrity@clemson.edu](mailto:UGSintegrity@clemson.edu).

### **ACCESSIBILITY**

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities. Students who experience a barrier to full access to this class should let the instructor know and are encouraged to request accommodations through SAS (Student Accessibility Services) as soon as possible. To request accommodations through SAS, please see this [link](#). You can also reach out to SAS with questions by calling 864-656-6848, email [CUSAS@clemson.edu](mailto:CUSAS@clemson.edu) or visiting SAS at the ASC Suite 239. Contact the office for the most updated drop-in schedule if you would prefer not to schedule an appointment.

### **THE CLEMSON UNIVERSITY TITLE IX STATEMENT REGARDING NON-DISCRIMINATION**

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy or related conditions (including pregnancy, childbirth, termination of

pregnancy, lactation, recovery from the foregoing, or medical conditions related to the foregoing), national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sex discrimination (including sex-based harassment and sexual violence) as mandated by Title IX of the Education Amendments of 1972. This Title IX policy is located on the Access Compliance and Education website. Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Assistant Vice President of Equity Compliance. Her office is located at 223 Brackett Hall, 864-656-3181 and her email address is [alesias@clemson.edu](mailto:alesias@clemson.edu). Remember, email is not a fully secured method of communication and should not be used to discuss Title IX issues.

*Clemson University aspires to create a diverse community that welcomes people of different races, cultures, ages, genders, sexual orientation, religions, socioeconomic levels, political perspectives, abilities, opinions, values and experiences.*

## **EMERGENCY PREPARATION**

Emergency procedures have been posted in all buildings and on all elevators. Students should be reminded to review these procedures for their own safety. All students and employees should be familiar with guidelines from [Clemson University Public Safety](#).

Clemson University is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of the community, we encourage you to take the following actions to be better prepared in case of an emergency:

1. Familiarize yourself with all possible exits, safer locations, and other key information on the emergency evacuation maps in this building, and those that you visit regularly.
2. Make a plan for how you would Run, Hide, and Fight in case of an active threat in this building, and those that you visit regularly. For example:
  - (a) Run – what are all the possible exits in this building, and the routes to them?
  - (b) Hide – what are the potential hiding locations in this room and building that are out of sight of doors and windows, how do you lock the door(s), how would you barricade the door(s) and windows, where do you turn off the lights?
  - (c) Fight – What tools are available in this room and building, should you have to fight?
3. Ensure you are signed up for emergency alerts. Alerts are only sent when there is a potential threat to safety, a major disruption to campus services, and once-monthly tests.
4. Download the [Rave Guardian](#) app to your phone.

5. Learn what you can do to prepare yourself for the hazards that affect our locations (<http://www.clemson.edu/cusafety/EmergencyManagement/>).

## COURSE SCHEDULE

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### Week 1 | Aug 22

- **Topics:** Course introduction
  - **Textbook:** Introduction
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### Week 2 | Aug 27-29

- **Topics:** Theories of International Relations.
  - **Mandatory Readings:**
    1. Gates, Robert M. (2023). "The Dysfunctional Superpower: Can a Divided America Deter China and Russia?" *Foreign Affairs*, 102:6.
  - **Textbook:** Chapter 1
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### Week 3 | Sep 3-5

- **Topics:** International actors, cooperation, and bargaining.
  - **Textbook:** Chapter 2
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### Week 4 | Sep 10-12

- **Topics:** Why are there wars?
  - **Mandatory Readings:**
    1. Gartzke, Erik. (2007). "The Capitalist Peace". *American Journal of Political Science*, 51(1), 166–191.
  - **Textbook:** Chapter 3
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### Week 5 | Sep 17-19

- **Topics:** Domestic politics, public opinion, and war.

- **Mandatory Readings:**

1. Herrmann, Richard K., Philip E. Tetlock, and Penny S. Visser. (1999). "Mass Public Decisions to Go to War: A Cognitive-Interactionist Framework." *American Political Science Review*, 93:3, 553-573.

- **Textbook:** Chapter 4

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### Week 6 | Sep 24-26

- **Topics:** International institutions and alliances.

- **Mandatory Readings:**

1. Stoltenberg, Jens. (2024). "What NATO Means to the World." *Foreign Affairs*.

- **Textbook:** Chapter 5

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### Week 7 | Oct 1-3

- **Topics:** Non-state actors, civil war, and terrorism.

- **Mandatory Readings:**

1. Python A. et al. (2021). "Predicting non-state terrorism worldwide." *Science Advances*, 30:7.

- **Textbook:** Chapter 6

- **Midterm Exam on Thursday, Oct 3**

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### Week 8 | Oct 8-10

- **Topics:** International trade: Openness vs. protectionism.

- **Mandatory Readings:**

1. Ehrlich, Sean D., and Christopher Gahagan. (2023). "The Multisided Threat to Free Trade: Protectionism and Fair Trade During Increasing Populism." *Politics and Governance*, 11:1.

- **Textbook:** Chapter 7

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### Week 9 | Oct 17 (Fall Break Oct 14-15)

- **Topics:** International finance, foreign investment, and multinational corporations.
  - **Mandatory Readings:**
    1. Janz, N., Johnston, N., & Mahdavi, P. (2022). "Expropriation and human rights: Does the seizure of FDI signal wider repression?" *The Review of International Organizations*, 17, 847–875.
  - **Textbook:** Chapter 8
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### Week 10 | Oct 22-24

- **Topics:** International monetary relations, exchange rates, and monetary regimes.
  - **Mandatory Readings:**
    1. *The Economist*. (2023). "“Greedflation” is a nonsense idea.”
  - **Textbook:** Chapter 9
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### Week 11 | Oct 29-31

- **Topics:** World poverty and development.
  - **Mandatory Readings:**
    1. Wright, W. (2020). "How trade openness can help to ‘deliver the poor and needy.’" *Economic Affairs*, 40, 100–107.
  - **Textbook:** Chapter 10
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### Week 12 | Nov 7 (Election Day - Nov 5 - No class)

- **Topics:** International law and norms.
  - **Mandatory Readings:**
    1. Hathaway, Oona A. (2023). "How Russia’s invasion of Ukraine tested the international legal order." *Brookings*.
  - **Textbook:** Chapter 11
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### Week 13 | Nov 12-14

- **Topics:** Human Rights.

- **Mandatory Readings:**

1. Dancy, G., and Feriss, C. (2023). "The Global Resonance of Human Rights: What Google Trends Can Tell Us." *American Political Science Review*, 1-22.

- **Textbook:** Chapter 12

- **Case Study Presentations in class**

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**Week 14 | Nov 19-21**

- **Topics:** Global environment and climate change.

- **Mandatory Readings:**

1. Colgan, Jeff D. (2021). "Climate Change, Grand Strategy, and International Order." *Wilson Center*.

- **Textbook:** Chapter 13

- **Case Study Presentations in class**

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**Week 15 | Nov 26 (Thanksgiving Holiday - Nov 27-29)**

- **Topics:** Challenges to the liberal international order: Isolationism, protectionism, and populism.

- **Mandatory Readings:**

1. Rice, C. (2024). "The Perils of Isolationism." *Foreign Affairs*.

- **Textbook:** Chapter 14

- **Case Study Report due Nov 26**

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**Week 16 | Dec 3-5**

- **Course recap.**

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**Week 17 | Monday, Dec 9 - 3:00-5:30pm**

- **Final Exam**