

Introduction to International Relations
Political Science 101 / International Relations 101
Summer 2024
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canvas.stanford.edu

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Objectives: This course introduces students to the systematic study of international relations. The course has three main goals:

- To familiarize students with major theories of international relations. The course will focus on explanations for war and peace, environmental destruction and preservation, protectionism and free trade, and capital flows between rich and poor nations.
- To evaluate theories according to logical and evidentiary standards. Students will practice thinking like social scientists, by scrutinizing the internal logic of theories and testing them rigorously with quantitative and qualitative data.
- To encourage philosophical as well as scientific analysis. People often disagree about what is morally right or wrong in international affairs. Students will join these ethical debates through class discussion and writing assignments.

Lectures: Lectures will take place in Room 200-203 on Mondays, Tuesdays, and Wednesdays, 3:00–4:15pm PDT. Lectures are essential to success in the course and will reinforce and supplement the readings. Lecture sessions will include presentations, interactive class discussions, and small-group breakout sessions.

Assignments:

- Midterm exam (20% of your grade): The midterm exam will take place in class on Wednesday, July 17 and will cover the material in Unit 1. The exam will include multiple choice and short essay questions.
- Final exam (30% of your grade): The final exam will take place on Saturday, August 17, 3:30-6:30pm PDT, and will cover all material in the course with a special emphasis on topics since the midterm. The exam will include multiple choice, short answer, and essay questions.

- Section participation and response papers (20% of your grade). You must register for one of the following weekly discussion sections.

Thursdays, 1:30-2:45pm PDT with Teresa Eun, *or*

Thursdays, 1:30-2:45pm PDT with Julia Ilhardt, *or*

Thursdays, 3:00-4:15pm PDT with Teresa Eun, *or*

Thursdays, 3:00-4:15pm PDT with Julia Ilhardt, *or*

Please register for section on Canvas, not Axess. You must attend and actively participate in discussion section each week. Be sure to read the assigned texts before section. The success of section depends on your willingness to offer insightful comments and ask probing questions that help everyone learn about international relations.

Twice during the quarter, you must submit a brief essay that analyzes the readings for the week. Writing these essays will help you think critically about the material, prepare for class, and test ideas before you incorporate them into the exams. Your TA will use the response papers as a basis for discussion in section. You will receive a check mark on these papers; if warranted, you may receive a check-minus or a check-plus. These papers will be part of your TA's assessment of your section participation.

You may write a response paper for any week when section is held. You may not submit more than one response paper for any given week, nor may you submit more than two for the course as a whole. Response papers should be short: no more than two double-spaced pages with Times Roman 12-point font and 1" margins. Papers are due on Canvas by 7pm PDT on the Wednesday before your section. Format your paper as a Microsoft Word document and send it as an attachment named after yourself, using your last name, followed by your first name, followed by the response paper number, e.g., TomzMichael1.docx for your first response paper and TomzMichael2.docx for your second response paper. Paste the text of the paper into the body of the email, as well, as insurance in case the attachment does not go through. Late response papers will not be accepted.

If you miss a section, you will receive credit as if you participated in that section if and only if: (1) you missed the section for reasons beyond your control, i.e. illness, scheduled athletic event, or family emergency; (2) you notify your TA prior to the scheduled section or demonstrate why advance notification was impossible; and (3) you write a one-page commentary on the readings for that section and submit it electronically to your TA by 3:00pm PDT on the Monday following the section you missed. The one-page commentary will count as your participation for the week but will not count as one of the two response papers you must write during the quarter.

If you must miss a section, you may attend another section for your own learning (but not for participation credit) if you obtain prior permission from your TA.

- **Data Analysis (15%):** Near the beginning of the quarter, we will conduct a public opinion survey about U.S. foreign policy. The teaching staff will post the results on the course website and ask you to analyze the data using scientific methods discussed in class. You must prepare two documents: (1) a Project Summary Form, which you can download from Canvas, and (2) a data analysis paper, which should be no more than four double-spaced pages. Both documents are due on Canvas at 3:00pm PDT on Monday, July 15. Be sure to submit the documents on time. Late submissions will be marked down at a rate of one letter grade for every 24 hours.
- **Policy Memo (15%):** Late in the term, you will collaborate with another student to write a policy memorandum for the U.S. President. Your memo will advise the president on a major problem about foreign trade, the international environment, or global finance. The memo should use theories and evidence from the class, plus material you gather from independent research, to justify your recommended course of action. Your memo should be no more than four double-spaced pages. Endnotes and references will not count against the four-page limit. The memo is due on Canvas at 3:00pm PDT on Wednesday, August 14. Be sure to turn in the memo on time. Late memos will be marked down at a rate of one letter grade for every 24 hours.

