

**PS 12: International Relations**  
Winter 2014  
MWF 1:00-1:50 PM  
MW Center Hall 212 and F Center 214

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## Syllabus

This course introduces students to the study of international politics. No prior background in international relations is assumed. Students will acquire the analytic tools necessary to understand and explain a variety of international phenomena including war, terrorism, globalization, environmental cooperation, and human rights practices. The debate format, explained below, is also intended to enhance oral and written communication skills.

### Readings

The required textbook for this course is Jeffrey A. Frieden, David A. Lake, Kenneth A. Schultz, *World Politics: Interests, Interactions, and Institutions*, Second Edition (New York: W.W. Norton, 2013). Denoted as FLS below. It is available for purchase at the UCSD Bookstore and at various online dealers (Amazon \$94.34, used \$62.99 and up). An Ebook version of the text can be purchased at: <http://books.wwnorton.com/books/detail-formats.aspx?ID=4294971747> (\$70.83 for downloadable version; \$35.41 for 180 day web access). Please note that the first edition, available used, is substantially different from the second edition.

The Student Studyspace through W. W. Norton is available at <http://wwnorton.com/college/polisci/worldpolitics2/welcome.aspx>. Here you will find study plans, chapter outlines, practice quizzes, and other pedagogical tools.

### Grades

Grades for this course will be based on 1) exam #1 (25%), 2) exam #2 (25%), 3) daily quizzes (20%), and 4) debate performance (30%).

Both exams will be a mix of short answer/identification and essay questions. All students must bring their own “blue books” and take the midterm and final exams at the scheduled times. Please note that exam #2 is scheduled on the last day of the final exam period. Missed exams may be made up only after a Doctor’s note is submitted explaining why you were too ill to take the exam. Exam #1 will cover material through January 27. Exam #2 will cover material from February 3 through March 14, including all the readings covered by the debate topics.

At the beginning of each class, there will be “clicker” warm up questions on the reading assigned for that day. Note, the warm up questions will be given on the reading for each debate topic on the appropriate day, including on readings that may have already been covered during lectures but repeat for some debate topics. The three lowest daily scores

on the warm up questions will be dropped, with the remainder graded on the percentage of each day's questions that are answered correctly. During the lecture, there will also be clicker questions for discussion and to check student understanding of the material. These questions will not be graded. ***Students are required to purchase and bring their own iClickers to class every day.***

The grade for debate performance will be based on three components: 1) grade for the team, explained below (10% of course grade), 2) grade for the individual, assigned by the other members of each team (10% of course grade), and 3) grade for the individual, assigned by the instructors (Prof. Lake, Teaching Assistants, and Teaching Apprentices) (10% of course grade).

### **Course Webpage**

This syllabus and appropriate links are available on the course webpage at <https://quote.ucsd.edu/lake/teaching/ps-12/>. The slides from lecture will be available the evening before class on this page as well. It is recommended that you download the slides before each lecture to facilitate note taking. The slides are not a substitute for lecture.

### **Schedule of Topics and Readings**

January 6 (M): ***Introduction***: FLS Introduction and Chapter 1

January 8 and 10 (W & F): ***Understanding Interests, Interaction, and Institutions***: FLS Chapter 2

