



Introduction to International Relations

GOVT 155. Spring 2009

Wesleyan University

Syllabus

“The element of truth which people are so ready to disavow, is that men are not gentle creatures who want to be loved, and who at the most can defend themselves if they are attacked; they are, on the contrary, creatures among whose instinctual endowments is to be reckoned a powerful share of aggressiveness.”

Sigmund Freud in *Civilization and its Discontents*

Assistant Professor Mike Nelson

Public Affairs Center 417

860.685.3023

mbnelson@wesleyan.edu

<http://www.michaelnelson.info>

Tentative Office Hours:

Wednesday 9 – 11 am

Thursday 1:30 – 2:30pm

Or by appointment...

OVERVIEW

Why does war occur? Is Freud's quote above right about human nature? Does an aggressive human nature lead us to war? Or does war occur because some types of states, perhaps fascist ones, are more prone to war? Or because of some greater general uncertainty underlying the anarchy of world order? Is world government the solution? Is it possible or even desirable? Can states cooperate to solve global environmental problems like climate change? This course addresses such questions in its survey of the field of international relations. The first part introduces three major theoretical traditions and their applications to world events over the last century. The bulk of the course will consist of study cycles that focus on several important issues in global politics, including: humanitarian intervention, America's current conflicts in Afghanistan and Iraq, the political economy of poverty and development and the global governance of climate change. Finally, the course considers current and future challenges in the practice and study of international relations.

COURSE OBJECTIVES

By the end of this course...

1. You will know more about important problems in world politics from the past, the present and the future *and why they are directly relevant to our everyday lives.*
2. You will understand and be able to evaluate several major theoretical approaches to world politics.
3. You will be able to think and argue critically about issues in international relations *and convey your thoughts in written form.* Not every one of you plan to continue in a career in international relations, but the same skills we stress in this class—critical thinking, analytical reading, and writing—will be important no matter what you do.

READINGS

The following are REQUIRED:

- Bayliss, Smith and Owens. *The Globalization of World Politics.* (The syllabus will call this BSO)
- Mingst & Snyder. *Essential Readings in World Politics.* (The syllabus will call this MS).
- Additional articles will be made available on Blackboard

ASSIGNMENTS AND GRADING PLAN

Classroom Engagement: Participation and Attendance (15%)

This course requires not only attendance but also active participation. This entails doing the readings before class, thinking critically about them and the topics we are discussing. Active participation can significantly help your grade in the course, non-participation can significantly lower your grade, and non-attendance WILL significantly lower your grade.

Attendance and active participation

- You must attend class. Think of it as if you are a pilot learning to fly. You have to put in a number of hours in the cockpit to qualify.
- You must be *active* in class. This can take a variety of forms, including: speaking in class, asking questions, emailing me questions, and participating on the course blog.
- You can miss two classes without any serious consequence. If you miss more than 5 classes you will receive no participation credit.

Online News and Readings Blog

- This is part of your participation grade
- You will “blog” news on international relations to the class *twice* during the semester. The length of each post should be a minimum of 100 words. There is no maximum. There will be sign-ups for different dates during the second week of classes.
- You will “blog” a reaction to *one* reading this term. I will assign those. The length of the post should be a minimum of 300 words.
- You will comment on others’ news posts at least *twice* during the semester.
- Your posts are due the MIDNIGHT PRIOR to class.
- PRINT one copy and bring to class.

Grading:

Posts will be given a grade of 1 – 5: (5) inspired, (4) clever and interesting, (3) meets expectations, (2) below expectations, and (1) needs serious improvement.

Study Cycle Presentations (15%)

Students will be divided into groups to create and facilitate an original debate, simulation or extended presentation on topics in international relations. Groups will meet with me at the beginning of the term to decide on topics that will complement the study cycles in the course. Group members should meet in advance to make sure that each group member presents a distinct insight about the reading without excessive repetition from the group as a whole. Engage your audience and, if you elect to employ a visual aid such as power point, use it to enhance the message you deliver rather than be the central focus of your presentation. In the past, students have run simulations of United Nations meetings and interactive learning games.

