POLS1005
Introduction to IR: Foundations and Concepts

Semester 1, 2019

This course provides a broad introduction to the study of International Relations (IR). As a field of study, IR focuses on the political, military, economic, and cultural interaction of state and non-state actors at the global level. The field therefore encompasses a diverse array of topics, from the causes of conflict to the politics of development, from international institutions to the environment. In this course, we begin by exploring the core concepts, foundational events, and global issues of IR, and we provide the general knowledge and analytic tools necessary to understand, evaluate, and respond to a complex array of problems in the contemporary world.

Mode of delivery	Three on-campus contact hours (two-hour lecture; one-hour tutorial). Students expected to commit a further eight hours per week to tutorial reading and preparation and assessment tasks.	
Prerequisites	None	
Incompatible courses	You are not able to enrol in this course if you have completed POLS2015, ANUC1105, or equivalent.	
Conveners	Dr. Jessica Genauer	Assoc. Prof Jana von Stein
Office	Haydon-Allen Bld. (#22), Rm. 1160	Haydon-Allen Bld. (#22), Rm. 1190
Email	jessica.genauer@anu.edu.au	jana.vonstein@anu.edu.au
Office hours	Monday 11.00-12:00 or by appointment	Usually Mondays, by appointment
Research interests	Political transitions, conflict resolution, Middle East	International cooperation, human rights, environmental affairs

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Tutor(s) See Wattle site for list of tutors and tutorial times
Course URL http://wattlecourses.anu.edu.au/course/view.php?id=15800

1. COURSE OVERVIEW

1.1. Course description

This is an exciting and important time to begin studying IR. The international community is facing many complex challenges including climate change, financial crises, and numerous military and political conflicts. Around the world, questions are being asked about what role individuals, states, and the international community should play in guiding the world through these uncertain waters. POLS1005 invites you into these debates by providing a foundation from which you can make an educated, well-read, thoughtful, critically reflective, and intellectually engaging contribution to the world.

This course provides a broad introduction to the study of IR. It is the introductory course on which all subsequent courses on IR at the ANU builds. Thus, this course will canvass the major events, issues, ideas, and debates in world politics as well as in the IR discipline. We will cover some of the **major events** shaping world politics including the world wars, the Cold War, globalisation, and what is sometimes called the war on terror. We will examine the **key issues** of war, peace, and security. We will then examine the most **influential theories** trying to explain these issues including realism, liberalism, and critical approaches.

1.2. Learning outcomes

After successful completion of this course, students should:

1. Have a broad understanding of some of the most important ideas, issues and events in IR, particularly in the period since World War 1;
2. Have an enhanced appreciation of the contemporary IR agenda;
3. Be able to better comprehend and articulate their thoughts on issues of major current significance;
4. Have developed stronger research, writing and analytical skills;
5. Be well prepared for the comprehensive education in IR offered by the School of Politics and IR.

1.3. Assessment summary

Assessment task	Date	Value	Linked learning outcomes
Tutorial participation	ongoing	10%	1, 2, 3, 5
Weekly quizzes	ongoing	10%	1, 2, 3, 5
Midterm	TBD	20%	1, 2, 3, 5
Response paper (1,000 words)	28 May	30%	1, 2, 3, 4, 5
Final examination	TBD	30%	1, 2, 3, 5

1.4 Course outline

Week	Date	Topic
		PART 1. FOUNDATIONS
1	25 Feb	Introduction to the IR discipline • No tutorials this week
2	4 Mar	Core concepts • Tutorials commence
		PART 2. WAR AND PEACE
3	11 Mar	Why is there conflict? • Monday 11 March is a public holiday – recorded lecture posted on Wattle and no tutorials on this day
4	18 Mar	Domestic politics and conflict; political science writing
5	25 Mar	International institutions and conflict
6	1 Apr	Non-state actors and conflict
8-19 April: Teaching break (no classes)		
		PART 3. INTERNATIONAL POLITICAL ECONOMY
7	22 Apr	International Political Economy • Monday 22 April is a public holiday – recorded lecture posted on Wattle and no tutorials on this day • Thursday 25 April is a public holiday - no tutorials on this day
8	29 Apr	The politics of economic development
		PART 4. SPECIFIC TRANSNATIONAL TOPICS
9	6 May	International law and norms
10	13 May	The global environment
11	20 May	Human rights
12	27 May	Conclusions and review • Monday 27 May is a public holiday - recorded lecture posted on Wattle and no tutorials on this day
6-22 June: Examination period		

