

GOVT 155: Introduction to International Politics

Wesleyan University, Spring 2009

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Course Description and Objectives

The history of international relations provides us with a series of puzzles. Why do states resort to war even when leaders agree that war is costly? Why do sudden alliances emerge between states that have fought each other for centuries? Why do states invest billions of dollars in military technologies that they have no intention of using? Why is cooperation on climate change policy so difficult? Why is the Middle East such an unstable region in the world? What explains the importance of oil in the global economy? Why do states blatantly violate human rights, despite numerous international conventions that promise dire consequences for such behavior? Is the world becoming more peaceful, or more dangerous?

This course will acquaint students with the historical evolution of the international political system and introduce them to theoretical approaches to the study of international politics. The three primary goals of the course are to: (1) present leading theories and concepts for understanding international relations, including conflict and cooperation; (2) explore international history to evaluate theories of world politics, explain historical events, and explain the evolution of the international system; and (3) apply these theories to analyze current global issues and make predictions about future developments.

Required Texts and Readings

The readings for this course offer conflicting interpretations of theory and history. Students should read these texts with the goals of identifying, comparing, and evaluating contending arguments. I expect students to read the arguments critically and contest these readings, rather than taking them for granted.

The following texts are available at the campus bookstore and online. A copy of each is also available at the Olin Library's reserve desk.

Robert J. Art and Robert Jervis, eds., *International Politics: Enduring Concepts and Contemporary Issues*. 9th edition (New York: Pearson Longman, 2009).

Jeffrey A. Frieden, *Global Capitalism: Its Fall and Rise in the Twentieth Century* (New York: W.W. Norton, 2007).

Additional required readings are available on Blackboard. Students should check Blackboard regularly for announcements, assignments, and study guides for the course.

Study Aids

Students may find the work load in this course to be overwhelming. The reading load is heavy, so students are especially advised not to fall behind in the reading. To assist in preparation for class participation and exams, I hold regular office hours, which you can see at the top of the front page of this syllabus. I strongly suggest that students avail themselves of the opportunity to clarify and discuss course material with me. Office hours are not, however, opportunities to obtain information missed during absences from class. Such material should be obtained from classmates.

Although I do not post lecture notes online, I do include discussion questions and key concepts for each week to provide focus to reading and analysis. Additionally, students will sign up to provide reading summaries of each week's readings, which will be posted after each lecture. Finally, I will provide a study guide on contending perspectives in international relations as a framework to consider the different puzzles discussed in class.

Expectations

This course assumes no prior familiarity with international relations. This is a survey course of the field and will prepare students for advanced courses on the subject. This is not a current events course, but students are strongly encouraged to follow current events through a major newspaper with reputable coverage of foreign affairs; I recommend in particular the *New York Times*. Worldpress.org is a source of headlines from daily newspapers around the world, and the magazine *The Economist* also has strong weekly coverage of global issues. *Foreign Affairs* and *Foreign Policy* are decent general sources and are released six times per year. Top scholarly journals with a specific focus on international relations include *International Organization*, *International Security*, and *International Studies Quarterly*. The Wesleyan University Library subscribes to all three journals, among others.

Although this is an introductory course, I have high expectations of the students at Wesleyan. I expect students to attend classes regularly, to arrive early and prepared, and to conduct themselves with respect and courtesy toward others in the classroom. Students can expect the same from me.

Graded Work

Course grades will be based on the following elements

	<u>Value</u>	<u>Date</u>
Midterm 1	20%	take-home due Feb. 17
Midterm 2	25%	take-home due Apr. 7
Quizzes	5%	announced one class in advance
Final exam	30%	May 12th, 2-5pm
Class participation	20%	

Midterm Exams (45%)

Both midterms are take-home, open-book, essay exams, which must be submitted in hard copy. The first exam accounts for 20% of the total course grade and covers material between January 22nd and February 12th. I will post the exam on Blackboard on Friday, February 13th at 5:00pm.

The exam will be available until Tuesday, February 17th at 1pm and is **due at the beginning of class on Tuesday, February 17th**.

