

Introduction to International Relations
Trinity College
Pols 104-01

Course Information

Tuesday/Thursday 9:25am to 10:40am
Classroom: MECC - 232

Instructor Information

Dr. Jacob Kripp
Office Hours: Tuesday 12:00-2:00 P.M. in Downes Room 104
Email: jkripp@trincoll.edu
Cell: 508-954-3735

What is this class about?

International Relations (IR) is the study of inter-state and cross-border encounters. Scholars who study domestic politics ask: what happens within a state? Scholars who study International Relations ask: how do different states interact with one another? How does the movement of people, goods, and ideas across borders shape cultural and political life? How does war between states shape global order? Can states be bound to a higher international power beyond themselves? Is it possible to govern the globe through rules that all states must follow? Some even ask whether revolution will necessarily have to be international-will transformation have to be on the scale of the world to be effective? This course introduces students to the different ways scholars of IR have tried to grapple with these questions. We will discuss whether anarchy or hierarchy is a more adequate lens to describe IR, discuss contemporary international affairs, analyze international organizations, and discuss the role of violence as a world ordering force. We will focus especially on how racism, colonialism, and gender shapes international order, both historically and in our present. International Relations asks questions at a scale that few others ask, we will do our best to try and come up with some answers together.

How is the course structured?

The course is structured in four different units. First, we examine some foundational theories of IR and ask whether anarchy or hierarchy is better starting point. We will also examine some of the racist origins of IR as a discipline and ask whether the early twentieth century origins of IR have an impact on how we study global politics today. In our second unit, we examine some of the colonial legacies of our present. We will step a bit outside of our comfort zone and examine how global politics has been theorized differently from what has come to be known as the Global South. Our third unit examines the major international organizations that govern the globe today. We will look at the United Nations, the World Bank and the International Monetary Fund, and examine how contemporary global crises have been governed through the North Atlantic Treaty Organization and the World Health Organization. We will build on the knowledge of our previous units. We will ask whether it is possible to mitigate international anarchy, if global governance is just the entrenchment of international hierarchy, and how colonial legacies shape international organizations. Our final unit brings these themes together to examine how violence shapers international order and disorder. We study borders, immigration, war, nuclear weapons, and climate change as different “case studies” of IR.

What will you learn in this class?

In addition to learning the basics of International Relations, each unit will focus on building academic skills that will carry through to your other coursework. We will

- Read academic articles and identify core arguments
- Make causal claims and critically analyze the relationship between history and politics
- Write college essays and convey complex ideas in clear and concise writing, and
- Creatively develop our own ideas through engagement with theoretical texts

What are the assignments for this class?

Participation, Check-in Quizzes, and Moodle Posts (20%)

International Relations has always been about dialogue and conversation. Participation and contribution to class discussion is therefore essential to the process of collective learning and will be graded accordingly. Informal in class writing and group work will not be graded for a letter but will contribute to your participation by its demonstration of clear reading comprehension. During the second unit of the course, I will ask you to post news articles to Moodle, which will be marked as complete or incomplete in your participation grade. We will also have four check-in quizzes throughout the course of the semester (one for each unit). These quizzes will serve as a means for both of us to get a sense of whether you are learning the material that you should be learning. These will not be graded but will instead be marked as complete or incomplete. If I find that you are struggling with a check-in quiz, I will set up a time to meet during office hours so that we can discuss reading and writing strategies. If you find that you are confused about any of the material, please feel free to come to office hours or email me to set up a time to meet.