2. IMPORTANT DATES

Date	What	Where
4 March	Deadline to Add Semester 1 courses	https://isis.anu.edu.au
11 March	Canberra Day: no lecture or tutorials on this day	N/A
Weeks 6, 7, or 8	Midterm Exam	TBA
8-19 April	Teaching break: no classes	N/A
22 April	Easter Monday: no lecture or tutorials on this day	N/A
25 April	Anzac Day: no tutorials on this day	N/A
26 April	**Upload position paper by 9am**	**Wattle: tutorial forum**
Weeks 9 and 10	Peace Summit	During tutorials
10 May	Deadline to drop Semester 1 courses without fail (WD)	https://isis.anu.edu.au
28 May	**Upload response paper by 9am**	**Wattle: Turnitin link**
6-22 June	Final exam	TBA

3. ASSESSMENT REQUIREMENTS

The ANU uses Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity. For additional information regarding Turnitin please visit the ANU Online website. Students may choose not to submit assessment items through Turnitin. In this instance, you will be required to submit, alongside the assessment item itself, copies of all references included in the assessment item. ANU has a turnitin practice site where you can upload submissions and familiarise yourself with turnitin

3.1. Assessment tasks

Assessment tasks are spread across the semester as a means of providing regular feedback on students' understanding of the course material and opportunities for reinforcing this knowledge.

Due date	Value	Description
Weekly, starting in week 2	10% of class mark	**Tutorial participation** marks are based on students providing evidence that they have done the assigned readings, attended/listened to lectures, thought about the issues; and on their contribution to discussions – including consideration and respect for other class members. In addition, 1% of the tutorial mark will be based on your timely submission (via upload to your Wattle forum) of a position paper (by 9am on 26 April). Students who submit the position paper will obtain full credit; those who do not will receive a 0. A description of the position paper assignment is on Wattle.
Weekly, starting in week 1. Complete by 11:59 Fridays	10% of class mark	**Weekly quizzes on Wattle,** designed to gauge your understanding of the assigned readings and lectures. All five weekly quiz questions are randomly assigned by student and are taken from a pool of possible questions. Quizzes may be taken up to three times, but the questions will differ each time. There is no time limit for the quizzes and you may use the textbook, so take your time and be sure to get each question correct before submitting your answers. Your final mark for this portion of your final grade will represent the average mark of all 12 quizzes. Therefore, each individual quiz represents less than 1% of your final grade.

TBD by ANU exams office (Week 6, 7, or 8)	20% of class mark	The **midterm exam** will evaluate students' knowledge of the readings and course material and their ability to write a clear, coherent, and concisely argued essay about course material. Students will have 15 minutes reading time and 90 minutes to complete the exam. More information about the midterm will be available on Wattle and discussed during lecture and tutorial.
28 May by 9am. Upload via Wattle Turnitin link	30% of class mark	**The response paper**'s main goal is to have you apply the theoretical frameworks and core concepts learnt in this course to a current international challenge. A description of the assignment, including a rubric, can be found on Wattle.
TBD by ANU exams office (6 to 22 June)	30% of class mark	**The final exam** structure will be discussed during lectures and in tutorial. Students will have a 15-minute reading period and a two-hour writing time. As per CASS policy, all exams are blind marked and they are not returned to the students, nor are comments provided. You may contact the conveners within 30 working days of the release of results to learn your specific exam mark, or to request an appeal.

3.2. Assignment submission

Online Submission: All reaction papers are submitted using Turnitin on the course's Wattle site. You will be required to electronically sign a declaration of authorship as part of the submission of your assignment. Please keep a copy of the assignment for your records.

3.3. Extensions and penalties

Requests for Extension: All extension requests must be lodged through CASS's Assessment Extension Request form (http://cass-seo.anu.edu.au), citing Jessica Genauer (Jessica.genauer@anu.edu.au) as the Course Convenor on the form. Students who do not follow these instructions will have their requests returned to them. CASS's policy on extensions can be found at https://policies.anu.edu.au/ppl/document/ANUP_004603. We strongly encourage you to read it prior to applying for an extension, to ensure that you comply with the requirements.

Per CASS policy, late submission of assessment tasks without an extension are penalised at the rate of 5% of the possible marks available per working day or part thereof. Late submission of assessment tasks is not accepted after 10 working days after the due date, or on or after the date specified in the course outline for the return of the assessment item.

3.4. Returning assignments

Essays will be available on Turnitin by the indicated return date. If there is a delay, students will be advised via email and on Wattle. The midterm will be returned within two weeks.

3.5. Resubmission of assignments

Students may resubmit their assignments on Turnitin before the due date if they are not happy with their text-matching report. Turnitin allows only one resubmission per 24 hours. There are no other conditions under which assignments may be resubmitted.