The second midterm exam will be available on Blackboard from Thursday, April 2nd at 5pm until Tuesday, April 7th at 1pm. The exam is **due at the beginning of class on April 7th**. This exam accounts for 25% of the total course grade and is cumulative, but it will focus primarily on material between February 24th and April 2nd. For the second exam, students can expect a combination of short answer and essay questions; more specific information will be announced prior to the exam.

Although the midterms are take-home, open book exams, it is assumed that students will present their own original and unaided work. Students found to misrepresent their work as original and unaided will receive a 0 on the exam and risk disciplinary action from the University.

Quizzes (5%)

Throughout the semester, there will be five in-class quizzes that evaluate students' comprehension of the concepts discussed in the course. I will announce the quizzes one session in advance, and the quizzes will cover concepts from the previous week. Students will select two of three concepts to identify. Quizzes that receive full credit will identify each concept correctly and thoroughly discuss their significance for the study of international politics. The quizzes are each worth 1% of the final course grade.

Final Exam (30%)

The final exam, worth 35% of the total course grade, will be a cumulative short answer and essay exam. The exam will be administered during the assigned period on **Tuesday, May 12th from 2:00-5:00pm**, location TBA.

Incompletes will be allowed only for significant and verifiable personal emergencies (e.g., serious personal illness, death in the family). No extensions will be granted due to the pressures of academic life (such as work due in other classes or extracurricular activities).

There are no make-up exams. Personal emergencies will be accommodated at my discretion in the following way: the missed exam will simply be omitted from the final grade, with the other two exams being worth 75% of the final grade. Unexcused absences from an exam, however, will result in a "0" for that exam.

Course Participation (20%)

Students should think of the course participation grade as an in-class oral examination extended throughout the semester. I will select, throughout the semester, four random, unannounced classes during which I evaluate your participation, preparation, and comprehension. To achieve the maximum score on participation, students should attend class regularly, prepare for discussion by completing the readings in advance, contribute to the discussion in class, punctually complete their assigned readings summaries, and be responsive to other students. Quantity of participation is not as important as quality. Questions, insights, and synthesis are all considered quality. Irregular attendance, arriving to class late, failing to participate in discussions, and disrupting class with side conversations, texting, or using your laptop for non-course related reasons can detract from the participation grade. In-class participation counts toward 10% of your grade.

Part of active learning is engaging in related activities outside of the classroom. Therefore, in addition to class attendance, students are required to attend **at least two out of the following three** public lectures, which will occur at Wesleyan this spring. Students must submit a paragraph response to me at the first course after the event (2.5% points each). Of course, attendance at all three events is highly encouraged. If you attend more than two of these lectures, you will receive extra credit on your participation grade. Please mark your calendars.

- [Dr. Peter Ackerman](#), “When Does Civil Resistance Work?” February 2, 2009, 4:30-6:00pm (location TBA)
- [Dr. Jason Lyall](#), “When Does Insurgency Succeed or Fail?” April 8, 2009, 4:30-6:00pm (location TBA)
- [Dr. Martha Crenshaw](#), “Why Do Terrorists Attack the United States?” April 22, 2009, 4:30-6:00pm (location TBA).

Grading Standards

The following table designates the values I assign to letter grades, per the standard grading scale at Wesleyan.

Letter Grade	Numeric Grade	GPA Value
A+	98.3	4.0
A	95	4.0
A-	91.7	3.7
B+	88.3	3.3
B	85	3.0
B-	81.7	2.7
C+	78.3	2.3
C	75	2.0
C-	71.7	1.7
D+	68.3	1.3
D	65	1.0
D-	61.7	.7
F	58.3	0

I do not grade on a curve, so theoretically, every student in the class could earn an A for the course. Such excellent grades must be earned, however, and this requires tremendous effort. In previous iterations of the course, the average grade is a high B or B+, which is very respectable for a survey class. Here is the way to interpret grades:

- A** The student performed far beyond my expectations in the course, displaying a grasp of the analytical and empirical material as well as creativity or insight beyond the material itself. The student will be among the top students in the Government major based on their performance in this course.
- A-** I was very impressed by the student’s performance, and the student has acquired the analytical, theoretical, and empirical skills to achieve at a very high level in the Government major.
- B+** The student met all of my expectations in the course; the student will perform very well in the Government major.

