

Political Science 2100

Introduction to International Relations

Spring 2025

Online – No classroom component

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Course Description

Who are the main actors in international relations? What are the best ways to understand international phenomena? How can knowledge of international relations theory contribute to our understanding of global issues like war, peace, economic relations, the environment, and human rights?

This course in political science attempts to answer questions such as these by introducing students to the study of international relations (IR). The course begins with a general overview of IR as a discipline within political science. It then moves on to examine some of the core concepts in the field using the levels of analysis framework as a guide. Theories reviewed include realism, liberalism, constructivism, and those related to foreign policy decision-making. Next, we use these concepts to address issues such as the causes of war, the politics of economic relations, international organizations, the environment, and human rights.

Course Outcomes and Objectives

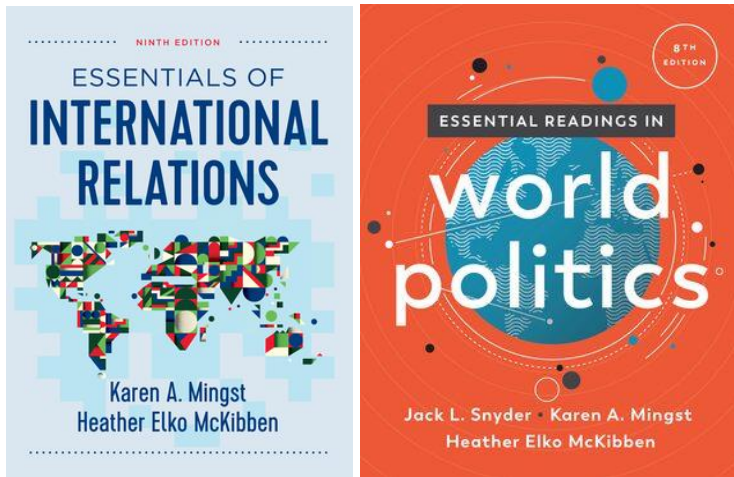
Broadly speaking, the goal of this course is to provide students with the tools necessary to become *critical* and *informed* citizens when it comes to understanding global problems and foreign policy issues. In order to become more *informed*, students will learn about events in international politics, both modern and historical, as well as about contemporary perspectives on international relations from the scholarly community. *Critical* skills will be developed as students learn how to think analytically and assess arguments about international affairs, establishing a more sophisticated understanding of the political world. The course will also provide a solid base of core material for students who wish to pursue more advanced courses in international relations or foreign policy.

Course Readings

There are two required textbooks for this course. The first book is available through the inclusive access program, but unfortunately, the second book is not. The second book, however, is available on Reserve at the Marriott Library, and can also be bought in print at the University bookstore. You may also buy both books from online retailers.

Please purchase the NINTH edition of the first book and EIGHTH edition of the second book, as identified below. These are the most recent editions of the books. Make sure to check the editions before you buy them! I am attaching the covers of our books below for reference.

- Karen Mingst, Heather Elko McKibben, & Ivan Arreguin-Toft, *Essentials of International Relations*, 9th Ed. (W.W. Norton)
- Karen Mingst, Jack Snyder, & Heather Elko McKibben, *Essential Readings in World Politics*, 8th Ed. (W.W. Norton)



All other readings for the course will be posted on Canvas.

In order to help guide your notetaking and reading, each week I will post a reading guide identifying key terms and questions that you should be able to answer after completing the assignment. These guides will help direct your focus and will undoubtedly be a useful study tool but are not necessarily a comprehensive list of reading material that you might be tested on (in other words, you should read the material in its entirety even if only one or two questions are listed). **They are there for your benefit but are not required.**

Course Requirements

Students are expected to watch every lecture, to complete all the required readings, and to read and keep up with any materials posted to the Canvas website. Students are responsible for all of these items and should note that class lectures will sometimes cover material that is not included

in the course readings; similarly, the readings may contain material that is not covered in lectures—making both crucial to your success.

There are 3 graded components to this course. These are: (1-2) 2 exams and (3) weekly quizzes. The exams and quizzes will test material covered in course readings, lectures, and any supplemental items (e.g., videos, readings) posted to the Canvas website. If supplemental items are posted, they will be explicitly identified as required, meaning that information from them might be included on exams or quizzes, or optional, meaning that interested students might simply find them helpful and/or informative. More information on each of these items is listed below.

The final grade for the course will be determined as follows:

Mid-Term	30%
Final Exam	35%
Weekly Quizzes	35%
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Total	100%

Extra Credit: There are two opportunities to earn extra credit in this course. The first will be through active participation in the discussion forum, information about which is listed in the ‘Communication and Discussion’ section below. The second is through giving student course evaluations toward the end of the semester. Your evaluations are an invaluable source of information that helps instructors improve course contents based on your feedback and experience of the course. If over 70% of the whole class individually submits their online evaluations by the final exam, then everyone in the class will gain 1point extra credit.