3.6. Referencing requirements

It is a requirement of this course that your essay conform to academic writing standards and referencing. The Harvard referencing style is preferred. You may contact the ANU Academic Skills and Writing Centre for further advice. For details about the Harvard citation style please see the ANU style guide website at https://academicskills.anu.edu.au/resources/handouts/referencing-style-guides.

3.7. Research quality assurance

The convenors may ask to speak with you regarding your research for your essays (the process by which you gathered and analysed your research materials). These meetings are usually designed to help students improve their research skills and ensure their approach to research is of university standard. To this end, please keep all the notes, plans, drafts and research that you use for this essay.

4. DETAILED COURSE SCHEDULE

All **lectures** will be held in the Kambri precinct lecture theatre on Mondays between 2.00pm and 4.00pm (2.05pm-3.55pm). All lectures will be recorded using the Echo360 recording system. Lecture recordings can be played back at faster or slower than normal speeds to help students either (1) make sure that they understand the material or (2) cover it at a faster pace.

All **required readings** should be completed before lecture. Lectures will assume familiarity with the readings. **Optional further readings** are relevant to the week's topic and may be of particular interest for those students thinking about related research paper topics either now or in the future.

To aid with comprehension and facilitate discussion, **reading and discussion questions** will be posted to Wattle before the relevant lecture. In our experience, students who prepare some answers to these questions and craft additional questions fare particularly well in tutorials.

Most required **readings** are from the Frieden, Lake & Schultz book [**FLS**]. Any additional required readings will be posted on Wattle under the relevant week.

PART 1. FOUNDATIONS

Week 1 (25 February): Introduction to the IR discipline

Required readings:

FLS Introduction and Chapter 1 (pp. xxiv-40)

Kotkin, Stephen. 2018. "Realist World." *Foreign Affairs* 97 (4): 10-15.

Deudney, Daniel, and John Ikenberry. 2018. "Liberal World." *Foreign Affairs* 97 (4): 16-24.

Chua, Amy. 2018. "Tribal World." *Foreign Affairs* 97 (4): 25-33.

Optional further reading:

Busby, Johsua. "Warming World." *Foreign Affairs* 97 (4): 49-55.

Dooley, Brian. 2016. "Ending Sectarianism in Syria." *Foreign Affairs*, Snapshot. 13 April 2016.

Byman, Daniel. 2016. "Understanding the Islamic State—A Review Essay." *International Security* 40 (4): 127-165.

Week 2 (4 March): Core concepts

Required readings:

FLS Chapter 2 (pp.41-87)

Lund, Aron. 2018. "Syria's Civil War: Government Victory or Frozen conflict." *Swedish Defence Research Agency.* Defence Analysis division. Security Policy Report. (*Background reading on the Syrian Civil Conflict – use this as a resource throughout semester*)

Optional further reading:

Abrahamsen, Rita. 2017. "Africa and IR: Assembling Africa, Studying the World." *African Affairs* 116(462): 125-139.

Akhtar, Parveen, Paul Fawcett, Tim Legrand, David Marsh, and Chloe Taylor. 2005. "Women in the Political Science Profession." *European Political Science* 4: 242–55.

Ayoob, Mohammed. 2002. "Inequality and Theorizing in IR: The Case for Subaltern Realism." *International Studies Review* 4(3): 27–48.

Bueno de Mesquita, Bruce. 1985. "Toward a Scientific Understanding of International Conflict: A Personal View, in Symposium: Methodological Foundations of the Study of International Conflict." *International Studies Quarterly* 29(2): 121-136.

Bull, Hedley. 1966. “International Theory: The Case for the Classical Approach.” *World Politics* 18(3): 361-377.
Bynum, Daniel, and Kenneth Pollack. 2001. “Let us Now Praise Great Men: Bringing the Statesman Back In.” *International Security* 25(4): 107-146.
Jervis, Robert. 1976. *Perception and Misperception in International Politics*. Princeton: Princeton University Press. Chapter 1: 13-31.
Lake, David A. 2016. “White Man’s IR: An Intellectual Confession.” *Perspectives on Politics* 14(4) 1112-1122.
Sjoberg, Laura. 2013. *Gendering Global Conflict: Towards a Feminist Theory of War.* New York: Columbia University Press.
Snyder, Jack. 2004. “One World, Rival Theories.” *Foreign Policy* (145): 53-62.
Walt, Stephen M. 2005. “The Relationship between Theory and Policy in IR." *Annual Review of Political Science* 8: 23-48.
Tessler, Mark. 2009. *A History of the Israeli-Palestinian Conflict.* Bloomington: Indiana University Press.
Zarakol, Ayse and Janice Bially Mattern. 2016. “Theorising Hierarchies in World Politics.” *International Organization* 70(3): 623–654.
Zinnes, Dina 1980. "Three Puzzles in Search of a Researcher." *International Studies Quarterly* 23(3): 315-42.