- B** The student met most of the requirements of the course, but demonstrated weakness in either analytical or empirical skills. The student will perform well in the Government major when those skills are further developed.
- B-** The student demonstrated weakness in both analytical and empirical skills, but clearly attempted to prepare for evaluated assignments. It is difficult to evaluate whether the student will succeed in the Government major.
- C** The student demonstrated disregard of the course requirements. The Government major is not recommended.
- D** The student demonstrated blatant negligence and disrespect during the course. The Government major is not recommended.
- E, F** The student did not attend class or did not perform to a level that I knew they were attending. The Government major is not recommended.

Grade Dispute Procedure

In the event that a student wishes to dispute a grade received on an exam, the student must adhere to the following procedure before I will review the exam. First, the student must wait 48 hours before sending me an email concerning the grievance. Second, the student must send me an email to make an appointment to discuss the grievance. Third, during the appointment, the student must provide the original graded exam and a brief, typed summary of the reasons why the grade seems unfair. I will then reevaluate the exam. The student must accept the revised grade on the exam, even if it is lower than originally graded.

Additional Information

Plagiarism is a grave offense, and Wesleyan University takes academic honesty very seriously. For more details on Wesleyan's policy on plagiarism (and how to avoid it), see http://www.wesleyan.edu/acaf/policy/sc_plagiarism_complete.html.

Students with disabilities should notify me immediately so that I can make the appropriate accommodations. Please see the University's policies on students with disabilities, available at the following website: <http://www.wesleyan.edu/deans/disabilities.html>.

LECTURE AND ASSIGNMENT SCHEDULE

Week		Date	Lecture
1	Th	1/22	Introductory Lecture
2	T	1/27	Analyzing International Relations: Theories and Evidence
	Th	1/29	Analyzing International Relations: the “Is” vs. the “Ought”
3	T	2/3	Statecraft in the Ancient World: The Peloponnesian War
	Th	2/5	The Rise of the Modern State and the Classical Balance of Power
4	T	2/10	The Expansion of World Trade in the 19 th Century
	Th	2/12	European Imperialism before 1914
5	T	2/17	MIDTERM EXAM 1 DUE ; Guns vs. Butter Simulation
	Th	2/19	Guest Lecture
6	T	2/24	The Rise of Germany and the Origins of WWI
	Th	2/26	Collective Security and the League of Nations
7	T	3/3	The Great Depression and Interwar Political Economy
	Th	3/5	The Origins of WWII
8	T	3/24	International Institutions: the UN and the Postwar Economic Order
	Th	3/26	Decolonization, Development, and North-South Economic Conflict
9	T	3/31	The Origins of the Cold War
	Th	4/2	The Cuban Missile Crisis and Nuclear Arms Races
10	T	4/7	MIDTERM EXAM 2 DUE ; Film: <i>The Fog of War</i>
	Th	4/9	Vietnam and Limited War
11	T	4/14	The Middle East in World Politics
	Th	4/16	Globalization and Integration
12	T	4/21	Terrorism
	Th	4/23	Intra-State Conflict after the Cold War
13	T	4/28	Environmental Agreements: The Global Commons
	Th	4/30	Human Rights and International Order
14	T	5/5	Whither the New World Order?
		5/12	FINAL EXAM, 2:00-5:00pm, location TBA

LECTURES AND READINGS

Readings from the Art and Jervis book are designated with an asterisk.

Week 1

Jan. 22: Introductory Lecture

No reading.

Week 2

Jan. 27: Analyzing International Relations: Theories and Evidence

Jack Snyder, "One World, Rival Theories," Blackboard.

Bruce Bueno de Mesquita, "Evaluating Arguments about International Politics," Blackboard.

*Kenneth Waltz, "The Anarchic Structure of World Politics."

Robert Jervis, "War and Misperception," pp. 675-681, Blackboard.

Jan. 29: Analyzing International Relations: the "Is" vs. the "Ought"

*Alexander Wendt, "Anarchy is What States Make of It."

*Ivo Daalder and James Lindsay, "Democracies of the World, Unite!"

Questions

- What is a theory? Can we have facts without theories?
- How should theories be evaluated?
- According to Waltz, what are the main units of analysis in international politics?
- Describe the main assumptions and implications of realism, liberalism, radicalism, and constructivism.
- Explain the cause of the 2003 Iraq War from the perspective of realism and liberalism.
- Explain the logic of a most-similar case study design.
- What is the difference between empirical and normative theory?