Here are some other guidelines:

- No reading summaries
- You must turn in a 1 ½ -page reaction to the presentation that does the following:
 - assess own contribution
 - assess the contributions of other group members
 - cites sources consulted in creating the presentation
 - due **one week** after the presentation
- Grading rubric is at the end of this syllabus

Research or Policy Paper (35%)

A grading rubric will be provided so that you will know how your paper will be evaluated. You will also get a chance to “grade” each other’s rough drafts in a peer-review session.

Further information is at the end of the syllabus

Note on Late Papers: Late papers will be graded down 5 points for each day late, to a maximum of 50% credit for the assignment. No matter how late a paper is, it will always be worth submitting (you will always get at least 50% credit).

Midterm (15%). There will be one midterm for the course.

Final Exam (20%)

There will be a final exam for the course. There will be a study guide. The purpose will be for you to synthesize what you have learned in the course. Note that the final is worth the same as the group presentations and less than the research paper.

Grade weight: 20 points

Coursework will be weighted as follows:

1. Classroom Engagement:	15 pts.						
2. Group Presentation		15 pts.					
3. Research Paper		35 pts.					
4. Midterm				15			
5. Final Exam (In-Class)				20 pts.			
	15	+	50	+	35	=	100

The Grading Scale

I will be using the following grading scale in this course:

98-100 A+	84-86 B	70 - 73 C-
94-97 A	80-83 B-	69/below D/F
90-93 A-	77-79 C+	
87-89 B+	74-76 C	

Rules of the Game

Class Protocol

1. Class will start on time. If you are more than 10 minutes late you will be marked as absent.
2. No talking during class, no reading material during class, and no inappropriate use of electronic equipment (cell phones, laptops, etc.) during class.
3. I reserve the right to make new rules and changes to the course.
4. **Diversity in discussion.** Throughout the course of the semester, we will be addressing a variety of issues on which people will have strong and diverse opinions. It is critical that we respect one another's thoughts, and address our comments at the ideas, not the person. Our class is not a forum for demeaning or threatening language
5. **Academic Integrity.** Plagiarism and Cheating. Plagiarism and cheating will not be tolerated. I feel especially strong about this when it comes to student writing. Please remember that the consequences for any kind of cheating or plagiarism can result in an "F" for the class and possibly other actions by the university.
 Wesleyan's policies can be found online at: http://www.wesleyan.edu/studenthandbook/3_honorsystem.html
 If you have any questions about the appropriate way to use or cite a source, please do not hesitate to ask me *before* you hand in your paper.

Disability-Related Accommodations

It is the policy of Wesleyan University to provide reasonable accommodations to students with documented disabilities. Students, however, are responsible for registering with Disabilities Services, in addition to making requests know to me in a timely manner. If you require accommodations in this class, please make an appointment with me as soon as possible, so that appropriate arrangements can be made. The procedures for registering with Disabilities Services can be found at www.wesleyan.edu/deans/disability-students.html

Agenda

1. Thursday, 22 January: Logistics and Course Overview

What is IR and why do we care about it? What is this course all about and what do I have to do to get an A?

Course Activities: Introductions

2. Tuesday, 27 January: Introduction to the Study of International Relations as a Social Science

What is a theory? What are the levels of analysis? What is power? What is the most powerful country in the world today?

Course Activities: Form study cycle groups; Assigned readings and news dates for blog.

Readings:

BSO. Chapter 2. Armstrong, David. "The Evolution of International Society."

Blackboard. Barma, Naazneen, Ely Ratner, and Steven Weber. 2007. A World Without the West. *The National Interest*. 90. 23-30.

Blackboard. Bernstein et al. 2000. "God Gave Physics the Easy Problems: Adapting Social Science to an Unpredictable World." *European Journal of International Relations* 6 (1): 43 - 76.

Blackboard. Spanier, John. 1996. "Chapter 2. The Three Levels of Analysis: A Framework for the Study of International Politics." *Games Nations Play*. Washington, DC: Congressional Quarterly.

Recommended:

Blackboard. Baldwin, David A. 1979. "Power Analysis and World Politics." *World Politics* 31, pp. 161-175; 186 - 187.

BSO. Smith, Bayliss and Owens. Introduction.

3. Thursday, 29 January: Old Wars

Readings:

BSO. Chapter 3. Scott, Len. "International History 1900 – 90."