PART 2. WAR AND PEACE

Week 3 (11 March): Why is there conflict?

Note: Canberra Day. No lecture or tutorials on this day (recorded lecture on Wattle).

Required reading:
FLS Chapter 3 (pp. 88-137)
Optional further reading:
Blainey, Geoffrey. 1988. *The Causes of War*. 3rd edition. New York: Free Press.
Fearon, James. 1995. “Rationalist Explanations for War.” *International Organization* 49 (3): 379- 414.
Gleditsch, Kristian Skrede. 2007. “Transnational Dimensions of Civil War.” *Journal of Peace Research* 44(3): 293-309.
Levy, Jack S. and William R Thompson. 2010. Causes of War. Chichester: Wiley-Blackwell.
Mearsheimer, John. 2014. *The Tragedy of Great Power Politics*. New York: Norton.

Week 4 (18 March): Domestic politics and conflict

Required reading:
FLS Chapter 4 (pp. 138-184)
Optional further reading:
Doyle, Michael. 1986. “Liberalism and World Politics.” *American Political Science Review* 80(4): 1151-1169.
Milner, Helen. 1998. “Rationalizing Politics: The Emerging Synthesis of International, American, and Comparative Politics.” *International Organization*. 52(4): 759-86.
Milner, Helen. 1998. “Rationalizing Politics: The Emerging Synthesis of International, American, and Comparative Politics.” *International Organization*. 52(4): 759-86.
Putnam, Robert. 1988. “Diplomacy and Domestic Politics: The Logic of Two-Level Games." *International Organization* 42: 427-460.
Reiter, Dan, and Allan Stam. 2002. Democracies at War. Princeton: Princeton University Press.
Ray, James. 1998. “Does Democracy Cause Peace?” *Annual Review of Political Science* 1:27-46.
Rosato, Sebastian. 2003. “The Flawed Logic of Democratic Peace Theory,” *American Political Science Review* 97: 585-602.
Russett, Bruce, and James Oneal. 2001. *Triangulating Peace: Democracy Interdependence, and International Organizations*. New York: Norton.

Week 5 (25 March): International institutions and conflict

Required reading:

FLS Chapter 5 (pp. 186-234)

Optional further reading:

Axelrod, Robert, and Robert Keohane. 1985. "Achieving Cooperation under Anarchy: Strategies and Institutions." *World Politics* (38): 226-254.

Hardin, Garrett. 1968. "The Tragedy of the Commons." *Science* 162(3859): 1243-1248.

Keohane, Robert. 1982. "The Demand for International Regimes." *International Organization* 36(2): 325-355.

Keohane, Robert. 1982. "The Demand for International Regimes." *International Organization* 36(2): 325-355.

Mearsheimer, John. 1994. "The False Promise of International Institutions." *International Security* 19(3): 5-49.

Oye, Kenneth A. 1985. "Explaining Cooperation Under Anarchy." *World Politics* 38(1): 1-24.

Week 6 (1 April): Non-state actors and conflict

Required reading:

FLS Chapter 6 (pp. 236-292)

Optional further reading:

Collier, Paul, V.L. Elliott, Håvard Hegre, Anke Hoeffler, Marta Reynal-Querol, Nicholas Sambanis. 2003. *Breaking the Conflict Trap: Civil War and Development Policy*. Washington DC: World Bank and Oxford University Press.

Fearon, James D. and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97(1): 75-90.

Kalyvas, Stathis N. 2007. "Civil Wars." In Carles Boix and Susan C. Stokes. *The Oxford Handbook of Comparative Politics*. New York: Oxford University Press: 416-434

Mason. T. David. 2004. *Caught in the Crossfire: Revolution, Repression, and the Rational Peasant*. Landham, MD: Rowman and Littlefield.

Paper, Robert. 2005. *Dying to Win: The Strategic Logic of Suicide Terrorism*. New York: Random House.

Weinstein, Jeremy M. 2007. *Inside Rebellion: The Politics of Insurgent Violence.* New York: Cambridge University Press.

8-19 April Mid-semester teaching break (no class)

PART 3: INTERNATIONAL POLITICAL ECONOMY

Week 7 (22 April): International political economy; political science writing

Note: Easter Monday. No lecture or tutorials on this day (recorded lecture on Wattle).