Concepts

1st, 2nd, and 3rd images
Interests, institutions, ideas
Rationality
Empirical vs. normative theory
Most-similar case comparison

Realism, liberalism, radicalism, constructivism
Anarchy
Unitary actor
Case studies

Week 3

Feb. 3: Statecraft in the Ancient World: The Peloponnesian War

David Hansen, "A War Like No Other," Blackboard.

The Melian Dialogue, available at <http://www.mtholyoke.edu/acad/intrel/melian.htm>

Pericles' Funeral Oration, available at <http://www.wsu.edu/~dee/GREECE/PERICLES.HTM>

Feb. 5: The Rise of the Modern State and the Classical Balance of Power

Stephen Krasner, "Westphalia and all That," Blackboard.

*Hans Morgenthau, "Six Principles of Political Realism."

Henry Kissinger, "The Concert of Europe," Blackboard.

Gordon Craig and Alexander George, "Balance of Power: Three Experiments," Blackboard.

Questions

- What explanations do Thucydides and Hansen offer for the outbreak of Peloponnesian Wars? Classify those explanations according to the 2nd and 3rd images. Then classify them according to realism and liberalism. Which perspective do you find most convincing?
- How do the Athenians describe the nature of the international system to the Melians? Why do they view the Melians' trust in Lacedaemon (Sparta) as "folly"? Do you agree or disagree with the Athenians' views?
- How does Krasner explain the acceptance of the idea of sovereignty? Which theoretical perspective (interest-based, institutional, or ideational) does his explanation most resemble?
- Compare and contrast the Thirty Years' War with the current war in Iraq.
- To what degree did Otto Von Bismarck's personal actions have an effect on the future of Europe? Were such circumstances only possible under this particular person?
- How important was the transfer of institutional memory, or lack thereof, in the successes and/or failures of the first two periods of peace mentioned in the Craig and George piece?

Concepts

Helots, hoplites

Thucydides

The Protestant Reformation

Raison d'etat

Thirty Years' War

Leviathan

Sovereignty

The Concert of Europe

Holy Alliance

Crimean War

Athens, Sparta, Melos

Pericles

cuius regio, eius religio

Richelieu

Thomas Hobbes

Treaty of Westphalia 1648

Political Realism (a la Morgenthau)

Quadruple Alliance

Napoleon III

Otto von Bismarck

Week 4

Feb. 10: The Expansion of World Trade in the 19th Century

*Robert Gilpin, "The Nature of Political Economy"

Jeffrey Frieden, *Global Capitalism*, Chapters 1 and 2.

Feb. 12: European Imperialism before 1914

Jeffrey Frieden, *Global Capitalism*, Chapters 4 and 5.

Nicholas Mansergh, "Diplomatic Reasons for Expansion," Blackboard.

John A. Hobson, selections from "Imperialism: A Study," Blackboard.

Questions

- What were the main factors leading to security cooperation among the Great Powers during the 19th century?
- Does Frieden's account suggest that the rise of globalization in the 19th century was due to factors out of state control, or were governments largely responsible for the rise of free trade and investment?
- How does Gilpin characterize the main differences between mercantilism and liberalism? How is his characterization similar to the differences between realism and liberalism?
- What is the main cause of Imperialism for Mansergh? Hobson? How would you classify their arguments?
- What are the differences and similarities between the causes of 19th century imperialism and the creation and expansion of the Athenian Empire?
- What is the relationship between trade and conflict? How would Frieden, Angell, and Copeland answer that question? How would you answer the question based on what you know about history?

Concepts

Repeal of the Corn Laws
Gold Standard
Comparative advantage
Absolute vs. relative gains

Cobden-Chevalier Treaty
Specialization
Mercantilism, liberalism, Marxism

Week 5

Feb. 17: EXAM 1 DUE AT 1:10PM IN CLASS

The Isle of Ted Simulation

No reading.

Feb. 19: Guest lecture: Professor George Kassimeris, University of Wolverhampton, UK.

Readings TBA.