Lectures: Video lectures and accompanying powerpoint slides (to ease notetaking) will be posted on Canvas each week by the end of the day on Monday. Exceptions to this are the weeks when holidays fall on a Monday. On these weeks, due to the holiday materials will be posted by the end of the day on Tuesday rather than Monday.

Quizzes: Weekly quizzes will be posted on Canvas each week on Tuesday. The quiz will remain available **until 11:59pm on Sunday** and can be taken **up to twice**. Taking any quiz twice for a given week however, will not guarantee the same questions you saw in the first attempt, as the questions are randomly pooled from a question bank. If a student takes a quiz twice for a given week, only the higher score will be recorded. The correct answers to each quiz will be posted after the quiz deadline. Each student therefore has the freedom to watch the lecture, complete the readings, and take the quiz at any point between Tuesday and Sunday at 11:59pm.

The lowest score for one quiz throughout the whole semester will be dropped. This means that even if you miss one quiz, it will not affect your grade. I have set up our Canvas page so that it knows your lowest quiz score should not count toward your grade, therefore, the grade you see on Canvas already reflects this rule.

No exceptions will be made for students who miss the quiz deadline—meaning that students should use their time wisely to ensure that they can complete it on time. The quizzes are open-book and open-notes but are to be taken alone by the enrolled student; no collaboration between students is permitted. **There is a 25-minute time restriction on each quiz** – meaning that you would be wise to complete the material and ensure that your solid understanding of it prior to taking the quiz.

Policy on missed quizzes and exams: If you believe you will not be able to complete a quiz or exam by their deadline and need an extension, you must contact me at least 3 hours BEFORE the quiz/exam deadline. In this case, I will be happy to give you an extension or reopen the quiz/exam so you can take it at a different time.

If you contact me AFTER a quiz or exam deadline, reopening a quiz/exam becomes much more difficult. If you miss a quiz deadline for any reason, it will be scored a 0. The only exceptions to this rule are medical emergencies, which must accompany a doctor's note.

Keep in mind you have a window of 6 full days to take any exam or quiz – this should be plenty of time for you to send me a short message and ask for an extension before the deadline, should you need one. I strongly recommend that you complete the quiz well in advance of the deadline, so that you can get in touch if technical difficulties arise.

Midterms and Final: A midterm and a final will be administered through Canvas. They will be open-note and open-book but will be time-restricted, limiting the student's ability to rely on course materials. Thus, students should prepare for these exams just as they would for an in-class exam. **Missing the midterm or final will result in a failing grade.** If you need to take your exam at a different time, you must discuss this with me *before* the exam opens.

The midterm exam will be available **Tuesday, Feb 18 at 8am through Sunday, Feb 23 at 11:59pm.** You will take the exam online through Canvas. Note that unlike the quizzes, you are only allowed one attempt of taking the exam. Questions on this exam will be multiple choice and true/false, very similar to your weekly quizzes. There will be a total of 35 questions to answer. Once you begin the exam, you will have a 70-minute time limit. I will prepare and post a study guide for you. The study guide is meant to help your preparation, but you will meet with the most success if you've taken good, well-organized notes on both the lecture and reading material throughout the semester.

The final exam will be available on Canvas **Tuesday, April 22 at 8am to Sunday, April 27 at 11:59pm**. During this window, you should start your exam and complete it within 70 minutes. There are 35 questions on the exam. All questions are multiple-choice. The final exam will cover material from Week 8 through the end of the course (though as noted on the study guide, since many of the concepts from early in the course carry over until the latter section, you should be familiar with them).

Note that unlike the weekly quizzes, you will be allowed only one attempt each at taking the midterm and final exams, so make sure you study the material well enough before starting the exams.

Grading Policy

Grades will be given in accordance with the following grading scale (see table). Depending on the class grade distribution, I will curve the grade as necessary. For example, in the rare case that there are far too many Ds and Es and not enough As in our class, I will curve the grade by adding an equal number of points to everyone's grade.

You are able to monitor your progress on the weekly quizzes and exams throughout the whole semester. Therefore, you have ample time to ask any questions you may have on your grades before the last week of class. Your grade should either correspond with the grade cut-points on the right or might be slightly altered from there if I applied a curve. After grades are finalized and posted, only contact me with questions if you think there is a severe discrepancy between your class performance and final letter grade. Otherwise, after the final grades have been posted I will not respond to student inquiries on grades as it can bias my grading.