Required reading:

FLS Chapter 7 (pp. 294-345)

Farrell, Henry. 2010. Good Writing in Political Science: An Undergraduate Student's Short Illustrated Primer. http://www.henryfarrell.net/pol_sci_essay.html

Optional further reading:

FLS Chapter 9.

Hiscox, Michael. 2002. *International Trade and Political Conflict: Commerce, Coalitions, and Mobility*. Princeton: Princeton University Press.

Rogowski. 1989. *Commerce and Coalitions: How Trade Affects Domestic Political Alignments*. Princeton: Princeton University Press.

Week 8 (29 April): The politics of economic development

Required reading:

FLS Chapter 10 (pp. 424-460)

Optional further reading:

Banerjee, Abhijit, and Esther Duflo. 2010. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. New York: Public Affairs.

Henderson, J. Vernon, Zmarak Shalizi, and Anthony J. Venables. 2001. "Geography and Development." *Journal of Economic Geography* 1: 81-105.

Keefer, Philip. 2004. "What Does Political Economy Tell Us About Economic Development—And Vice Versa?" *Annual Review of Political Science* 7: 247-272.

Mehra, Rekha. 1997. "Women, Empowerment, and Economic Development." *Annals of the American Academy of Political and Social Science* 554: 136-149.

Milner, Helen V., and Bumba Mukherjee. 2009 "Democratization and Economic Globalization." *Annual Review of Political Science* 12: 163-181.

Olson, Mancur. 1993. "Dictatorship, Democracy, and Development." *American Political Science Review* 87(3): 567-576.

Seligson, Mitchell A., and John Passé-Smith, eds. 2008. *Development and Underdevelopment: The Political Economy of Global Inequality*, 4th edition. Boulder, CO: Lynne Rienner.

Sen, Amartya. 1999. *Development as Freedom*. Anchor Books: New York.

Spruyt, Hendrik. 2002. "The Origins, Development, and Possible Decline of the Modern State." *Annual Review of Political Science* 5: 127-149.

PART 4: SPECIFIC TRANSNATIONAL TOPICS

Week 9 (6 May): International law and norms

Required reading:

FLS Chapter 11 (pp. 462-496)

Optional further reading:

Axelrod, Robert, and Robert Keohane. 1985. "Achieving Cooperation under Anarchy: Strategies and Institutions." *World Politics* (38): 226-254.

Carpenter, R. Charli. 2003. "'Women and Children First:' Gender, Norms, and Humanitarian Evacuation in the Balkans 1991-5." *International Organization* 57(4): 661-694.

Finnemore, Martha & Kathryn Sikkink. 1998. "International Norm Dynamics and Political Change." *International Organization* 52(4): 887-917.

Hurd, Ian. 1999. "Legitimacy and Authority in International Politics." *International Organization* 53(2): 379-408.

Ikenberry, G. John. 1998. "Institutions, Strategic Restraint, and the Persistence of American Postwar Order." *International Security* 23(3): 43-78.

Simmons, Beth A. 2009. *Mobilizing Human Rights: International Law in Domestic Politics*. Cambridge University Press.

Week 10 (13 May): The global environment

Required reading:

FLS Chapter 13 (pp. 540-582)

Optional further reading:

Barnett, Jon & W. Neil Adger. 2007. "Climate Change, Human Security and Violent Conflict." *Political Geography* 26: 639-655.

Benjaminsen, Tor A., Koffi Alinon, Halvard Buhaug &Jill Tove Buseth. 2012. "Does Climate Change Drive Land-Use Conflicts in the Sahel?" *Journal of Peace Research* 49(1): 97-111.

Buhaug, Halvard & Ole Magnus Theisen. 2012. "On Environmental Change and Armed Conflict." In J. Scheffran et al., eds. *Climate Change, Human Security and Violent Conflict. Hexagon Series on Human and Environmental Security and Peace*: 43-55.
Gleditsch, Nils Petter & Ragnhild Nordås. 2014. "Conflicting Messages? The IPCC on Conflict and Human Security." *Political Geography* 43: 82-90.
Heinrigs, Philipp. 2011. "Security Implications of Climate Change in the Sahel Region: Policy Considerations." OECD Sahel and West Africa Club Secretariat.
Homer-Dixon, Thomas F. 1994. "Environmental Scarcities and Violent Conflict: Evidence from Cases." *International Security* 19(1): 5-40.
Hsiang, Solomon M., Marshall Burke, and Edward Miguel. 2013. "Quantifying the Influence of Climate on Human Conflict." *Science* 341(6151).
Theisen, Ole Magnus, Helge Holtermann & Halvard Buhaug. 2011. "Climate Wars? Assessing the Claim that Drought Breeds Conflict." *International Security* 36(3): 79–106.

