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Levels-of-Analysis in International Relations

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Assignment
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Levels-of-Analysis in international relations

This assignment can be used in introductory classes to international relations and international politics, as well as in classes about foreign policy analysis or national and international security.

Most introductory texts for international relations will have a section about the Levels-of-Analysis and could be used as background readings

The goal of this assignment is for students to be able to apply the concept of Levels-of-Analysis to real world events. The students are required to explain an international event with accounts and narratives that fit in the three different levels of analysis - individual, state, and system

1. Pick <u>one</u> of the following events:
    a. The 2003 US invasion of Iraq (ask yourself why did the USA invade Iraq in 2003?)
    b. The 1990 Iraqi invasion of Kuwait (ask yourself why did Iraq invade Kuwait in 1990?)
    c. The 2019 US withdrawal from the Paris Climate Agreement (ask yourself why did the USA withdrew from the Paris Climate Agreement?)
    d. The 2011 USA killing of Osama Bin Laden (ask yourself why did the USA kill Osama Bin-Laden in 2011?)

2. Using the template below, place a relevant narrative explanation in each of the columns.
   Your explanations can vary and do not need to fit the mainstream narrative, just to be plausible

3. State which of these levels and accounts you provided, do you think is a best fit for the case

Event			
	Individual - level	**State - level**	**System - level**

Grading rubric: students can earn up to 20 points

	Not meeting expectations 1 point	Approaching 2 points	Good work 3 points	Excellent work 4 points
Case	Working with more than one case; low level of knowledge; details and examples are mostly incorrect, not specific, or not relevant	Trying to work with more than one case; or, not knowing the case well; or, details and examples are not entirely correct, specific, or relevant	Working with one case; knowledge level is good; details and examples are mostly but not entirely correct, specific, and relevant	Working with one case only; high level of knowledge; details and examples are correct, specific, and relevant
Levels	Not addressing all three levels and accounts are placed in the wrong level	Not addressing all three levels; some of the accounts are placed in the wrong level	Not clearly addressing all three levels; or not all three accounts are correctly placed in the relevant level	Addressing all three levels; all three accounts are correctly placed in the relevant level
Position taking	It is not clear if the student addressed #3	Trying to avoid taking a position	In response to #3, not fully taking a clear and plausible position	In response to #3, taking a clear and plausible position
Organization, originality, and clarity	Not using the given table template; or unclear writing; arguments and examples are not original	Not fully using the given table template; or writing is not clear; or a heavy reliance on other sources in the arguments and examples	Using the given table template, but writing is less clear, or a clear reliance on other sources in the arguments and examples	Using the given table template; clear and high quality writing; use of completely original arguments and examples
Quality	The work is not showing an understanding of the material; work quality is of low quality	The work is showing some understanding of the material; work quality is just OK	The work is showing a good understanding of the material; work is of good but not excellent quality	The work is showing a full understanding of the material; work is of the highest quality