


PSCI 2500 INTERNATIONAL RELATIONS
 Dr Jim Butterfield Davis Arthur-Yeboah January 8, 2018
jimbutterfield.org/2500.html




Exercises

- First, introduce yourself to each other at your table. What is your name? Where are you from? What is your major?



Exercises

1. Make a list of the three most significant events, processes, or phenomena of the 20th century.
2. Which of these have affected your generation the most?
3. Now, make a list of the top three threats to humanity today (these might not be on your 20th century list).



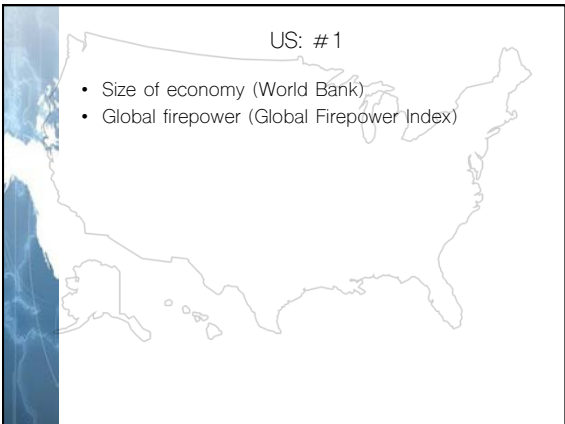
Exercises

- In which of these indicators does the US rank # 1?
- In which is it in the top 10%?

Human development	Rule of law	Income per capita
Size of economy	Secondary education	Gender inequality
Absence of corruption	Global firepower	Human freedom
Maternal mortality	Higher education	Ease of doing business
Infant mortality (<1 yr)	Income equality	Press freedom
Child mortality (<5 yrs)	Life expectancy	Democracy

US: # 1

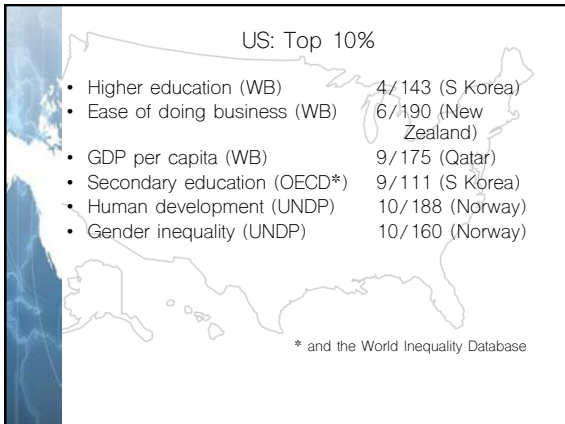
- Size of economy (World Bank)
- Global firepower (Global Firepower Index)



US: Top 10%

- Higher education (WB) 4/143 (S Korea)
- Ease of doing business (WB) 6/190 (New Zealand)
- GDP per capita (WB) 9/175 (Qatar)
- Secondary education (OECD*) 9/111 (S Korea)
- Human development (UNDP) 10/188 (Norway)
- Gender inequality (UNDP) 10/160 (Norway)

* and the World Inequality Database



US: Other Rankings

- Corruption (CPI) 18/176 (Denmark)
- Rule of Law (WJP) 18/113 (Denmark)
- Democracy (EIU) 21/167 (Norway)
- Human freedom (Cato) 22/158 (Switzerland)
- Life expectancy (WHO) 31/183 (Japan)

US: Other Rankings

- Press freedom (RWB) 43/181 (Norway)
- Maternal mortality (UNICEF) 48/184 (Finland, Greece, Iceland and Poland)
- Infant mortality (WFB) 56/227 (Japan)
- Child mortality (UN) 65/211 (Iceland)
- Income equality (WFB) 112/151 (Finland)

Why study international relations?

- More than three-quarters of employers state that "all college students should gain intercultural skills and an understanding of societies and countries outside the United States."

AAC&U-commissioned surveys of employers, 2013 and 2015.

Why study international relations?

- Fully 96% of employers surveyed said that comfort in "working with colleagues, customers, and/or clients from diverse cultural backgrounds" is important to them.

AAC&U-commissioned surveys of employers, 2013 and 2015.

Why study international relations?

- Another survey found that "two-thirds of teachers (63%), parents (63%) and Fortune 1000 executives (65%) think that knowledge of other cultures and international issues is absolutely essential or very important to be ready for college and a career."

The MetLife Survey of The American Teacher: A Survey of Teachers, Students, Parents and Fortune 1000 Executives (2011)

Why study international relations?

- Multinational employers "look for graduates with a wide range of life skills that include awareness of other cultures and mastery of more than one language. They have migrated from being local recruiters for local jobs to being global recruiters for global jobs and careers and now seek employees that are able to work throughout the world, as required."

Testimony before the Senate Subcommittee on International Security, Proliferation, and Federal Services (2000)

What will we study?

- How states interact and why.
- How the international system of international relations evolved.
- Why there is war, terrorism, and other forms of conflict.
- How we collectively address global challenges.
- The background of current events ("Current Events Wednesdays").

Requirements

Item	Points
Attendance (10 points for each class session)	280
Periodic short papers (in class)	45
Online quizzes (ten - open book)	275
Exam I (February 7)	100
Exam II (March 21)	100
Final Exam (April 25)	165
Total	1000

Course Web Site

- jimbutterfield.org/2500.html
 - Course policies.
 - Schedule of classes and assignments.
 - Maps.
 - Notes (slides will be posted here after class).
 - News sources.

E-learning

- Online quizzes (start dates and deadlines are on the course web site).
- Grades.

Key Course Policies

- Academic freedom.
 - You have the right to engage in reasoned disagreement with me without any penalty to your grade. I have the right to challenge any belief, ideology, worldview, or attitude you have, including those beliefs you hold sacred.

Key Course Policies

- Academic freedom.
 - I or another student may ask you to support your view with evidence, logic, or an expression of values, just as you may ask of me or anyone else in class.

Key Course Policies

- Academic freedom.
 - *Respectful* disagreements and challenges should not be seen as attacks or insults, but as part of the reasoned dialogue we engage in as students, professors, and citizens.
- Keys:
 - Support your position.
 - Disagree respectfully.

Key Course Policies

- Attendance
 - Taken every class session. Why?
 - One learns not by attendance when convenient and cramming for exams, but by regular engagement with the material, both written and verbal.
 - I can't possibly test for everything, and I assume by virtue of being in class and being awake (another expectation!), you'll be learning far more than I can examine you on.

Key Course Policies

- No electronic devices in class.
 - See justification on web site.
- See course policies page for information on:
 - Religious observances.
 - Disabilities.
 - Communications (email, not voice mail).
 - Academic integrity.

What's coming next?

- The first online quiz is active. The deadline to complete it is Thursday, January 18 at midnight (11:59 pm).
 - Quizzes are conducted on your own time and are open book.
- Class on Wednesday.
- Monday is MLK Day.

Who are we?

