

INTERNATIONAL POLITICS

GOVERNMENT 155Z

WESLEYAN UNIVERSTIY

**Summer 2022
M-Th 10:50-12:55
Allbritton 304**

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I. Course Description

This course represents an introduction to the central concepts, theories, and empirical findings in the study of international politics. The principal actors, structures, and processes of international relations will be analyzed in a theoretical and historical context. Major topics include nationalism and the national interest, power, diplomacy, game theory and bargaining, the causes of foreign policy, nuclear weapons and international security, imperialism, underdevelopment, international organizations, international resource management, the environment, and transnational actors.

II. Requirements

Final course grades will be based on two research papers, several short memos, responsibility, and class participation. It is essential that you keep up with the readings so as to enhance participation, as well as avoiding excess reading before assignments. The lectures and discussions will be based upon the readings for the day. Discussion questions will be available on the syllabus. The questions will also serve as good study guides. Participation will be evaluated based on the quantity and quality of comments, and familiarity with the readings. There will be a grade for the entire class and also a grade for each individual. Responsibility encompasses all aspects of participation in the course: attendance, timeliness in giving in assignments and coming to class, corresponding in a timely manner, supporting an equitable load in group projects, and all other expectations related to the responsible execution of duties connected to this course.

Grades will be assigned based on the following weights:

Class Participation	25%	
Responsibility	25%	
Short papers	25%	
Longer Research Paper	25%	TBD

Accommodation Statement

Wesleyan University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in, and benefit from, its programs and services. To receive accommodations, a student must have a disability as defined by the ADA. Since accommodations may require early planning and generally are not provided retroactively, please contact Accessibility Services as soon as possible.

If you have a disability, or think that you might have a disability, please contact Accessibility Services in order to arrange an appointment to discuss your needs and the process for requesting accommodations. Accessibility Services is located in North College, rooms 021/022, or can be reached by email (accessibility@wesleyan.edu) or phone (860-685-5581).

Religious Observances

Faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required assignments/attendance. If this applies to you, please speak with me directly as soon as possible at the beginning of the term.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, ability, and nationality. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please

advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on the student code.

Discrimination and Harassment

Wesleyan University is committed to maintaining a positive learning, working, and living environment. Wesleyan will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this Wesleyan policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been discriminated against should contact the Office for Equity and Inclusion at 860-685-4771. The responsibility of the University Members has more information.

Honor Code

All students of Wesleyan University are responsible for knowing and adhering to the Honor Code of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council–Office of Student Affairs. Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). The Office of Student Affairs has more information.

Maintaining Inclusion and a Safe Space in the Classroom

I encourage all of us to continue to strive and create the most welcoming and safe space in our class this semester. This is a task that we all share equally. I express my commitment to the mission set forth by the Office of Equity and Inclusion

“to promote a healthy, thriving campus climate and community of excellence predicated on respect for others”

We are a diverse community and will be a diverse class. Diversity brings many different people to together, from different backgrounds. As a result, what may seem very normal and acceptable to one person, may seem strange to another. Rather than seeing differences in speech and action as inconvenient or undesirable, we should try to embrace such things as learning experiences that enrich us. Sometimes people will feel uncomfortable with things people say or do. This is unfortunate but expected given our diversity. I hope we can

engage in mutually enriching conversations when this occurs and rather than indulging in accusation or anger, I hope we can communicate openly about such things, and learn from one another so that we can all become more sensitive and empathetic people. This means that we can express our ideas openly, with the confidence that any perceived micro aggression is really the result of ignorance, and not any malice or ill will. We will all rub somebody the wrong way at one time or another, but it would behoove us all to be able to talk these things out in a place of trust and good will. And in this place, we also allow room for people to make mistakes and learn from those mistakes. The words of Israela Brill-Cass are instructive in this respect.

“The first step as I see it is for both faculty and students to be willing (and if not willing, then I would urge strongly encouraged and supported by campus leaders) to create a new and inclusive learning environment where expectations about engagement and exchange are openly shared, defined and followed. In this environment, building trust on both sides is key and therefore intent and impact in engagement - on both sides - must be clear. Where there is intended hurtful impact in communications that must be acknowledged and addressed appropriately. But for trust to build, the default assumption - again on both sides - must be that the negative impact is unintended and therefore the hurtful impact will be pointed out with the goal of educating everyone. It is, after all, a learning environment.

The hope behind these mindful (and at least initially uncomfortable) exchanges is that students, eager to feel included and participate openly in their classrooms will recognize that cultural change is slower than they’re accustomed to things moving and that they need to play an active role in increasing not only accountability but also understanding during this change. Faculty in turn will recognize their need to learn a new and continually developing language in order to best engage intense students. Both faculty and students will need to utilize conflict management skills and view each other as active partners in the classroom, sharing equal responsibility for creating a collaborative, honest and supportive environment.

Once it happens in the classroom, it can spread across campuses. Students, faculty, staff and administration can create new norms of communication – respectful and honest, free and well-intentioned, even if opposed, and flexible enough to continue evolving. It won’t be easy, but I think it will be worthwhile and ultimately will help us create community in the midst of what feels to many like chaos.

Her article is “Creating community: clapback culture and the new rules of engagement”

III. Readings

All the readings on this syllabus will be required. Most reserve readings (not those recommended for purchase) will also be available online in electronic reserve.