Questions

- Which of the major themes we've discussed in class are relevant to the Isle of Ted Simulation?

Concepts

Guns vs. butter

Collective action problem

Week 6

Feb 24: The Rise of Germany and the Origins of WWI

Norman Angell, "The Great Illusion," Blackboard.

*Robert Jervis, "Offense, Defense, and the Security Dilemma."

Dale Copeland, "Economic Interdependence and War: A Theory of Trade Expectations," Blackboard.

Feb. 26: Collective Security and the League of Nations

*Kenneth Oye, "The Conditions for Cooperation in World Politics."

*Michael Doyle, "Kant, Liberal Legacies, and Foreign Affairs."

Woodrow Wilson, "Fourteen Points," available at <http://www.yale.edu/lawweb/avalon/wilson14.htm>.

Halle Selassie, "Appeal to the League of Nations," available at <http://www.mtholyoke.edu/acad/intrel/selassie.htm>.

Questions

- What explains the breakdown of international cooperation leading up to WWI?
- How important was nationalism in explaining WWI?
- Why didn't economic interdependence prevent WWI?
- Was WWI inevitable?
- According to Oye, what are the necessary conditions for cooperation?
- What are Haile Selassie's arguments for why the League of Nations must intervene in Ethiopia? Are these empirical or normative arguments? Do you agree with him or not? Why?

Concepts

Security Dilemma	Bargaining model of war
Cult of the Offensive	Schlieffen Plan
Lusitania	Kaiser Wilhelm I
Archduke Franz Ferdinand	Attrition & Trench Warfare
Tsar Nicholas II	Alliances (Bandwagoning, Balancing, & Chainganging)
Collective Security	Weimar Republic
League of Nations	Fourteen Points
Democratic peace hypothesis	Self-determination
Manchurian Crisis (1931)	Abyssinian Crisis (1935)
Haile Selassie	Kellogg-Briand Pact

Week 7

Mar. 3: The Great Depression and Interwar Political Economy

Jeffry Frieden, *Global Capitalism*, Chapters 6 and 8.

Charles Kindleberger, “An Explanation of the 1929 Depression,” Blackboard.

Mar. 5: The Origins of WWII

A.J.P. Taylor, “The Half-Armed Peace” and “War for Danzig,” Blackboard.

Alan Bullock, “Hitler and the Origins of the Second World War,” Blackboard.

Scott D. Sagan, “The Origins of the Pacific War,” Blackboard.

Jeffry Frieden, *Global Capitalism*, Chapter 13.

Questions

- Using the three images, can you explain why the Great Powers experienced deadlock and eventually disaster in implementing the Treaty of Versailles?
- What are the requirements for collective security? How is collective security distinct from alliances? What are collective security’s main strengths and weaknesses?
- Contrast the explanations offered by Frieden and Kindleberger for the causes of the worldwide depression in the 1930s. How effective can the hegemon be in maintaining stability in the international system?
- Who won and who lost in leaving the gold standard?
- What role did structural (3rd image) factors play in bringing about the Second World War? Was WWII inevitable?
- Why did the Allies “appease” Hitler in the years leading up to WWII? Was this policy rational given the information available to leaders at the time? Was it advisable?
- Was Hitler responsible for WWII, or would any German leader have pursued the same course?

Concepts

Hegemonic stability theory
Gold Exchange Standard
Smoot-Hawley Tariff
Adolf Hitler
Neville Chamberlain

Dawes Plan
Populism
Autarky
Winston Churchill
Anschluss/Lebensraum/Sudetenland/Rhineland

Week 8

Mar. 24: International Institutions: the UN and the Postwar Economic Order

Jeffrey Frieden, *Global Capitalism*, Chapters 11 and 12.

*Robert A. Keohane, "International Institutions: Can Interdependence Work?."

John Mearsheimer, "The False Promise of International Institutions," Blackboard.

Mar. 26: Decolonization, Development, and North-South Economic Conflict

*Bruce R. Scott, "The Great Divide in the Global Village."

*Dani Rodrik, "Trading in Illusions."

*Sebastian Malaby, "NGOs: Fighting Poverty, Hurting the Poor."