January 13 (M): Debate prep #1

January 15 and 17 (W & F): ***Why are there wars?***: FLS Chapter 3

January 20 (M): Martin Luther King Day (University closed), No class

January 22 (W): Debate prep #2

January 24 (F): ***Domestic Politics and War***: FLS Chapter 4

January 27 (M): ***Civil War and Terrorism***: FLS Chapter 6

January 29 (W): Exam #1

January 31 (F): Debate prep #3

February 3 (M): : ***International Trade***: FLS Chapter 7

February 5 (W): ***International Monetary Relations***: FLS Chapter 8

February 7 (F): *International Finance*: FLS Chapter 9

February 10 (M): Debate prep #4

February 12 ((W): *International Law and Norms*, FLS Chapter 11

February 14 (F): Debate prep #5

February 17 (M): President's Day (University closed), No class

February 19 (W): *The Future of International Politics*: FLS Chapter 14

February 21 (F): Debate #1

February 24 (M): Debate #2

February 26 (W): Debate #3

February 28 (F): Debate #4

March 3 (M): Debate #5

March 5 (W): Debate #6

March 7 (F): Debate #7

March 10 (M): Debate #8

March 12 (W): Debate #9

March 14 (F): Debate #10

**March 21 (F), 11:30 AM -2:29 PM: Exam #2.**

### **Debate Guidelines**

**Picking a team:** Below is the list of debate topics. Each topic will have two teams, pro and con, that will argue in the positive and negative. Students will rank order their preferred team assignments (for teams 1-20). Team assignments will be distributed on a first-come, first-serve basis. However, the instructor reserves the right to modify group assignments as needed. The order of the debates will be chosen at random and announced in week four. In other words, students cannot know when choosing topics whether they will be the first or last group of the quarter to present. Students who have a conflict with their debate date must speak to a TA as soon as possible.

**An “I” in Team:** As noted above, students will be graded on their performance as individuals as well as the performance of their team. Grades will depend on the quality of each student’s contribution as well as teams’ overall performance, determined by which side “wins” and by how much.

**Picking debate winners:** Do not choose a position on a proposition just because it is popular! The winner in each debate will be determined using pretest-posttest analysis. At the beginning of each debate, students will be asked to vote on whether they “agree”, “disagree”, or are “undecided” with respect to the proposition for the debate. After both teams have concluded their arguments, the vote will be repeated. The winner is the team which can persuade the most classmates during the debate to join its side. Put differently, it is the number of people who join a side during the debate that matters, not the overall level of support for that position. An extreme scenario to consider: if 99 percent of the student audience supports the position of a team before the debate, that team can only swing audience opinion by a maximum of one percent, making it quite hard to win. While none of the propositions chosen for debate should be so one-sided, it may be useful to consider the virtues of adopting an unpopular position when making choices about team preferences. Choosing an unpopular position on a debate topic and performing well provides a good chance for success. As will be explained in class, an effective debater will also understand both the pro and con positions on any issue equally well; being on the pro or con side of any proposition does not indicate that you necessarily agree with that position, but only that you can argue most persuasively for that side.

**Format:**

Class chooses pre-debate position with clickers: Agree, Disagree, Undecided.

The order and timing of the debate will be as follows:

Team	Action	Time
Pro	Opening remarks	5
Con	Opening remarks	5
Con	Rebuttal of Pro	4
Pro	Rebuttal of Con	4
Con	Questions to Pro	1.5
Pro	Answers to questions from Con	4
Pro	Questions to Con	1.5
Con	Answers to questions from Pro	4
Pro	Closing remarks	4
Con	Closing remarks	4

- Opening remarks should explain the issue under discussion and introduce each team's arguments. Speakers should develop at least three points that are important to the team's position.
- Rebuttals should identify key issues of disagreement between the sides and begin the process of comparison and refutation.
- Questions should probe weaknesses in the other team's arguments. Answers should attempt to address these weaknesses.
- Closing remarks should summarize the arguments for the position and make any final rebuttals. This is the last chance to make the case for your team.
- Each member of the team can play only role (opener, rebutter, questioner, etc.). Every member of the team will speak.
- For each speaker, their time begins when they take the microphone.

Class chooses post-debate position with clickers: Agree, Disagree, Undecided. The winner is announced!

### **Debate Topics:**

#### **Human Rights**

The United States should participate in the International Criminal Court.  
FLS Chapter 12

#### **Environment**

The United States should unilaterally reduce its carbon emissions.  
FLS Chapter 13

#### **Development**

Developed countries have an obligation to provide aid to developing countries.  
FLS Chapter 10

#### **International Institutions**

The United States should not intervene in foreign conflicts without United Nations approval.  
FLS Chapter 5

#### **International Trade**

Free trade hurts the working class in the United States.  
FLS Chapter 7

#### **Civil Wars**

The United Nations should intervene in Syria.  
FLS Chapter 6

#### **Terrorism**

Governments should negotiate with terrorist groups to resolve differences.

FLS Chapter 6

**International Law and Norms**

The United States should promote women's rights in countries where they are not now respected.

FLS Chapters 11 and 12

**China**

China's rising power is a threat to United States.

FLS Chapter 14

**Nuclear Weapons**

Nuclear weapons make the world a safer place.

FLS Chapter 14