

Political Science (POL S) 203: Introduction to International Relations  
Winter 2025  
Tuesdays/Thursdays at 10-11:20am, KNE 210

Instructor: Gabriella Levy (glevy2@uw.edu)  
Office Hours: Thursdays 1-3pm, Gowen 37  
Teaching Assistants:

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**Course Overview:**

Why countries go to war? Why is it so hard for them to cooperate over the protection of the environment? Why do some nations remain poor despite increasing standards of living in many parts of the world? International relations (IR) can help us answer these questions.

This introductory course is designed to acquaint students with the theoretical and empirical study of world politics. By the end of the course, students should be able to:

- 1) Compare, contrast, and appraise key theories in IR
- 2) Explain both historical cases and current events by drawing on IR theories
- 3) Assess the feasibility and effectiveness of possible policy solutions to modern international problems
- 4) Express their views on the course material and world politics more broadly while respectfully engaging with the views of others

**Required Readings:**

There is one required textbook for this course, and all other readings will be posted on Canvas under the “Files” tab:

Frieden, Jeffry A., David A. Lake, and Kenneth A. Schultz. 2022. *World Politics: Interest, Interactions, Institutions (Fifth Edition)*. New York City: W.W. Norton. → hereafter referred to as FLS

This textbook is available directly within Canvas for a reduced price through the Day One Access program; you can access the ebook on the “Home” tab of Canvas. Participation in the Day One Access program is optional, but you must opt out by the payment deadline for Winter 2025, which is Sunday January 26<sup>th</sup>. You can opt out on Canvas under the “Day One Access Materials” tab. If you have not paid for the ebook version of the textbook by this deadline, you will lose access to the textbook on Canvas. If you decide that the Day One Access program is not right for you, you can purchase or rent the textbook in another format from the University of

Washington bookstore or another seller; make sure that you also purchase a version of the textbook with access to Inquizitive or purchase a separate version of Inquizitive.

You are expected to come to class having read the pages assigned for that day and having completed the Inquizitive questions related to the FLS chapters assigned for the **previous** class on Canvas. You can access Inquizitive from the Canvas “Home” tab. Additionally, please follow international events in a prominent, reputable newspaper such as the *New York Times*, *The Wall Street Journal*, *The Guardian*, or *The Washington Post*.

### **Assignments:**

<i>Assignment</i>	<i>Percentage</i>	<i>How it will be assessed</i>	<i>Date</i>
Class Participation	20	1) Participation in quiz sections (8%) 2) 5 pop quizzes in quiz sections (5%) 3) Inquizitive questions on Canvas (7%)	Throughout the semester
In-Class Midterm 1	20	Short answers/IDs & 1 essay	January 28
In-Class Midterm 2	20	Short answers/IDs & 1 essay	February 25
Final Exam	40	Short answers/IDs & 2 essays	March 17 <sup>th</sup> 10:30am – 12:20pm

The pop quizzes administered in section will concern major news stories from the week which are relevant to the course. The first in-class midterm will focus on the content of Sections 1 (*Introduction*) and 2 (*War*); the second will focus on the content in Sections 3 (*International Political Economy*) and 4 (*Institutions*). The final exam will cover the entire course, with particular emphasis on Section 5 (*Contemporary Issues*).

### **Policies:**

PowerPoints will not be posted online. Unless otherwise stated, lectures and quiz sections will not be recorded. Personal recordings will not be allowed except as relevant for DRS accommodations. Lectures and quiz sections will take place in person.

Missed examinations due to university events may be accommodated with two weeks’ notice. Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](#). Only after written confirmation from the professor or TA should the student consider a make-up granted.

If you would like to appeal a grade, please wait 24 hours from the time you receive the grade. After reviewing your answers and the comments, provide a typed statement to the TA explaining why you believe the grade you received should be altered (why exactly more points should be given for a particular answer). This typed statement must be about the substance of the work, not the effort you put into it or the class. Bring the work and your written concerns to the TA's office hours within one week of receiving the graded assignment for a discussion; submission of your statement beyond one week will not be considered. The TA will reread the work, reevaluate it if appropriate, and return it to the student within 2 days. The TA has the right to leave the grade as is, raise the grade, or lower the grade. If you are still dissatisfied, the above procedures will be repeated directly with the professor within 2 days of the receipt of the decision from the first regrade. The professor has the right to leave the grade as is, raise the grade, or lower the grade. If you would like to appeal the above regrades, then a similar procedure must be followed. You must provide a typed statement to the Associate Chair of the Political Science department explaining why you believe the grade (and regrades) you received you should be altered. Bring your work and your written statement to the Associate Chair within 10 days of receiving the regrade decision from the course professor. The Associate Chair will confer with relevant department faculty, reevaluate the assignment, and return it to the student within 1 week. The departmental grade appeal decision from the Associate Chair is final.