Questions

- In theory, how do international institutions affect the international system? What does Keohane argue? What are possible critiques?
- Is international economic cooperation in the postwar era best explained by Western security concerns about Soviet bloc, United States hegemony, or domestic political conditions? Explain.
- What is a "democratic deficit"? How can it be addressed?
- Explain dependency theory. How would you know if dependency theorists were correct?
- Why does import-substitution industrialization (ISI) become untenable as a policy for Southern countries by the 1980s? Has export-oriented industrialization proven to be a more effective strategy for development?

Concepts

Bretton Woods system

World Bank

OECD

Marshall Plan

Multi-national corporations (MNCs)

Newly Industrializing Countries (NIC)

Export-oriented industrialization

Capital controls

Fixed exchange rate

Core

International Monetary Fund

General Agreement on Tariffs and Trade

UN Security Council

Dependency theory

Least Developed Countries (LDC)

Import-substitution industrialization

Mundell-Fleming Trilemma

Independent monetary authority (central bank)

Dollarization

Periphery

Week 9

Mar. 31: The Origins of the Cold War

George Kennan (“X”), “The Sources of Soviet Conduct,” available at <http://www.mtholyoke.edu/acad/intrel/coldwar/x.htm>.

The Novikov Telegram, available at <http://www.mtholyoke.edu/acad/intrel/novikov.htm>.

Items 5 and 6, NSC-68, available at <http://www.fas.org/irp/offdocs/nsc-hst/nsc-68.htm>.

Robert Jervis, “War and Misperception,” pp. 685-700, Blackboard.

Apr. 2: The Cuban Missile Crisis and Nuclear Arms Races

Graham Allison, “Conceptual Models and the Cuban Missile Crisis,” Blackboard.

Robert Jervis, “The Political Effects of Nuclear Weapons,” Blackboard.

Scott Sagan, “Why Do States Build Nuclear Weapons? Three Models in Search of a Bomb,” Blackboard.

Questions

- What explains the Cold War: the structure of the system, ideology, or something else?
- What factors are necessary for deterrence to be successful?
- Why do states seek nuclear weapons? Consider interest-based, institutional, and ideational arguments.
- Was Khrushchev rational or non-rational in placing weapons in Cuba?
- How does organization theory explain the redundancy in the world’s nuclear arsenals?

Concepts

Korean War

George Kennan

Containment

Attribution theory

Spheres of influence

Groupthink

Satisficing

Cuban Missile Crisis

1st/2nd Strike Capabilities

MAD (Mutually Assured Destruction)

“Overlearning”

The Long Telegram

The Novikov telegram

Atlantic Charter

Organization theory

Bounded rationality

Goal displacement

Deterrence

ICBMs, SLBMs, SSBNs, and TRIAD

Counterforce vs. Countervalue

Week 10

Apr. 7: MIDTERM EXAM 2 DUE AT 1:10PM IN CLASS; Film: “*The Fog of War*”

No reading.

Apr. 9: Vietnam and Limited War

Michael Walzer, “Just and Unjust Wars,” Blackboard.

Norman Podhoretz, “Why We Were in Vietnam,” Blackboard.

Questions

- In his accounts of WWII, the Cuban Missile Crisis, and the Vietnam War, does Robert McNamara’s seem to attribute more causal weight to 3rd, 2nd, or 1st-image factors?
- Are Walzer and Podhoretz’s arguments normative or empirical? With whom do you agree? Why?
- Compare and contrast the arguments Walzer and Podhoretz make with the current debates surrounding withdrawal from Iraq.
- Was the U.S. withdrawal from Vietnam right or wrong?
- What are the “lessons of Vietnam”? How do they apply to other conflicts, such as the wars in Afghanistan and Iraq?

Concepts

Domino theory
Limited war

Gulf of Tonkin Resolution
Counterinsurgency

Week 11

Apr. 14: The Middle East in World Politics

Daneil Yergin, “The Oil Weapon” and “Bidding for Our Life,” Blackboard.

Michael Ross, “Oil, Drugs, and Diamonds,” Blackboard.

Fred Halliday, “Modern Ideologies: Political and Religious,” Blackboard.

Apr. 16: Globalization and Integration

Jeffrey Frieden, *Global Capitalism*, Chs. 16, 20.

*Jeffrey Frankel, “Globalization of the Economy.”