Short Paper Assignment #1: Theoretical Dialogue Due Sunday September 24 by 11:59 p.m. (15%)

Choose either Robert Vitalis, Alexander Wendt, Laura Sjoberg, or Alexander Barder. Imagine you are writing a play between your chosen protagonist and Kenneth Waltz. Construct a short, 3-4-page, dialogue between your author and Waltz, where they try and convince Waltz that his view of international anarchy is wrong, and that their view of international anarchy or hierarchy is correct. Have Waltz respond to their interlocutor defending his position. Be sure to include what they think the stakes of this debate are with examples. As the dialogue winds down, fold your own voice into the discussion and tell Waltz and his interlocutor where you stand. Feel free to be as creative or as uncreative as you want to be in choosing the setting, and the action of your dialogue. More details for this assignment will be distributed ahead of the due date.

Short Paper Assignment #2: Contemporary Issues Due Sunday October 22 by 11:59 p.m. (20%)

Choose one contemporary article that you posted to Moodle. In a short, 500-word essay, describe how colonial history shaped the contemporary situation that the article deals with, from the perspective of one of the authors we engage in from the Global South. Think about whether the author whose perspective your taking would agree with the framing of the article. How might the problem or situation that the article examines look differently from the perspective of your author? More details for this assignment will be distributed ahead of the due date.

Short Paper Assignment #3: Governing the Globe Due Sunday November 19 by 11:59 p.m. (25%)

You have just been placed in charge of a major international organization when a (TBD) crisis hits. Issue a policy memo to your staff outlining how you plan on dealing with the crisis and what impasses you might face as you try and deal with the crisis. Be sure to include a brief outline of how your organization has historically dealt with these situations before, and how the legacies of racism, colonialism, and gendered practices of governance have shaped previous approaches. Is it possible for your organization to adequately deal with the crisis given the way its dealt with similar issues in the past? What would have to change? More details for this assignment will be distributed.

Final Exam Tuesday December 19 at 9:00 a.m. (room TBD) (20%)

A final exam will take place during the examination period (room TBD). The exam will cover subject matter primarily in the last section of the course, but you could and should be able to draw on material in the prior section to help answer questions. The final exam will be scheduled for three hours and will consist of two long essays. You will be able to choose two essays from a list of six questions. A study session will be hosted before the final exam and students are encouraged to study together and share notes prior to the exam. Notes will not be permitted during the exam. This is a closed book exam.

How is this Class Graded?

A 100- 94%	A- 93-90%	
B+ 89-87%	B 86- 84%	B- 83-80%
C+ 79-77%	C 76-74%	C- 73-70%
D+ 69-67%	D 66-64%	D- 63-60%
F 60% or below		

Attendance & Assignments

Students are expected to arrive on time stay for the duration of the class time. Students are allowed two absences throughout the course of the semester, but you must email me (jkripp@trincoll.edu) ahead of time to let me know that you will be unable to attend class. If students miss more than three classes, it will negatively impact their participation grade. Students are responsible for making up missed material, regardless and should consult their peers.

Students are also expected to turn assignments on time. You may take **one**, one week extension on any of the three short paper assignments, but you must email me in advance of the due date to let me know that you will be taking the extension. Late assignments will otherwise be marked down 5 points for each week past the due date.

What do I need to know before taking this class?

This is an introductory course, so no prior knowledge of IR or Political Science is needed. Come along if you're interested in the subject material or if you're thinking about majoring in Political Science or International Studies. There are some things you should know, however, about engaging in a college level course and the norms and expectations of the classroom before registering.

Required Texts

You are not required to purchase any books for this class. All readings will be available via Moodle. If you have trouble accessing a reading, please email me to let me know.

Discussion and Conduct

Part of what allows for a productive discussion is the trust that we have in each other to cultivate a space where everyone feels welcome to participate. That means that everyone should feel comfortable to discuss the texts. But it also means listening attentively to others, understanding when it is time to give other people a chance to speak, and fostering disagreements in a productive and respectful way. In this course we are dealing with intense, difficult, and often personal topics that deal with racism, gender, and violence. Different opinions are welcome but racist, sexist, ableist, homophobic or otherwise offensive language will not be tolerated. On the first day of the course, we will collectively discuss and set some expectations we have for ourselves and each other.