I expect you to comply with the University of Washington's policies regarding student misconduct, which can be found here: <https://www.washington.edu/cssc/for-students/student-code-of-conduct/>.

The assignments in this class have been designed to challenge you to develop creativity, critical thinking, and problem-solving skills. Using AI technology will limit your capacity to develop these skills and to meet the learning goals of this course. All work submitted for this course must be your own. Any use of generative AI tools, such as ChatGPT, when working on assignments is forbidden. Use of generative AI will be considered academic misconduct and subject to investigation.

See the grade scale for this course on Canvas and below at the end of this document.

### **Resources and Support:**

- 1) My goal is to create a learning environment that supports a diverse range of perspectives, experiences, and identities.
  - The topics that we're covering in this class are often difficult, not just intellectually but also emotionally. While I expect there will be rigorous discussion and even disagreement during our class discussions, I ask that you engage in each class meeting with care and empathy for the other members in the classroom. I will not tolerate insults; gender or racial slurs; or any other form of bullying, intimidation, or hate speech. I expect all members of this class to contribute to a respectful, welcoming, and inclusive environment for every other member of this class.
  - Please inform me early in the term if you require accommodations or modification of any of course procedures. Accommodations must be established and documented with [Disability Resources for Students \(DRS\)](#).

2) Resources, Questions, and Communication:

- You do not need to sign up for office hours and are welcome to drop by to talk about assignments, readings, or other course content; careers; etc.
- If you have an administrative or logistical question, please consult the syllabus first, and then email your TA if you remain uncertain. If you still do not have an adequate answer, please email the professor. Please allow 24 hours for email replies during the week, and 72 hours on the weekends.
- Students are encouraged to take full advantage of the [POL S/JSIS/LSJ/GWSS Writing Center](#) and the [Odegaard Writing and Research Center](#).
- [UW Seattle Health Services](#) is available to assist students dealing with a range of health-related issues and concerns. Health care on campus is provided through the [Hall Center](#) and the [Counseling Center](#).
- For tips on how to read academic articles, I recommend resources from [Amelia Hoover Green](#) and [Leanne C Powner](#).

**Schedule:**

Date and Subject	Readings/Assignments
<i>Section 1: Introduction</i>	
January 7: Why IR?	<ul style="list-style-type: none"><li>FLS ch. 1</li><li>Khan, Azmat. 2021. “Hidden Pentagon Records Reveal Patterns of Failure in Deadly Airstrikes.” <i>The New York Times</i>. <a href="https://www.nytimes.com/interactive/2021/12/18/us/airstrikes-pentagon-records-civilian-deaths.html">https://www.nytimes.com/interactive/2021/12/18/us/airstrikes-pentagon-records-civilian-deaths.html</a>.</li><li>Schwartz, Joshua A, Matthew Fuhrmann, and Michael C Horowitz. 2022. “Do Armed Drones Counter Terrorism, Or Are They Counterproductive? Evidence from Eighteen Countries.” <i>International Studies Quarterly</i> 66(3): 1–14.</li></ul>
January 9: Tools	<ul style="list-style-type: none"><li>FLS ch. 2</li><li>FLS Introduction p. xxxiii – xxxviii (“Integrating Insights...”)</li><li>Inquizitive questions, FLS ch. 1</li></ul>
<i>Section 2: War</i>	
January 14: Causes	<ul style="list-style-type: none"><li>FLS ch. 3</li><li>Masters, Jonathan. 2023. “Backgrounder Ukraine: Conflict at the Crossroads of Europe and Russia.” <i>Council on Foreign Relations</i>. <a href="https://www.cfr.org/backgrounder/ukraine-conflict-crossroads-europe-and-russia">https://www.cfr.org/backgrounder/ukraine-conflict-crossroads-europe-and-russia</a>.</li><li>Robinson, Kali. 2024. “Backgrounder: What is Hamas?” <i>Council on Foreign Relations</i>. <a href="https://www.cfr.org/backgrounder/what-hamas">https://www.cfr.org/backgrounder/what-hamas</a>.</li><li>Inquizitive questions, FLS ch. 2</li></ul>
January 16: Domestic Politics	<ul style="list-style-type: none"><li>FLS ch. 4</li><li>Weeks, Jessica L.P. 2008. “Autocratic Audience Costs: Regime Type and Signaling Resolve.” <i>International Organization</i> 62(1): 35-64.</li><li>Inquizitive questions, FLS ch. 3</li></ul>
January 21: International Institutions	<ul style="list-style-type: none"><li>FLS ch. 5</li><li>Walter, Barbara F., Lise Morje Howard, and V. Page Fortna. 2021. “The Extraordinary Relationship between Peacekeeping and Peace.” <i>British Journal of Political Science</i> 51(4): 1705–22.</li><li>Inquizitive questions, FLS ch. 4</li></ul>
January 23: Non-State Actors	<ul style="list-style-type: none"><li>FLS ch. 6</li><li>Kalyvas, Stathis, and Mathew Adam Kocher. 2007. “How ‘free’ Is Free Riding in Civil Wars? Violence, Insurgency, and the Collective Action Problem.” <i>World Politics</i> 59(2): 177–216.</li><li>Inquizitive questions, FLS ch. 5</li></ul>
January 28: Midterm	
<i>Section 3: International Political Economy</i>	