Blackboard. Sagan, Scott D. 1988. "The Origins of the Pacific War." *Journal of Interdisciplinary History*: 18, 4 (Spring): pp. 893 – 922.

Recommended:

Blackboard. Hughes, Jeffrey. 1988. "The Origins of World War II in Europe: British Deterrence Failure and German Expansionism."

Journal of Interdisciplinary History: 18, 4 (Spring): pp. 851 – 891.

4. Tuesday, 3 February: IR Schools of Thought: Realism

What is anarchy? What is the security dilemma? What is the balance of power?

Readings:

MS. Thucydides. "Melian Dialogue." *Starts at page 12*.

MS. Morgenthau, Hans. "A Realist Theory of International Politics." *Starts at page 56*.

BSO. Chapter 5. Dunne, Tim and Brian C. Schmidt. "Realism"

Recommended:

MS. Morgenthau, Hans. "The Balance of Power"... *Starts at page 131*.

MS. Mearsheimer, John. "Anarchy and the Struggle for Power." *Starts at page 60*.

5. Thursday, 5 February: IR Schools of Thought: Liberalism and Idealism

Is world peace possible? What are the prospects for international cooperation?

Readings

MS. Kant, Immanuel. "To Perpetual Peace: A Philosophical Sketch." *Starts at page 14*.

MS. Woodrow Wilson. "The Fourteen Points." *Starts at page 26*.

BSO. Chapter 6. Dunne, Tim. "Liberalism."

Recommended:

MS. Doyle, Michael W. "Liberalism and World Politics." *Starts at page 80*.

MS. Pagden, Anthony. "Imperialism, Liberalism and the Quest for Perpetual Peace." *Starts at page 165*.

6. Tuesday, 10 February: IR Schools of Thought: Marxism

Does economics matter more than politics? Can capitalism lead to global war?

Readings:

BSO. Chapter 8. Hobden and Jones. "Marxist theories of international relations"

MS. Wallerstein, Immanuel. "The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis". *Starts at page 137.*

Recommended

MS. Lenin, V.I. "From *Imperialism, The Highest Stage of Capitalism: A Popular Outline.*" *Starts at page 18.*

7. Thursday, 12 February: IR Schools of Thought: Neoliberal Institutionalism and Neorealism

How does our worldview shape our perception of whether international cooperation is possible?

Readings

BSO. Chapter 7. Lamy, Steven L. "Contemporary Mainstream Approaches: neo-realism and neo-liberalism"

Students with Last Names Beginning with A-M Read:

Blackboard. Waltz, Kenneth. 1979. Chapter 8. "Structural Causes and Military Effects." *Theory of International Politics.* Reading, Mass.: Addison-Wesley Pub. Co.

Students with Last Names Beginning with N-Z Read:

Blackboard. Keohane, Robert O. and Joseph Nye. *Power and Interdependence.* Pages 3 – 35.

8. Tuesday, 17 February: IR Schools of Thought: Constructivism

Do ideas matter?

Research Prospectus Due.

Reading:

BSO. Chapter 9. Barnett, Michael. "Social Constructivism."

MS. Wendt, Alexander. "Anarchy is what States Make of it: The Social Construction of Power Politics." *Starts at page 93.*

9. Thursday, 19 February: IR Schools of Thought: Other Theories

Reading:

BSO. Chapter 10. Smith and Owens. "Alternative approaches to international theory."

MS. Snyder, Jack. "One World, Rival Theories." *Starts page 4.*

Read ONE of the following:

On How the Individual Matters:

MS. Jervis, Robert. "Hypotheses on Misperception." *Starts at page 227.*

Gendered Perspectives:

MS. Tickner, J. Ann. "Man, the State, and War: Gendered Perspectives on National Security." *Starts at page 118.*

Post-Modern:

Blackboard. Der Derian, James. 1990. "The (S)pace of International Relations: Simulation, Surveillance, and Speed."

International Studies Quarterly: 34, 3. (September): pp. 295 – 310.

10. Tuesday, 24 February: Study Cycle on Ethics and International Relations: Focus on Humanitarian Intervention

What do realists think about the role of morality in international affairs? How does a communitarian perspective differ from a morality of states perspective? Why do some cosmopolitans think we are responsible if someone dies of starvation someplace in Africa? Should other states intervene in the civil affairs of others? Why do states intervene in the civil affairs of others? Because of ethical concerns? Because of national interests? Or?