Electronics

I ask that students refrain from using their personal electronic devices in class. You may use a personal computer for notetaking but limit your use to engaging with the course material. During class I may ask you to use your laptop for in class assignments. Alternatively, I may ask that you put your laptop away so that we can focus on the readings. I reserve the right to prohibit all use of personal computers and electronic devices if they become a distraction to learning.

Academic Integrity

Students will be asked to engage in close readings that draw directly from primary texts. Even when reframing arguments in their own words, you should make sure you are properly citing the texts you are drawing from. When in doubt, cite! If you have any questions about proper citation, please consult me. Plagiarism and other issues of academic integrity will be taken seriously in this course and students should familiarize themselves with their rights and responsibilities in the following document that outlines Trinity College policies: <https://www.trincoll.edu/dean-of-students/community-standards/student-integrity-contract/>.

Student Accessibility

You **do not** have to disclose your disability status to request accommodations from me. I **do** want to know about what kinds of accommodations will make our classroom a productive learning environment for you, but I also want you to know that disclosure is a choice.

Disclosure isn't limited to disability status: it may come up with respect to past trauma, gender identity, sexuality, etc. I have a legal obligation to disclose sexual misconduct and civil rights violations to the university, so be aware of these legal obligations. Risk is inherent in any space, but to manage that risk in as respectful way as possible, please observe the following ground rules concerning your and other's disclosures:

- Disclosure is a complex and personal decision, and it should be voluntary.
- Disclosures are only to our classroom. Please don't discuss that information with people outside of our class without express permission.

This is a classroom committed to access: I have tried to anticipate as many kinds of situations as possible, but if any changes would facilitate your greater participation, don't hesitate to contact me. Access works best as a community effort. If you are a student with a disability and use accommodations, please contact the Student Accessibility Resource Center, Level A, LITC (860) 297-4206, SARC@trincoll.edu so that appropriate arrangements can be made.

Campus Resources

The Writing Center (<https://www.trincoll.edu/writing-center/writing-center/>) provides tutoring services and a number of helpful resources on writing. You may schedule an appointment online or visit the Writing Center located at 115 Vernon (the English Dept. Building) Room 109.

The Counseling and Wellness Center (<https://www.trincoll.edu/counseling-wellness-center/>) is located at 135 Allen Place and offers a variety of health and wellness services. You may call (860) 297-2415 to speak with a member of the staff or schedule an appointment.

The Raether Library and Information Technology Center (<https://www.trincoll.edu/lits/>) Help Desk can be reached via e-mail at helpdesk@trincoll.edu or by phone at (860) 297-2007.

Course Schedule

Unit One: Anarchy and Hierarchy

Tuesday, September 5: What am I Doing Here!?!

- Read Before Class: The Syllabus

Thursday, September 7: Race and the Origins of IR

- Vitalis, Robert., 2010. The noble American science of imperial relations and its laws of race development. *Comparative Studies in Society and History*, 52(4), pp.909-938.
- Zvobgo, Kelebogile and Loken, Meredith. 2020. Why Race Matters in International Relations. *Foreign Policy*, June 2020. Available at: <https://foreignpolicy.com/2020/06/19/why-race-matters-international-relations-ir/>

Tuesday, September 12: Realism and Anarchy

- Waltz, Kenneth., 2014. Anarchic Orders and Balances of Power. In *The Realism Reader*. Elman, Colin and Jensen, Michael (eds.). New York: Routledge. pp.113-124.
- After Reading Watch: “Structural Realism” with John Mearsheimer, <https://www.youtube.com/watch?v=RXlIDh6rD18>

Thursday, September 14: Constructivism and Anarchy

- Wendt, Alexander., 1992. Anarchy is what states make of it: the social construction of power politics. *International organization*, 46(2), pp.391-425.
- IN CLASS CHECK-IN QUIZ

Tuesday, September 19: Hierarchy and International Order

- Barder, Alexander D., 2015. International hierarchy. In *Oxford Research Encyclopedia of International Studies*.