Week 11 (20 May): Human rights

Required reading:

FLS Chapter 12 (pp. 498-538)

Optional further reading:

Donnelly, Jack. 2002. Universal Human Rights in Theory and Practice. Cornell University Press: Ithaca.
Landman, Todd. 2006. *Studying Human Rights.* New York: Routledge.
Murdie, Amanda. 2014. *Help or Harm: The Human Security Effects of International NGOs*. Stanford University Press.
Neumayer, Eric. 2005. "Do International Human Rights Treaties Improve Respect for Human Rights?" *Journal of Conflict Resolution* 49(6) 925-953.
Poe, Steven C., C. Neal Tate, and Linda Camp Keith. 1999. "Repression of the Human Right to Personal Integrity Revisited: A Global Cross-national Study Covering the Years 1976-1993," *International Studies Quarterly* 43(2):291-313.
Richards, David, Ronald Gelleny and David Sacko. 2001. "Money With A Mean Streak? Foreign Economic Penetration and Government Respect for Human Rights in Developing Countries." *International Studies Quarterly* 45 (2): 219-239.
Shestack, Jerome J. 1998. "The Philosophic Foundations of Human Rights." *Human Rights Quarterly* 20:201-234.
von Stein, Jana. 2018. "Exploring the Universe of UN Human Rights Agreements." *Journal of Conflict Resolution* 62 (4): 871-99.

Week 12 (27 May): Conclusions and review

Note: Reconciliation Day. No lecture or tutorials on this day (recorded lecture on Wattle).

Required reading:

FLS Chapter 14 (pp. 584-635)

6-22 June: Examination period

5. GOALS, POLICIES, AND RESOURCES

5.1 Research-led teaching

This class incorporates cutting-edge theoretical developments and empirical findings from Dr. Genauer and Associate Professor von Stein's research as well as the academic fields in which they work. Dr. Genauer's research focuses on political transitions and conflict resolution in the Middle East and North Africa region, as well as innovative teaching methods for IR classrooms and developments in IR theory. Associate Professor von Stein's research focuses on the political dimensions of international law, with a

specific interest in treaty commitment and compliance. She is particularly interested in human rights, environmental affairs, and autocratic politics.

Research-led teaching is not simply about the research expertise that convenors bring to a course. It also includes the ways in which courses' skills acquisition and assessment are designed to enable students to acquire sound knowledge-acquisition skills. To this end, the course's activities have been designed around reading comprehension as a skill central to political analysis. Therefore, students read and prepare comments about core texts for discussion in tutorial. Evidence gathering is also a core research skill. To this end, students are alerted to many potential sources for information and evidence that can be useful for students' simulation participation and response essay. Thoughtful analysis and presentation of research findings is a crucial core research skill, and therefore the course contains two essay assessments to provide students with an opportunity to practice those skills.

5.2. Feedback

5.2.1. Staff Feedback

Students will receive ongoing feedback on their work in this course in several ways:

- Tutorials offer immediate feedback on your ideas and your understanding of course materials during tutorial.
- Tutors are available to provide oral feedback on your response essay ideas and plans up to three days prior to its due date. In the interests of fairness to all students, tutors are unable to read drafts of written assignments.
- Your examiners will provide written feedback on your essay on Wattle.

5.2.2. Student Feedback

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognize excellent teaching, and opportunities for improvement. For more information on student surveys at ANU and reports on the feedback provided on ANU courses, go to:

http://unistats.anu.edu.au/surveys/selt/students/
http://unistats.anu.edu.au/surveys/selt/results/learning/

5.3 Respecting each other and treating each other equally

Your course convenors, tutors, and classmates come from diverse backgrounds, in all senses of the term. A large scientific literature has demonstrated the existence of bias – both conscious and unconscious (also known as implicit) – in how we interact with others and evaluate them. Your convenors and tutors are dedicated to treating each of you equally, and with the dignity that you deserve. In interacting with and evaluating your 1005 instructors and tutor, we ask that you do the same.

5.4. Policies

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and implement them. You can find the University's education policies and an explanatory glossary at: http://policies.anu.edu.au/.

Students are expected to have read the Student Academic Integrity policy before the commencement of their course. You are also encouraged to read the university's website about academic honesty and plagiarism (http://www.anu.edu.au/students/program-administration/assessments-exams/academic-honesty-plagiarism).

Other key policies include:

- Student Assessment (Coursework)
- Student Surveys and Evaluations

5.5. Support for students

The University offers many support services for students. Information on these is available online from http://students.anu.edu.au/studentlife/.