Readings

Blackboard. Beitz, Charles R. 1979. "Bounded Morality: Justice and the State in World Politics." *International Organization*: 33, 3 (Summer): pp. 405 – 424.

BSO. Chapter 25. Wheeler and Bellamy. "Humanitarian intervention in world politics."

11. Thursday, 26 February: Study Cycle on Ethics...: In- Class Film*Readings:*

MS. Valentino, Benjamin A. "From *Final Solutions: Mass Killing and Genocide in the Twentieth Century*." *Starts at page 368*.
 MS. Power, Samantha. "Bystanders to genocide: why the United States let the Rwandan tragedy happen." *Starts at page 290*.
 Blackboard. Strauss, Scott. 2005. "Darfur and the Genocide Debate." *Foreign Affairs*: 84, 1 (1 January).

12. Tuesday, 3 March: Study Cycle on Ethics...: Class Activity**13. Thursday, 5 March****MIDTERM****SPRING BREAK, 7 March – 22 March****14. Tuesday, 24 March: Violence in International Affairs****Read:**

MS. Kennan, George F. "The Sources of Soviet Conduct." *Starts at 28*.
 BSO. Chapter 4. Cox, Michael. "From the cold war to the war on terror."
 MS. Von Clausewitz, Carl. "War as an Instrument of Policy." *Starts at page 334*.
 MS. Schelling, Thomas C. "The Diplomacy of Violence." *Starts at page 338*.

Recommended:

BSO. Chapter 13. Bayliss, John. "International and global security."
 MS. Krasner, Stephen D. "Sharing Sovereignty: New Institutions for Collapsed and Failing States." *Starts at page 176*.
 MS. Huntington, Samuel P. "The Clash of Civilizations?" *Starts at page 203*.

15. Thursday, 26 March: Study Cycle on Current American Conflicts**Read:**

BSO. Chapter 12. Sheehan, Michael. "The changing character of war."
 BSO. Chapter 22. Howlett, Darryl. "Nuclear proliferation."

Read TWO of the following readings

BSO. Chapter 28. Acharya, Amitav. "Human security."
 MS. Ross, Michael L. "Oil, Drugs, and Diamonds: The Varying Roles of Natural Resources in Civil War." *Starts at page 441*.
 MS. Cohn and Ruddick. "A Feminist Ethical Perspective on Weapons of Mass Destruction." *Starts at page 458*.
 MS. Sagan, Scott D. "How to Keep the Bomb from Iran." *Starts at page 360*.

16. Tuesday, 31 March: ... current American conflicts ...

MS. Bush, George W. "The National Security Strategy of the United States of America." *Starts at page 47*.
 BSO. Chapter 21. Kiras, James D. "Terrorism and Globalization"
 Internet. *The Economist* Country Profiles on Iraq, Israel and Iran: <http://www.economist.com/countries/>
 Blackboard. Haass, Richard N. and Martin Indyk. 2009. "Beyond Iraq: A New US Strategy for the Middle East" *Foreign Affairs*.

Recommended:

Blackboard. Rapoport, David C. 2001. "The Fourth Wave: September 11 in the History of Terrorism." *Current History*. (December) ppf. 419.

17. Thursday, 2 April: ... current American conflicts... Class activity**Class Activity****Read:**

MS. Pape, Robert A. "The Strategic Logic of Suicide Terrorism." *Starts at Page 398*.
 MS. Abrahms, Max. "Why Terrorism Does Not Work." *Starts at page 418*.

Recommended:

MS. Sadowski, Yahya. "Political Islam: Asking the Wrong Questions?" *Starts at page 210.*

18. Tuesday, 7 April: Globalization & Theories about the Global Economy (I)

Read:

BSO Chapter 14. Woods, Ngaire. "International political economy in an age of globalization."

BSO. Chapter 26. Scholte, Jan Art. "Global trade and finance."

Blackboard. Eichengreen, Barry. 2004. Chapter 5. "Financial instability" from *Global Crises, Global Solutions* (Cambridge University Press).