Thursday, September 21: Gender and Hierarchy

- Sjoberg, Laura., 2017. Revealing International Hierarchy through Gender Lenses. In *Hierarchies in World Politics*. Zarakol, Ayse (ed.) Cambridge: Cambridge University Press. pp.95-112.

SUNDAY SEPTEMBER 24 11:59 P.M: DIALOGUE ASSIGNMENT DUE

Unit Two: Race and Colonialism in International Relations

Tuesday, September 26: Empire and Colonialism in IR

- Barkawi, Tarak., 2010. Empire and order in international relations and security studies. In *Oxford Research Encyclopedia of International Studies*.
- Fanon, Frantz., 1963. *Wretched of the Earth*. New York: Grove Press. pp. 35-43.

Thursday, September 28: Empire in the Present

- Khalili, Laleh., 2015. Counter-Terrorism and Counterinsurgency in the Neoliberal Age. *Oxford Handbook of Contemporary Middle-Eastern and North African History*. Oxford: Oxford University Press.
- Post in Moodle by Wednesday 11:59 p.m. One news article that you thinks relates to the

reading (you may be asked in class to explain how and why you think it relates!)

Tuesday, October 3: Columbus and Colonialism in the “Americas”

- “Exterminate all the Brutes” Part Two available at:
<https://www.kanopy.com/en/jhu/video/11265068/11265073>
- Crawford, Neta C., 2017. Native Americans and the making of international society. In Dunne, T. and Reus-Smit, C. eds., *The globalization of international society*. Oxford: Oxford University Press. pp.102-21.

Thursday, October 5: IR and the Global South

- Rodriguez, J. Luis and Thornton, Christy, 2022. The liberal international order and the global south: a view from Latin America. *Cambridge Review of International Affairs*, 35(5), pp.626-638.
- Post in Moodle by Wednesday 11:59 p.m. One news article that you think relates to the reading (you may be asked in class to explain how and why you think it relates!)
- IN CLASS CHECK-IN QUIZ

Tuesday, October 10: NO CLASS, TRINITY DAY

Thursday, October 12: How Europe Underdeveloped Africa

- Rodney, Walter., 2011. “Chapter Five: Africa’s Contributions to the Capitalist Development of Europe—The Colonial Period” in *How Europe Underdeveloped Africa*. Baltimore: Black Classic Press. Pp. 147-202.
- Post in Moodle by Wednesday 11:59 p.m. One news article that you think relates to the reading (you may be asked in class to explain how and why you think it relates!)

Tuesday, October 17: Logistics and Racial Capitalism in the Pacific

- Chua, Charmaine. 2015. “Slow Boat to China.” <https://thedisorderoffthings.com/tag/slow-boat-to-china/>

Thursday, October 19: Bandung

- “E-Dossier: The Bandung Conference as global event.”
<http://historybeyondborders.ca/?p=142>
- Phạm, Quyn N. and Shilliam, Robbie. eds., 2016. “Reviving Bandung” in *Meanings of Bandung: Postcolonial orders and decolonial visions*. Rowman & Littlefield. Pp. 3-18.
- Post in Moodle by Wednesday 11:59 p.m. One news article that you think relates to the reading (you may be asked in class to explain how and why you think it relates!)

SUNDAY OCTOBER 22 11:59 P.M: CONTEMPORARY ISSUES ASSIGNMENT DUE

Unit Three: Global Governance and International Institutions

Tuesday, October 24: From the League of Nations to The United Nations

- Mazower, Mark., 2013. “The League is Dead. Long Live the United Nations” in *Governing the World: A History of an Idea, 1815 to the Present*. New York: Penguin Press. pp. 191-213.

Thursday, October 26: Decolonizing the United Nations?