*John Micklethwait and Adrian Wooldridge, “Why the Globalization Backlash is Stupid.”

Questions

- What were the causes and effects of the Oil Embargo? Why is the oil cartel distinct from other commodity cartels in terms of its leverage capacity over other states?
- Is the Middle East’s volatility and illiberal nature best explained by culture, resources, or power politics?
- Who are the major supporters and opponents of globalization? Why does globalization have uneven benefits?
- How does today’s globalization compare and contrast to the economic liberalization of the late 19th century?

Concepts

Commodity cartel
Organization of Petroleum Exporting Countries (OPEC)
Rentier state
Stagflation
Race to the bottom
European Union

Inelastic supply/demand
Swing Producer
Washington Consensus
Globalization
European Common Market
Euro

Week 12

Apr. 21: Terrorism

*Bruce Hoffman, “What is Terrorism?”

*Robert Pape, “The Strategic Logic of Suicide Terrorism.”

Max Abrahms, “What Terrorists Really Want,” Blackboard.

*Gregory Gause, “Can Democracy Stop Terrorism?”

Apr. 23: Intra-State Conflict after the Cold War

*James Dobbins, “Nation-Building: UN Surpasses U.S. on Learning Curve.”

*James L. Payne “Deconstructing Nation Building.”

*Kofi Annan, “Reflections on Intervention.”

Questions

- What is terrorism? Is it ever legitimate? How is it distinguishable from guerilla warfare or insurgencies?
- Is suicide terrorism rational?
- How does Gause’s analysis of the consequences of democracy-promotion affect your understanding of the democratic peace hypothesis?
- How do failed states affect international politics?
- How does intervention in the civil conflicts of other countries refine preexisting notions of sovereignty? How are current challenges similar to those before the Peace of Westphalia?

Concepts

I.R.A. (Irish Republican Army)

Wahabism

Al Qaeda

Humanitarian Intervention

Correspondent Inference Theory

Tamil Tigers (LTTE)

Hezbollah

Failed, weak, and collapsed states

Nation-Building

Week 13

Apr. 28: Environmental Agreements: The Global Commons

*Garret Hardin, “The Tragedy of the Commons.”

*David G. Victor, “International Cooperation on Climate Change.”

Apr. 30: Human Rights and International Norms

1948 Universal Declaration of Human Rights, available at <http://www.un.org/Overview/rights.html>.

*Rhoda Howard and Jack Donnelly, “Human Rights in World Politics.”

*Steven Ratner, “International Law: The Trials of Global Norms.”

Questions

- What are the defining characteristics of a common pool resource?
- What is the tragedy of the commons?
- What solutions does Hardin propose for the tragedy of the commons? What are the normative implications of his proposals?
- How can we explain state adherence to international norms against torture, slavery, and the use of nuclear weapons?
- Why would a state voluntarily comply with international laws, such as the Geneva Conventions?
- How do Howard and Donnelly support the proposition that human rights are universal? How do they respond to criticisms that human rights are fundamentally imposing Western values on other cultures? Do you agree or disagree?

Concepts

Common Pool Resource
Externalities (positive/negative)
Kyoto Protocol
Free rider problem
Universal Declaration of Human Rights
Nuremberg principles
Jus ad bellum
Geneva Conventions (Article III Common)
Tu coque
Norm

Public goods
Public bads
Overpopulation
Sustainable Development
ICC (International Criminal Court)
Just war criteria
Jus in bello
Yamashita standard
Customary international law
Nuclear taboo

Week 14

May 5: Whither the New World Order?

*Robert Jervis, "The Era of Leading Power Peace."

*G. John Ikenberry, "Rising Powers and Global Institutions."

*Kenneth Waltz, "Globalization and Governance."

*Samuel Huntington, "The Clash of Civilizations."

Questions

- Compare and contrast the perspectives and predictions of Jervis, Ikenberry, Waltz, and Huntington. How would you classify their predictions (based on the grid)?
- Is the world fundamentally different after the end of the Cold War, or fundamentally the same?
- Does the character of international relations change over time, or does it remain fundamentally the same?

Concepts

Security communities
Clash of civilizations

Zones of peace vs. zones of conflict

Classmate Contact Information

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