Students with Documented Disabilities:

- Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE website is oea.stanford.edu, and the phone number is (650) 723-1066.

Stanford University Honor Code

- All students are required to abide by the Stanford Honor Code, the university's statement on academic integrity. The Honor Code articulates university expectations of students and faculty in establishing and maintaining the highest standards in academic work.
- The Honor Code states: “The Honor Code is an undertaking of the Stanford academic community, individually and collectively. Its purpose is to uphold a culture of academic honesty. Students will support this culture of academic honesty by neither giving nor accepting unpermitted academic aid in any work that serves as a component of grading or evaluation, including assignments, examinations, and research. Instructors will support this culture of academic honesty by providing clear guidance, both in their course syllabi and in response to student questions, on what constitutes permitted and unpermitted aid. Instructors will also not take unusual or unreasonable precautions to prevent academic dishonesty. Students and instructors will also cultivate an environment conducive to academic integrity. While instructors alone set academic requirements, the Honor Code is a community undertaking that requires students and instructors to work together to ensure conditions that support academic integrity.”
- All students must abide by the following Stanford University policy regarding the use of Artificial Intelligence: “Absent a clear statement from a course instructor, use of or consultation with generative AI shall be treated analogously to assistance from another person. In particular, using generative AI tools to substantially complete an assignment or exam (e.g. by entering exam or assignment questions) is not permitted. Students should acknowledge the use of generative AI (other than incidental use) and default to disclosing such assistance when in doubt.”

Grades:

- This class will be graded on a curve. The distribution of grades will approximate the distribution across undergraduate social science lecture courses at Stanford: approximately 35% in the A range, 50% in the B range, and 15% below a B-.
- We hope there will be no reason to contest a grade. If you strongly feel that your grade on an assignment does not reflect the quality of your work, though, you may appeal through the following procedure: Write a memo that explains, in as much detail as possible, why you think you should have received a different grade. Give the memo to your TA, along with your graded assignment and a letter in which you formally request a re-grade. If you and your TA cannot reach agreement on your grade, your TA will pass the materials to Professor Tomz, who will reevaluate the work and assign a new grade, which may be higher, lower, or identical to the one you originally received. This new grade will be final.

Teaching Assistants:

Terresa Eun, tjeun@stanford.edu
Julia Ilhardt, jilhardt@stanford.edu

Other Stanford Resources:

In addition to working with your teaching assistants, you may take advantage of other academic resources at Stanford. Free tutoring may be available at <https://summer.stanford.edu/courses/summer-academic-resource-center-sarc>, and writing assistance may be available through <https://undergrad.stanford.edu/tutoring-support/hume-center>.

Readings:

All readings for this course will be posted on canvas.stanford.edu.

SEQUENCE OF READINGS AND ASSIGNMENTS

UNIT 1: WAR AND PEACE

June 24: Introduction – Questions and Methods

Kenneth Hoover and Todd Donovan, *The Elements of Social Scientific Thinking*, 10th ed. (Boston: Wadsworth Cengage Learning, 2011): 11–35.

June 25: Theories about Democracy and War

Kenneth Hoover and Todd Donovan, *The Elements of Social Scientific Thinking*, 10th ed. (Boston: Wadsworth Cengage Learning, 2011): 38–46, 58–76.

Bruce Russett, “Democratic Norms and Culture?” in *Grasping the Democratic Peace* (Princeton, NJ: Princeton University Press, 1993): 30–42.

June 26: How to Evaluate Evidence

Kenneth Hoover and Todd Donovan, *The Elements of Social Scientific Thinking*, 10th ed. (Boston: Wadsworth Cengage Learning, 2011): 46–55, 78–114.

July 1: Evidence about Democracy and War

Bruce Russett, “The Fact of Democratic Peace,” in *Grasping the Democratic Peace* (Princeton, NJ: Princeton University Press, 1993): 3–23.

Henry S. Farber and Joanne Gowa, “Politics and Peace,” *International Security* 20, no. 2 (Fall 1995): 123–46.

July 2: Bargaining and War

Jeffrey A. Frieden, David A. Lake, and Kenneth A. Schultz. *World Politics: Interests, Interactions, Institutions*, 3rd ed. (New York: W.W. Norton, 2016): 96–101. The other pages are optional.