- Getachew, Adom., 2019. “From Principle to Right: The Anticolonial Reinvention of Self-

Determination” in *Worldmaking After Empire*. Princeton: Princeton University Press. pp. 71-106.

Tuesday, October 31: Development

- Mazower, Mark., 2013. “Development as Worldmaking” in *Governing the World: A History of an Idea, 1815 to the Present*. New York: Penguin Press. pp. 273-304.
- Hickel, Jason. 2020. Apartheid in the World Bank and IMF. *Al Jazeera*. Available at: <https://www.aljazeera.com/opinions/2020/11/26/it-is-time-to-decolonise-the-world-bank-and-the-imf>

Thursday, November 2: Gender and the World Bank

- Bedford, Kate., 2008. “Governing Intimacy in the World Bank,” in Shirin M. Rai and Georgina Waylen, eds. *Global Governance: Feminist Perspectives*. London: Palgrave Macmillan, pp. 84-106.
- IN CLASS CHECK-IN QUIZ

Tuesday, November 7: NATO and Ukraine

- Choose ONE essay by Grovogui to Read and read ALL of the responses: Grovogui, Siba., Molloy, Sean., Zvobgo, Kelly., Parmer, Inderjeet., Subotic, Jelena., and Kaur Ravinder., 2022. Putin’s Ukraine Aggression: Five Essays and a Forum. *International Politics Reviews*.
- Mearsheimer, John., 2022. The Causes and Consequences of the Ukraine Crisis. *The National Interest*. <https://nationalinterest.org/feature/causes-and-consequences-ukraine-crisis-203182>

Thursday, November 9: World Health Organization and COVID

- White, Alexandre. 2023. “Chapter One: Epidemic Orientalism” in *Epidemic Orientalism: Race, Capital and the Governance of Infectious Disease*. Palo Alto: Stanford University Press pp. 53-89.

Unit Four: Violence and International Order

Tuesday, November 14: NO CLASS BICENTENIAL DAY

Thursday November 16: Borders and Immigration

- Anzaldúa, Gloria., 2012. *Borderlands: the new mestiza = la frontera. 3rd ed.,*. San Francisco: Aunt Lute Books. Selections.

*****SUNDAY NOVEMBER 19th 11:59 P.M.: GOVERNING THE GLOBE ASSIGNMENT DUE*****

Tuesday, November 21: Race and World War

- Tate, Merze., 1943., The war aims of World War I and World War II and their relation to the darker peoples of the world. *The Journal of Negro Education*, 12(3), pp.521-532.

Thursday, November 23: NO CLASS, THANKSGIVING

Tuesday, November 28: Nuclear Politics

- Morgenthau, Hans. J., 1964. The four paradoxes of nuclear strategy. *American Political Science Review*, 58(1), pp.23-35.
- Scarry, Elaine., 2020. Memorial Days: The Racial Underpinnings of the Hiroshima and Nagasaki Bombings. *Bulletin of the Atomic Scientists*. August 3. Available at: <https://thebulletin.org/2020/08/memorial-days/>

Thursday, November 30: Nuclear Colonialism

- Robert Jacobs., 2013. Nuclear Conquistadors: Military Colonialism in Nuclear Test Site Selection during the Cold War. *Asian Journal of Peacebuilding 1 (2)*, pp. 157-177.
- IN CLASS CHECK-IN QUIZ

Thursday, December 5: Climate Governance

- Falkner, Robert. 2016. The Paris agreement and the new logic of international climate politics. *International Affairs 92(5)*, pp. 1107-1125.

Thursday, December 7: The End of IR at the End of the World?

- Burke, Anthony., Fishel, Stefanie., Mitchell, Audra., Dalby, Simon. and Levine, Daniel. J., 2016. Planet politics: A manifesto from the end of IR. *Millennium*, 44(3), pp.499-523.

Tuesday, December 12: Final Exam Review and Concluding Thoughts

*** TUESDAY DECEMBER 199:00 a.m. FINAL EXAM ***