Recommended Readings:

BSO. Chapter 1. McGrew, Anthony. "Globalization and global politics."

MS. Gilpin, Robert. "The Nature of Political Economy." *Starts at page 479.*

19. Thursday, 9 April: Globalization & Theories about the Global Economy (II)

Readings

Blackboard. Stiglitz, Joseph E. Chapter 1. *Globalization and Its Discontents*. W.W. Norton & Company: New York.

MS. Wolf, Martin. "From *Why Globalization Works*." *Starts at page 509.*

MS. Milner, Helen V. "Globalization, Development, and International Institutions: Normative and Positive Perspectives." *Starts at page 486*

20. Tuesday, 14 April: Study Cycle on Poverty, Development and Trade

Rough Drafts Due – Research Paper

Read:

BSO. Chapter 27. Thomas, Caroline. "Poverty, development, and hunger."

Blackboard. Jawara, Fatoumata and Aileen Kwa. 2003. Chapter Six. *Behind the scenes at the WTO: the real world of international trade negotiations*.

Zed Books: New York.

21. Thursday, 16 April: ... Poverty, Development and Trade... Class Activity

Class Activity

Read:

Blackboard. Birdsall, Nancy. 2008. "Introduction. Righting the Three-Legged Stool: Why Global Development Matters for Americans and What the Next President Should Do about It," from *The White House and the World: A Global Development Agenda for the Next U.S. President* edited by Nancy Birdsall. Center for Global Development, Washington, DC.

22. Tuesday, 21 April: Study Cycle on Global Governance, International Law, & the Environment

Readings:

BSO. Chapter 17. Little, Richard. "International Regimes"

BSO. Chapter 20. Vogler, John. "Environmental issues"

Recommended.

BSO. Chapter 16. Reus-Smit, Christopher. "International Law"

All of Chapter 7 in "MS". (*Some of these readings are assigned elsewhere, including Powers, Moravcsik, and Keck/Sikkink*).

MS. Slaughter, Anne-Marie. "The Real New World Order." *Starts at page 195.*

23. Thursday, 23 April: ... Environment... Class Activity

Readings

Blackboard. Betsill, Michele M. "Global Climate Change Policy: Making Progress or Spinning Wheels?" in *The Global Environment: Institutions, Law and Policy*. Eds Regina S. Axelrod, David Leonard Downie and Norman J. Vig.

Blackboard. DeSombre, Elizabeth R. "Understanding United States Unilateralism: Domestic Sources of U.S. International Environmental Policy." in *The Global Environment: Institutions, Law and Policy*. Eds Regina S. Axelrod, David Leonard Downie and Norman J. Vig.

24. Tuesday, 28 April: Study Cycle on Human Rights and Transnational Actors

FINAL DRAFT DUE

Readings

BSO. Chapter 19. Willetts, Peter. "Transnational actors and international organizations in global politics"

MS. Keck, Margaret E. and Kathryn Sikkink. "Transnational advocacy networks in international and regional politics." *Starts at page 279.*

BSO. Chapter 31. Brown, Chris. "Human Rights."

25. Thursday, 30 April: Study Cycle on HR: Class Activity

Read:

MS. Sen, Amartya. "Universal Truths: Human Rights and the Westernizing Illusion." *Starts at page 598.*

MS. Ignatieff, Michael. "The Attack on Human Rights." *Starts at 601.*

26. Tuesday, 5 May LAST DAY OF CLASS → Conclusion: Synthesis and Future of IR/ir

What have we learned? What are some of the likely future scenarios for political relationships within Africa and between Africa and the rest of the world?

Readings: TBA

FINAL EXAM:

IR Research Paper

Asst. Prof. Michael Nelson.

Spring 2009

Basic Facts

Length: 10 - 11 pages, double-spaced, 12-point font, 1-inch margins. **Do not go over 11 pages!**

Prospectus Due: February 17th

Rough Draft Due: April 14th; bring one copy for peer-editing, email the other to the professor

Final Draft Due: April 28th, in class.

Grade weight: 35 points

Note on Late Papers: Late papers will be graded down 5 points for each day late, to a maximum of 50% credit for the assignment. No matter how late a paper is, it will always be worth submitting (you will always have an opportunity to get at least 50% credit).