David A. Lake, “Two Cheers for Bargaining Theory: Assessing Rationalist Explanations of the Iraq War.” *International Security* 35, no. 3 (2010): 7–52.

July 3: Discussion Sections instead of lecture

Note: The university has canceled all classes on Thursday, July 4, due to the Independence Day holiday. We are, therefore, planning to hold discussion sections during our regular lecture time on Wednesday, July 3. That day, each student will attend section at 3pm in one of the following three locations: room 200-203, 200-107, or 160-127. We will announce more details about this plan as we get closer to the date of our class.

July 8: Case Study: Israeli-Palestinian Relations

Zack Beauchamp, “Everything you need to know about Israel-Palestine,” *Vox* (November 20, 2018, with updates), <https://www.vox.com/2018/11/20/18079996/israel-palestine-conflict-guide-explainer#share>. 33 pgs.

July 9: Military Alliances

Brett Ashley Leeds, “Do Alliances Deter Aggression? The Influence of Military Alliances on the Initiation of Militarized Interstate Disputes.” *American Journal of Political Science* 47, no. 3 (July 2003): 427–439.

Kenneth Schultz, “Allies Can’t Rely on America Like they Used To. And Not Just because of Trump.” *Washington Post*, 31 May 2017. 6 pgs.

July 10: Has Interstate War Become Obsolete?

John Mueller, “War Has Almost Ceased to Exist: An Assessment.” *Political Science Quarterly* 124, no. 2 (2009): 297–321.

Steven Pinker, “Violence Vanquished.” *Wall Street Journal*, 24 September 2011: 7 pgs.

Tanisha Fazal, “The Reports of War’s Demise Have Been Exaggerated.” *Washington Post*, 4 September 2014: 2 pgs.

July 15: The Ethics of War

Thucydides. “The Melian Dialogue,” In *History of the Peloponnesian War*, Book V, Chapters 84–116 (total of 6 pages).

Jim Holt, “Morality, Reduced to Arithmetic,” *New York Times* (5 August 1995): 2 pgs.

Neta C. Crawford, “Just War Theory and the U.S. Counterterror War.” *Perspectives on Politics* 1, no. 1 (March 2003): 5–25.

Vincent J. Cornell, “Jihad: Islam’s Struggle for Truth,” *Gnosis* 21 (Fall 1991): 18–24.

July 15: Data Analysis Paper due on Canvas at 3:00pm PDT.

July 16: Review Session (in class)

July 17: Midterm Exam (in class, covering Unit I only).

July 18: No discussion section this week, due to the midterm exam

UNIT 2: ENVIRONMENTAL DESTRUCTION AND PRESERVATION

July 22: The Tragedy of the Commons

Garrett Hardin, "The Tragedy of the Commons," *Science* 162, no. 3859 (1968): 1243–48.

Elinor Ostrom, "Tragedy of the Commons," in *New Palgrave Dictionary of Economics*, 2nd ed, eds. Steven Durlauf and Lawrence Blume. (Palgrave Macmillan, 2008): 4pgs.

July 23: International Environmental Agreements

Detlef Sprinz and Tapani Vaahoranta, "The Interest-Based Explanation of International Environmental Policy," *International Organization* 48, no. 1 (Winter 1994): 77–105.

Council on Foreign Relations, "The Paris Agreement" (2020).
<https://world101.cfr.org/global-era-issues/climate-change/paris-agreement>

Michael M. Bechtel and Kenneth F. Scheve, "Mass Support for Global Climate Agreements Depends on Institutional Design." *Proceedings of the National Academy Science* 110, no. 34 (2013): 13763–8.

July 24: Ethics and the Environment

John Broome, "The Ethics of Climate Change," *Scientific American* (June 2008): 97–102.

Henry Shue, "Global Environment and International Inequality," *International Affairs* 75, no. 3 (July 1999): 531–45.

Eric Posner, "When it Comes to Climate Change, Payback isn't Enough." *Washington Post* (January 8, 2016): 2 pgs.

UNIT 3: PROTECTIONISM AND FREE TRADE

July 29: The Case for Free Trade

Brad McDonald, “International Trade: Commerce among Nations,” *Finance & Development* (March 28, 2012): 4 pgs.

Alan S. Blinder, “Who Will Protect Us from Protectionism?” in *Hard Heads, Soft Hearts* (New York: Addison-Wesley, 1987): 109–135.

Arvind Panagariya, “International Trade,” *Foreign Policy* (November/December 2003): 20–28.

July 30: The Case against Free Trade

Dani Rodrik, “Trading in Illusions,” *Foreign Policy* (March/April 2001): 55–62.