January 30: Trade	<ul style="list-style-type: none"> <li>▪ FLS ch. 7</li> <li>▪ Jentleson, Bruce. 2022. <i>Sanctions: What Everyone Needs to Know</i>. Oxford, United Kingdom: Oxford University Press. → ch. 1-2</li> <li>▪ Inquizitive questions, FLS ch. 6</li> </ul>
February 4: Financial Relations	<ul style="list-style-type: none"> <li>▪ FLS ch. 8</li> <li>▪ Frieden, Jeffry, and Stefanie Walter. 2017. “Understanding the Political Economy of the Eurozone Crisis.” <i>Annual Review of Political Science</i> 20(1): 371–90.</li> <li>▪ Inquizitive questions, FLS ch. 7</li> </ul>
February 6: Monetary Relations	<ul style="list-style-type: none"> <li>▪ FLS ch. 9</li> <li>▪ Frieden, Jeffry A. 2014. <i>Currency Politics: The Political Economy of Exchange Rate Policy</i>. Princeton (N.J.): Princeton University Press. → ch. 6</li> <li>▪ Inquizitive questions, FLS ch. 8</li> </ul>
February 11: Development	<ul style="list-style-type: none"> <li>▪ FLS ch. 10</li> <li>▪ Acemoglu, Daron and James Robinson. 2012. <i>Why Nations Fail: The Origins of Power, Prosperity, and Poverty</i>. Crown → ch. 1, 3</li> <li>▪ Banerjee, Abhijit V. and Esther Duflo. 2012. <i>Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty</i>. Public Affairs. → ch. 1, 3, 9</li> <li>▪ Inquizitive questions, FLS ch. 9</li> </ul>
<i>Section 4: Institutions</i>	
February 13: Law and Norms	<ul style="list-style-type: none"> <li>▪ FLS ch. 11</li> <li>▪ Keck, Margaret E., and Kathryn Sikkink. 1998. <i>Activists beyond Borders: Advocacy Networks in International Politics</i>. Ithaca, NY: Cornell University Press. → ch. 5</li> <li>▪ Inquizitive questions, ch. 10</li> </ul>
February 18: Human Rights	<ul style="list-style-type: none"> <li>▪ FLS ch. 12</li> <li>▪ Dancy, Geoff, and Christopher J. Fariss. 2024. “The Global Resonance of Human Rights: What Google Trends Can Tell Us.” <i>American Political Science Review</i> 118(1): 252-273.</li> <li>▪ Inquizitive questions, ch. 11</li> </ul>
February 20: Environment	<ul style="list-style-type: none"> <li>▪ FLS ch. 13</li> <li>▪ Intergovernmental Panel on Climate Change (IPCC). 2023. “Summary for Policymakers.” In <i>Climate Change 2023: Synthesis Report. Contribution of Working Groups I, II, and III to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change</i>.  <a href="https://www.ipcc.ch/report/ar6/syr/downloads/report/IPCC_AR6_SYR_SPM.pdf">https://www.ipcc.ch/report/ar6/syr/downloads/report/IPCC_AR6_SYR_SPM.pdf</a>.</li> <li>▪ Inquizitive questions, ch. 12</li> </ul>
February 25: Midterm	
<i>Section 5: Contemporary Issues</i>	