5.6. Required resources

There is one required textbook for this course, which is available for purchase at Harry Hartog booksellers in the Kambri precinct. We strongly recommend that you purchase a paper copy of this textbook as soon as possible. Copies are also available to purchase on the publisher's website, Book Depository, Amazon, and elsewhere. The ANU library has ordered six paper copies of this book, which will be available for two-hour loan upon arrival.

> Frieden, Jeffry A., David A. Lake, & Kenneth A. Schultz. 2019. *World Politics: Interests, Interactions, and Institutions*. **International Student Fourth edition**. New York & London: W.W. Norton & Company.

Menzies library has three copies of the textbook on two-hour reserve and three copies of the textbook on two-day reserve. Call number: JZ1242.F748

dditional assigned and recommended readings will be made available on the course's Wattle page as needed. Besides the required resource above, there are no additional costs associated with this course.

5.7. Examination material or equipment

No additional materials (including mobiles) are allowed in the final examination room. With convenor approval, dictionaries will be allowed for students from language backgrounds other than English.

5.8. Recommended resources

The ANU subscribes to many IR journals and periodicals. Being familiar with these sources and surveying at least some of them regularly will assist you in this course:

American Political Science Review
American Journal of Political Science
Australian Journal of Political Science
Australian Journal of International Affairs
Ethics and International Affairs
European Journal of IR
Foreign Affairs
International Organization
International Security
International Studies Perspectives
International Studies Quarterly
International Studies Review
International Theory
Journal of Conflict Resolution
Journal of Peace Research
Millennium
Review of International Studies
Security Studies
Third World Quarterly
World Politics

6. SYRIAN CONFLICT SIMULATION DESCRIPTION

6.1. Abstract

The simulation will extend throughout the semester with participatory activities run in tutorial groups. The simulation is focused on the current Syrian conflict and culminates in a simulated multi-stakeholder Peace Summit in weeks 9 & 10. The current Syrian conflict began in 2011, has led to the deaths of over 450,000 people, millions of refugees, and has affected the Syrian population, the stability of neighbouring states, and led to an escalation of tensions between the US and Russia. Several failed attempts at peace negotiations have been conducted in recent years. The simulation is designed to enhance students' engagement by using a real-life case for study. This simulation will allow students the opportunity to research this internationalised civil conflict and understand the incentives and interests of different state and non-state actors. Actors can have their own interests which might not coincide with ending the conflict. The simulation lifecycle is consistent with those outlined in the literature: pre-play research and

planning; early stage; development; debriefing, assessment, & evaluation. The focus of this simulation is on documents uploaded to Wattle and in-person tutorials. Students will make submissions and interact cooperatively and competitively to reach goals depending on their assigned roles.

Each tutorial group of 15 students operates as a discreet simulation, with 15 separate actors that each have an interest in the outcome of the Syrian Civil conflict. Each student is randomly assigned an actor in the first tutorial (week 2) - which will be their role throughout the semester. Roles will include international organisations (e.g. United Nations, Gulf Cooperation Council), government actors (e.g. Syria, Turkey, Jordan, Israel, Iran, US, and Russia), and non-state actors (e.g. Hayat Tahrir Al-Sham (HTS); Hezbollah; ISIS; the Kurdish Syrian Democratic Forces (SDF); the Syrian Liberation Front (SLF); and the White Helmets). Whilst students are expected to understand their actor's real-world character, objectives, and constraints and should use these as basic parameters for their actor's range of action; students may freely strategize, operate, negotiate, and collaborate beyond the actions already undertaken by their actor in the real-world.

Tutors and the course conveners will be moderators. Moderators have social, teaching, and organizational roles and are crucial to student engagement and ensuring the simulation is moving forward. Assessment during the simulation will be included into tutorial participation marks, and as part of a response paper in the last third of the class. These assessments are designed to enhance the learning outcomes for this class including an experiential knowledge of theoretical approaches to IR, capacity to develop skills in negotiation, diplomacy, and organisational work, an understanding of current and historical events of international significance, and the development of strong research, writing, and analytical skills. Students will also be well prepared for future classes within the School of Politics and IR.