Eliana Cardoso and Ann Helwege, “Import Substitution Industrialization,” in *Latin America’s Economy* (Cambridge, MA: MIT Press, 1995): 84–99.

Jim Tankersley, “How Tariffs Work, and Why China Won’t See a Bill.” *New York Times*, November 29, 2018. (3 pgs.)

July 31: Domestic Politics of Trade

Jeffrey A. Frieden, David A. Lake, and Kenneth A. Schultz, “Winners and Losers in International Trade,” in *World Politics: Interests, Interactions, Institutions*, 2nd ed. (New York: W.W. Norton, 2013): 278–281.

Alan V. Deardorff and Robert M. Stern, “What You Should Know about Globalization and the World Trade Organization,” *Review of International Economics* 10, no. 3 (2002): 409–411 only.

Kenneth F. Scheve and Matthew J. Slaughter, “A New Deal for Globalization,” *Foreign Affairs* (July/August 2007): 34–47.

August 5: International Politics and Trade

Robert Axelrod, “The Problem of Cooperation,” in *The Evolution of Cooperation* (New York: Basic Books, 1984): 3–24.

Alan V. Deardorff and Robert M. Stern, “What You Should Know about Globalization and the World Trade Organization,” *Review of International Economics* 10, no. 3 (2002): 413–422 only.

Council on Foreign Relations. *What’s Next for the WTO?* (June 14, 2021).

August 6: Ethics and Trade

Robert W. McGee, “Minimal Ethical and Legal Absolutes in Foreign Trade,” in *Business Ethics in the Global Market*, ed. Tibor R. Machan (Stanford, CA: Hoover Institution Press, 1999): 63–86.

Ethan B. Kapstein, “Does Globalization Have an Ethical Problem?” in *Ethics and International Affairs: Extent & Limits*, ed. Jean-Marc Coicaud and Daniel Warner (New York: United Nations University Press, 2001): 248–63.

Paul Krugman, “In Praise of Cheap Labor: Bad Jobs at Bad Wages are Better Than No Jobs at All,” *Slate* (March 20, 1997): 3 pgs.

Nicholas D. Kristof and Sheryl WuDunn, “Two Cheers for Sweatshops,” *New York Times* (September 24, 2000): 5 pgs.

Christopher Blattman and Stefan Dercon, “Everything We Knew about Sweatshops Was Wrong,” *New York Times* (April 27, 2017): 4 pgs.

August 7: No Lecture. Work on your policy memo.

In lieu of lecture, the instructors will hold extra office hours during our scheduled lecture time (3:00-4:15pm PDT) to answer any questions you might have about your policy memo.

UNIT 4: POVERTY AND FOREIGN AID

August 12: Aid from Governments

David Halloran Lumsdaine, *Moral Vision in International Politics: The Foreign Aid Regime, 1949–1989* (Princeton, NJ: Princeton University Press, 1993): 30–31, 39–50.

“Who Gets Aid?” *Investor’s Business Daily* 12 August 1998. 2 pgs.

Dan Banik and Nikolai Hegertun, “Why Do Nations Invest in International Aid? Ask Norway. And China.” *Washington Post* 27 October 2017. 7 pgs.

August 13: Aid from International Organizations

International Monetary Fund, “The IMF at a Glance” (March 2021). 4 pages.

James Raymond Vreeland. *The International Monetary Fund: Politics of Conditional Lending* (New York: Routledge, 2007): 37–49.

Jeffrey D. Sachs, “The Development Challenge,” *Foreign Affairs* (March/April 2005): 79–90.

William Easterly, “The Utopian Nightmare,” *Foreign Policy* (September/October 2005): 58–64.

August 14: Inequality and International Justice

Peter Singer, “Famine, Affluence, and Morality,” *Philosophy and Public Affairs* 1, no. 3 (1972): 229–43.

Garrett Hardin, “Lifeboat Ethics: The Case Against Helping the Poor,” *Psychology Today* 8, no. 4 (September 1974): 6 pgs.

Chris Armstrong, *Global Distributive Justice: An Introduction* (New York: Cambridge University Press, 2012): 47–64.

Bollyky, Thomas J, and Chad P. Bown. 2020. “The Tragedy of Vaccine Nationalism: Only Cooperation Can End the Pandemic.” *Foreign Affairs* (September-October). 15 pgs.

August 14: Policy Memo due on Canvas at 3:00pm PDT.

August 16: Final review session, 7:00-8:30pm, in 200-203.

August 17: Final Exam, 3:30-6:30pm, location TBA.