Grade	Range
A	100% to 94.0%
A-	< 94.0% to 90.0%
B+	< 90.0% to 87.0%
B	< 87.0% to 84.0%
B-	< 84.0% to 80.0%
C+	< 80.0% to 77.0%
C	< 77.0% to 74.0%
C-	< 74.0% to 70.0%
D+	< 70.0% to 67.0%
D	< 67.0% to 64.0%
D-	< 64.0% to 61.0%
F	< 61.0% to 0.0%

Finally, during the semester or especially after exams, **do not email me to ask about “anything more you can do” to improve your grade**. The course policies for grading and extra credit are specified on the syllabus, and I am unable to create extra opportunities for particular students in the middle of the semester.

Communication and Discussion

I will use emails and Canvas to communicate with students in the class. Please check Canvas frequently throughout the quarter, as students are responsible for reading and understanding information and announcements. If I post it to Canvas or put something in an email to the class, I expect that you have read and understood the information.

You should feel free to email me with any questions about course materials or logistics (just like you would ask questions before, during, or after a normal class meeting). Please treat your email as a professional correspondence—be as clear and specific as possible. If I feel that the question and answer would be of interest to the class, I will post it on Canvas (but without pasting your email and without identifying information).

Additionally, I will hold online office hours using Gchat. You should email me so we can set up a mutually convenient time to talk. My Gchat username is eunbinc@gmail.com.

Finally, each week on the Discussion forum of Canvas I will post a topic for discussion. Participating in this forum is encouraged but not required. However, students who do participate consistently and constructively will be eligible for up to 1-2 extra credit percentage points added to their final grade at the end of the semester. I highly recommend that you participate early and often in the discussion forum – it will enhance your learning experience as well as help your grade at the end of the term.

University Policies

Americans With Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities.

All written information in this course can be made available in an alternative format with prior notification to the [Center for Disability & Access](#) (CDA). CDA will work with you and the instructor to make arrangements for accommodations. Prior notice is appreciated. To read the full accommodations policy for the University of Utah, please see Section Q of the [Instruction & Evaluation regulations](#).

In compliance with ADA requirements, some students may need to record course content. Any recordings of course content are for personal use only, should not be shared, and should never be made publicly available. In addition, recordings must be destroyed at the conclusion of the course.

If you will need accommodations in this class, or for more information about what support they provide, contact:

Center for Disability & Access

801-581-5020

disability.utah.edu

65 Student Services Building

201 S 1460 E

Salt Lake City, UT 84112

Safety at the U



The University of Utah values the safety of all campus community members. You will receive important emergency alerts and safety messages regarding campus safety via text message. For more safety information and to view available training resources, including helpful videos, visit safeu.utah.edu.

To report suspicious activity or to request a courtesy escort, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)

dps.utah.edu

1735 E. S. Campus Dr.

Salt Lake City, UT 84112

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information.

If you or someone you know has been harassed or assaulted, you are encouraged to report it to university officials:

Title IX Coordinator & Office of Equal Opportunity and Affirmative Action

801-581-8365

oeo.utah.edu

135 Park Building

201 Presidents' Cir.

Salt Lake City, UT 84112

Office of the Dean of Students

801-581-7066

deanofstudents.utah.edu

270 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

To file a police report, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)

dps.utah.edu

1735 E. S. Campus Dr.

Salt Lake City, UT 84112



If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide free, confidential, and trauma-informed support services to students, faculty, and staff who have experienced interpersonal violence.

To privately explore options and resources available to you with an advocate, contact:

Center for Campus Wellness

801-581-7776

wellness.utah.edu

350 Student Services Building

201 S. 1460 E.

Salt Lake City, UT 84112

Academic Misconduct

It is expected that students comply with University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: [Policy 6-410: Student Academic Performance, Academic Conduct, and Professional and Ethical Conduct](#).

Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code:

"...Includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."

For details on plagiarism and other important course conduct issues, see the U's [Code of Student Rights and Responsibilities](#).

Course Outline and Readings (*Subject to change at the instructor's discretion; advanced notification will be provided for any changes)

Readings listed as "recommended" below are not required for the course, and you will not be tested on their contents. They are listed there for students who may have a particular interest in a given topic and want to read more.