February 27: The Rise of China	<ul style="list-style-type: none"> <li>▪ FLS ch. 14</li> <li>▪ Gabuev, Alexander and Oliver Stuenkel. 2024. “The Battle for the BRICS: Why the Future of the Bloc Will Shape Global Order.” <i>Foreign Affairs</i>.</li> <li>▪ Inquizitive questions, ch. 13</li> </ul>
March 4: Technology	<ul style="list-style-type: none"> <li>▪ Mitts, Tamar, Gregoire Phillips, and Barbara F. Walter. 2022. “Studying the Impact of ISIS Propaganda Campaigns.” <i>The Journal of Politics</i> 84(2): 1220–25.</li> <li>▪ Lin-Greenberg, Erik. 2023. “Evaluating Escalation: Conceptualizing Escalation in an Era of Emerging Military Technologies.” <i>The Journal of Politics</i> 85(3): 1151–55.</li> <li>▪ Clarke, Killian, and Korhan Kocak. 2020. “Launching Revolution: Social Media and the Egyptian Uprising’s First Movers.” <i>British Journal of Political Science</i> 50(3): 1025–45.</li> <li>▪ Inquizitive questions, ch. 14</li> </ul>
March 6: Immigration	<ul style="list-style-type: none"> <li>▪ Kolbe, Melanie. 2021. “International Migration: Patterns and Theories.” In <i>Introduction to International Migration: Population Movements in the 21st Century</i>, Routledge.</li> <li>▪ Zhou, Yang-Yang, and Andrew Shaver. 2021. “Reexamining the Effect of Refugees on Civil Conflict: A Global Subnational Analysis.” <i>American Political Science Review</i> 115(4): 1–22.</li> <li>▪ Choi, Donghyun Danny, Mathias Poertner, and Nicholas Sambanis. 2023. “The Hijab Penalty: Feminist Backlash to Muslim Immigrants.” <i>American Journal of Political Science</i> 67(2): 291–306.</li> </ul>
March 11: Challenges to IR	<ul style="list-style-type: none"> <li>▪ Zvobgo, Kelebogile and Meredith Loken, 2020. “Why Race Matters in International Relations” <i>Foreign Affairs</i>. <a href="https://foreignpolicy.com/2020/06/19/why-race-matters-international-relations-ir/">https://foreignpolicy.com/2020/06/19/why-race-matters-international-relations-ir/</a>.</li> <li>▪ Wemheuer-Vogelaar, Wiebke, Ingo Peters, Laura Kemmer, Alina Kleinn, Luisa Linke-Behrens, and Sabine Mokry. 2020. “The Global IR Debate in the Classroom.” In <i>International Relations from the Global South</i>. Routledge.</li> <li>▪ Enloe, Cynthia. 2014. <i>Bananas, Beaches, and Bases: Making Feminist Sense of International Politics</i>. University of California Press. → ch. 1</li> </ul>
March 13: Final Exam Review	
Final Exam: March 17 <sup>th</sup> 10:30am – 12:20pm	

**Grade Scale**

Grade	Percent	Letter
4.0	95-100	A
3.9	93-94	A
3.8	91-92	A-
3.7	90	A-
3.6	89	A-
3.5	88	A-
3.4	87	B+
3.3	86	B+
3.2	85	B+
3.1	84	B
3.0	83	B
2.9	82	B
2.8	81	B-
2.7	80	B-
2.6	79	B-
2.5	78	B-
2.4	77	C+
2.3	76	C+
2.2	75	C+
2.1	74	C
2.0	73	C
1.9	72	C
1.8	71	C-
1.7	70	C-
1.6	69	C-
1.5	68	C-
1.4	67	D+
1.3	66	D+
1.2	65	D+
1.1	64	D
1.0	63	D
.9	62	D
.8	61	D-
.7	60	D-
0.0	<60	E