You have 2 options:

Option 1: Research Paper.

You choose a question about global politics and seek to answer it. For instance, you might want to answer the following question: "Why did the United States choose to invade Iraq?"

A research paper, then, is focused on *explanation*.

Option 2: Policy Paper.

You choose a question about the appropriate foreign policy for a country. For instance, you might want to answer the following question: "Should the United States cease all military involvement in Iraq?"

A policy paper, then, is focused on *prescription*.

Prospectus Due February 17th, email to the Professor

Length: **1 page**

Points: Worth 5 of the 35 points.

Guidelines:

In your prospectus, you must do the following things:

1. State the main research or policy question you plan to answer.
2. Briefly explain why it is important.
3. Briefly summarize possible alternative answers to the question.
4. List at least 4 sources that you plan to use from outside of class.

Rough Draft Due November 20th – *bring 2 printed copies to class*

Points: Worth 5 of the 35 points.

General Paper Guidelines

The paper should address a question about global politics.

In writing the paper, you must do the following things:

- Clearly articulate a central question.
- Clearly articulate *your* answer to the question. These are **argumentative** papers.
- Explain the significance of the question.
- Support your answer.
- Evaluate alternative answers.
- Use at least **4** outside sources: 1 book, 1 academic article, 1 news article, 1 primary source (see note on sources below)
- Use at least **2** sources from class readings.
- Use concepts from the course. For example:

- balance of power
- security dilemma
- norms
- compliance
- vulnerability interdependence
- Reference Section (*Does not count as part of your page count.*)
- Page numbers
- Title
- Use headers

Sources:

Your outside references can come from the following:

1. Books
2. Academic Journals (articles from political science or public policy journals are likely to be most relevant)
3. Newspapers (it is suggested that you stick to major national papers such as the *New York Times*, *Washington Post*, and *Wall Street Journal*)
4. Magazines (again, use major magazines, such as *Newsweek* or *The Economist*)
5. Primary sources: Government documents, for instance.

DO NOT use these sources:

1. Wikipedia
2. Web content which is not from one of the suggested published sources listed above

If you have a question about a source, just ask!

How to cite your sources:

You must use in-text parenthetical citations according to the author-date system described by the Chicago Manual of Style. Directions on citations can be found here:

<http://library.williams.edu/citing/styles/chicago2.php>

Paper Structure

This is a social science paper. One very rough outline of how you *might* structure a paper is as follows:

- I. Introduction: briefly state your research/policy question and answer
- II. Describe the significance of your topic; provide any necessary background
- III. Support your answer
- IV. Consider the strengths and weaknesses of at least one alternative answer.
- V. Conclude. Summarize all your arguments and tell us why this is significant.

But remember, this isn't the only way to do things. Ask for help if you need it!

Grading

Information on how I grade is available on Blackboard.

Group Study Cycle Evaluation Sheet**Name:****Total Grade:****Individual Evaluation****Content/Substance***Content:* Use of evidence, accuracy, adequacy and persuasiveness of presentation relative to topics covered, use of appropriate range and quantity of sources, creativity

Excellent 5 4 3 2 1 Poor

Reasoning: Clarity, connections between facts and theories

Excellent 5 4 3 2 1 Poor

Presentation*Visual aids:* Use of PowerPoint/overheads/handouts, inclusion of charts, tables, etc.

Excellent 5 4 3 2 1 Poor Not Applicable

Speaking: Good verbal flow, good eye contact and body language, relates and adjusts to audience while speaking, exerts confidence and enthusiasm

Excellent 5 4 3 2 1 Poor

Reaction Paper

Excellent 5 4 3 2 1 Poor

Notes:*Individual Grade:***Group Evaluation****Organization**

Topics highlighted, good transitions, clarity of focus, use of time

Excellent 5 4 3 2 1 Poor

Presentation

Overall Impressions: flow of presentation, group use of visual aids, creativity, engagement with class

Excellent 5 4 3 2 1 Poor

Overall Class Rating

Excellent 5 4 3 2 1 Poor

Notes:*Group Grade:*

Classmates. I strongly encourage you to identify others in this class you can call if you miss a section or want to study together. That is the purpose of the space below:

Name

Email

Phone