Week 1 (starts Jan 6)**Introduction**

- Introduction to the course
- Review Syllabus
- International Relations as a discipline
- Normative/positive theory

Readings: Mingst, McKibben, & Arreguin-Toft ch. 1

Week 2 (Jan 13)**Conceptual Foundations of IR I**

- Levels of Analysis
- Realism

Readings: Mingst, McKibben, & Arreguin-Toft ch. 3 (only pp. 65-76), AND ch. 4 (only pp. 103-105)
Thucydides, in Mingst, Snyder, & McKibben (pp. 3-7)
Morgenthau (“A Realist Theory of International Politics), in Mingst, Snyder, & McKibben (pp. 61-65)

Week 3 (Jan 21)
(Jan 20 is a holiday)**Conceptual Foundations of IR II**

- Liberalism
- Constructivism
- Marxism and Feminism

Readings: Mingst, McKibben, & Arreguin-Toft ch. 3 (pp. 77-100)
Kant, in Mingst, Snyder, & McKibben (pp. 11-13)
Wilson, in Mingst, Snyder, & McKibben (pp. 15-17)
Hopf, in Mingst, Snyder, & McKibben (pp. 121-140)
Recommended: Wendt, in Mingst, Snyder, & McKibben (pp. 99-120)

Week 4 (Jan 27)**The International System Level of Analysis**

- Balance of Power
- Polarity, hegemony
- Interdependence
- Constructivism and Norms

Readings: Mingst, McKibben, & Arreguin-Toft, ch.4 (pp. 106-119) (review 103-105), AND ch. 7 (pp. 221-234).
Morgenthau (“The Balance of Power”), in Mingst, Snyder, & McKibben (pp. 167-173)

Finnemore, “Constructing norms of humanitarian intervention”, on Canvas)

Week 5 (Feb 3)

The State and Society Levels of Analysis

- The state and state power
- Society and models of foreign policy decision-making

Readings: Mingst, McKibben, & Arreguin-Toft, ch. 4 (pp. 119-126) AND all of ch. 5

Week 6 (Feb 10)

The Individual Level of Analysis

- When do individuals matter?
- Belief systems and information-processing
- Mass publics

Readings: Mingst, McKibben, & Arreguin-Toft, ch. 4 (pp. 126-138)

Saunders, “Transformative Choices” on Canvas

Recommended: Jervis (“Hypotheses on Misperception”) in Mingst, Snyder, & McKibben (pp. 174-187)

Week 7: Mid-Term Exam

Available Tuesday, Feb 18 at 8am through Sunday, Feb 23 at 11:59pm

Week 8 (Feb 24)

Global Governance

- International Organizations
- International Law
- The United Nations
- Non-governmental Organizations and transnational actors

Readings: Mingst, McKibben, & Arreguin-Toft, pp. 234-255 of ch. 7, AND all of ch. 9

Recommended: Mearsheimer “The False Promise of International Institutions,” in Mingst, Snyder, & McKibben (pp. 495-504)

Week 9 (Mar 3)

War and Violent Conflict I

- Trends in war
- Types of war and armed conflict
- Causes of war and peace
- Terrorism and ethnic conflict

Readings: Mingst & Arreguin-Toft, ch. 6 (only pp. 177-201) Clausewitz, in Mingst, Snyder, & McKibben (pp. 263-

267)
Huntington, “The Clash of Civilizations”, on Canvas

March 10-14

Enjoy Spring Break!

Week 10 (Mar 17)

War and Violent Conflict II

- Preventing war / Managing instability
- Just war theory

Readings: Mingst & Arreguin-Toft, ch. 6 (pp. 201-218)
Jervis (“Cooperation under the Security Dilemma”),
in Mingst, Snyder, & McKibben (pp. 399-413)
Evans, “When is it Right to Fight?” on Canvas

Week 11 (Mar 24)

Nuclear Weapons

- Nuclear deterrence and mutual vulnerability
- Non-proliferation treaty

Readings: Sagan, “Why Do States Build Nuclear Weapons?” on
Canvas
Tannenwald, “Stigmatizing the Bomb: Origins of the
Nuclear Taboo” on Canvas
Posen, “A Nuclear-Armed Iran,” on Canvas

Week 12 (Mar 31)

International Political Economy (IPE)

- Theories of IPE
- Free trade and globalization
- Regional integration
- International economic organizations (WTO, IMF, World
Bank)
- International development

Readings: Mingst, McKibben, & Arreguin-Toft, ch. 8
(also review pp. 89-92 in ch. 3)
Gilpin, in Mingst, Snyder, & McKibben (pp. 432-
439)
Milner, “Globalization, Development, and
International Institutions” on Canvas

Week 13 (Apr 7)

International Environmental Politics

- The global commons
- Cooperation over environmental problems
- Case study: The global climate change regime

Readings: Mingst, McKibben, & Arreguin-Toft, ch. 11

Hardin, in Mingst, Snyder, & McKibben (pp. 607-617)

Week 14 (Apr 14)

Human Rights

- Conceptualizing human rights
- Humanitarian interventions

Readings: Mingst, McKibben, & Arreguin-Toft, ch. 10
Power, in Mingst, Snyder & McKibben (pp. 474-494)
Sen, “Universal Truths” on Canvas

Final Exam: available on Canvas Tuesday, Apr 22 at 8am to Sunday, Apr 27 at 11:59pm.