6.2. Learning opportunities and objectives

This simulation has three key learning objectives:

1. Actively engage students with the complexity of stakeholder interests and constraints in IR events. Active engagement with the learning process has been shown to enhance student engagement with and comprehension of course content (Glazier 2011) (course guide objective 1, 2, 5).
2. Enhance student ability to apply critical analysis skills to real-world IR events (course guide objectives 2, 3, 4, 5).
3. Facilitate critical reflection on students' learning process. Reflection is a crucial part of the learning process, Kolb (1984) and Gibbs (1988) have developed a conceptual *reflective cycle* that will be included into this simulation in small-group verbal debriefs, and a written debrief modelled on the reflective cycle (course guide objectives 4, 5)

6.3. Syria Peace Summit May 2019, overview

A Syria Peace Summit will take place in May 2019 to facilitate multi-party negotiations amongst key parties to the Syrian civil conflict. Notably, the Summit will be attended by the United Nations, the Gulf cooperation Council (GCC); the Syrian government; Iran; Israel; Jordan, Turkey; Russia; the United States (US); Hayat Tahrir Al-Sham (HTS); Hezbollah; ISIS; the Kurdish Syrian Democratic Forces (SDF); the Syrian Liberation Front (SLF); and the White Helmets.

The mission of the Syria Peace Summit 2019 is to work towards resolution on the following two-issues:

- A lasting **ceasefire** or cessation of hostilities amongst all parties in the Syrian conflict
- Devising pathways for a post-conflict **political transition**

In addition to these core issue areas, sanctions and the delivery of humanitarian aid will be discussed. The Summit will produce a Joint Statement detailing parties' commitment to resolutions on these issues.

6.4. Group size and composition

The simulation will take place in groups of 15 students. Each student will play one of 15 key actors in the Syrian conflict. With 36 tutorials, this will mean there will be 36 simultaneous simulations.

6.5. Facilitator roles

Tutors and the course conveners will be moderators. Moderators have social, teaching, and organizational roles and are crucial to student engagement and ensuring the simulation is moving forward. Assessment during the simulation will be included into tutorial participation marks, and as part of a response paper in the last third of the class. These assessments are designed to enhance the learning outcomes for this class including an experiential knowledge of theoretical approaches to IR, capacity to develop skills in negotiation, diplomacy, and organisational work, an understanding of current and historical events of international significance, and the development of strong research, writing, and analytical skills. Students will also be well prepared for future classes within the School of Politics and IR.

6.6 Simulation roles

State actors

1. Syria – Assad regime
2. Israel
3. Iran
4. Jordan
5. Russia
6. Turkey
7. United States (US)

Non-state actors

8. Hayat Tahrir A-sham (HTS)
9. Hezbollah (and affiliated Shi'a militias)
10. Islamic State of Iraq and Syria (ISIS)
11. Kurdish Syrian Democratic Forces (SDF)
12. Syrian Liberation Front (SLF) rebel group
13. The White Helmets (Syria Civil Defence)

International multilateral actors

14. Gulf Cooperation Council (GCC)
15. United Nations (UN)

6.7 Simulation overview

The simulation takes place in tutorial groups. Each student is assigned one of the 15 simulation roles. The simulation culminates in a simulated Syria Peace Summit in weeks 9 & 10.

Week	Course topic	Simulation activity (Note: tutorials are linked to previous week's lecture content)	Student task
		Phase 1: Briefing	
2	Core concepts	Simulation introduction and actor allocation	Allocated actor during tutorial
3	Why is there conflict?	No activity as some students miss tutorial due to public holiday	
		Phase 2: Connecting IR concepts to your actor in the Syrian conflict	
4	Domestic politics & conflict	Link core explanations for conflict to commencement and trajectory of Syrian Civil conflict	Participate in tutorial discussion-based activity

5	International institutions and conflict	Discuss impact of actors' domestic politics on Syrian conflict	Participate in tutorial discussion-based activity
6	Non-state actors and conflict	Discuss international institutions, and Syrian conflict trajectory	Participate in tutorial discussion-based activity

Phase 3: Positioning, Peace Summit, and debrief

7	International political economy	No activity as some students miss tutorial due to public holidays	All actors to upload position papers to Wattle by Friday 26 April 9am
8	Politics of economic development	Small groups devise pre-conference positions	Participate in pre-conference positioning
9	International Law	**Simulated multi-stakeholder Peace Summit, first round of negotiations: Agreement on a cessation of hostilities**	
10	The global environment	**Simulated multi-stakeholder Peace Summit, second round of negotiations: Pathway to political transition**	
11	Human rights	Student debrief	Participate in tutorial reflection
12	Conclusions and review		All students submit response paper to Turnitin by 9am 28 May

6.8 Works Cited

Gibbs, Graham. 1988. *Learning by Doing: A Guide to Teaching and Learning Methods*. Weatley: Oxford Centre for Staff and Learning Development.

Glazier, Rebecca. 2011. "Runing Simulations without Ruining Your Life: Simple Ways to Incorporate Active Learning into Your Teaching." *Journal of Political Science Education* 7: 375-393.

Kolb, David A. 1984. *Experiential Learning: Experience as The Source of Learning and Development*. Englewood Cliffs, NJ: Prentice-Hall.