Access to the readings will be password protected. The password for this course is

“govt155”

The following books will be used extensively and are recommended for purchase:

Robert Art and Robert Jervis, Eds., International Politics, 13th Edition

Bruce Russett, Harvey Starr, and David Kinsella, World Politics, 10th Edition

Giulio Gallarotti, The Power Curse

Giulio Gallarotti, Cosmopolitan Power in International Relations

Robert Kennedy, Thirteen Days

IV. Course Outline

1. BASIC CONCEPTS, PROCESSES, AND THE NATURE OF INTERNATIONAL POLITICS

A. National Interests and Goals (May 25)

Discussion Questions: What is the national interest? Whose interest is it really? Is Morgenthau correct in saying a general national interest exists for all nations, and that this national interest can be defined in terms of the accumulation of power? What is this power of which he speaks? If this were true, would it make the world a more dangerous place or peaceful place? What are Wolfers's "goals of foreign policy?" Do they make the world more dangerous or more peaceful?

Russett, Starr, Kinsella, World Politics, Chapter 3

Hans Morgenthau, Politics Among Nations, Chapter 3

Arnold Wolfers, "The Goals of Foreign Policy" in Discord and Collaboration, Chapter 5

Assignment: You are National Security Advisor, write a one-page single-spaced memo to the President on "What are the major international interests of the US?"

B. Theories of International Politics

1. International Anarchy and Realism (May 26)

Discussion Questions: The Realist school of international politics has traditionally looked to Hobbes' Leviathan as an intellectual precursor. In Chapter 13 Hobbes paints a picture of what a community would be like without central organization or rule. How would you describe this state-of-nature existence? What is anarchy all about? Can we draw realistic parallels between this state of nature and the world of international politics?

Thomas Hobbes, Leviathan, Chapter 13

**Art and Jervis, International Politics,
pp. 1-9, 19-27, 48-77**

Adam Tooze, "John Mearsheimer and the Dark Origins of Realism"

Assignment: In-class experiment on Realism.

2. Alternatives to Realism (May 30)

Discussion Questions: What are the alternatives to Realism? Are idealism and feminism a better way to approach world politics?

Hedley Bull, The Anarchical Society, Chapter 2

Russett, Starr, Kinsella, World Politics, pp. 21-41

Art and Jervis, International Politics, pp. 28-40, 78-86

Cynthia Cockburn, "Militarism and War"

C. The Means of Foreign Policy

1. The Use of Force (May 31)

Discussion Questions: In the nuclear age, is the large scale use of force still a useful means of statecraft?

Robert Kagan, "Power Failure"

Art and Jervis, International Politics, pp. 195-217, 229-245, 376-392

Robert Keohane and Joseph Nye, "Complex Interdependence and the Role of Force"

D. Balance of Power (June 1)

Discussion Questions: What is a balance of power? How does it differ from Elrod's Concert of Europe? When will nations prefer to bandwagon as opposed to balance according to Walt? What are the necessary conditions for a balance of power? Do we have a balance of power today?

Art and Jervis, International Politics, pp. 153-160

**Richard Elrod, "The Concert of Europe" World Politics
(January 1976)**

Russett, Starr, Kinsella, World Politics, pp. 79-97

E. Strategic Interaction: Bargaining and the Games States Play

**1. Game Theory
(June 2)**

Discussion Questions: We will discuss our experience in the simulation game. Think fully about how the Prisoner's Dilemma can be used to explain world politics. What reasons can you give for why you followed the strategy that you did? What relation does this have to international politics?

Robert Jervis, "Cooperation under the Security Dilemma"

**Robert Axelrod, The Evolution of Cooperation,
Chapters 1,4**

**2. Bargaining
(June 6)**

Discussion Questions: Schelling presents numerous strategies for bargaining. Especially interesting are his concepts of "the power through binding oneself," "the advantage of the last clear chance," and the whole idea of the rationality of irrationality. What are these strategies? How can they be used to win a chicken game?

**Thomas Schelling, The Strategy of Conflict,
Chapter 2 up to p. 46 and Chapter 3 up to p. 58**

**Russett, Starr, Kinsella, World Politics,
pp. 89-97**

Assignment in class: Prepare a strategy to play a chicken game. We will coordinate the plans in two groups in an in-class experiment.

2. DETERMINANTS OF FOREIGN POLICY

A. The Levels of Analysis

(June 7)

Discussion Questions: What is the whole concept of levels of analysis? How does Waltz' 3 levels (which he calls images) explain war? Russett and Starr present an alternative "menu" of levels. Which of Russett and Starr's levels do Waltz' levels correspond to?

Russett, Starr, Kinsella, World Politics, Chapter 1

B. Structural Causes of Foreign Policy

(June 7)

Discussion Questions: How does the structural level explain foreign policy? What are its advantages and disadvantages? How would you explain the Gulf War on a structural level? Why does Mearsheimer say we will miss the Cold War? Do you agree with his argument?

Russett, Starr, Kinsella, World Politics, Chapters 4

John Mearsheimer, "Why We Will Miss the Cold War"

C. Domestic Causes of Foreign Policy

(June 8)

Discussion Questions: Woodrow Wilson, former teacher and football coach at Wesleyan University, argued that a democratic world (i.e., where all nations are governed by democratic principles) was a safe world. Michael Doyle has recently restated the argument in terms of the passivity of liberal states. What is the logic of their argument? What are the strengths and weaknesses? Consider the evidence too (pay attention to Doyle's use of the evidence). In democracies, popular views are supposedly the primary shapers of foreign policy. Is this true of the U.S.? Does the U.S. have a truly democratic foreign policy?

Russett, Starr, Kinsella, World Politics, Chapter 5

Woodrow Wilson, excerpts from Public Papers, in Wolfers and Martin, Anglo-American Tradition in Foreign Affairs (look under Wilson "Excerpts" in Reserve Room)

Art and Jervis, International Politics, pp. 139-152

D. Bureaucratic Politics

(June 9)

Discussion Questions: What are the main principles of the bureaucratic politics approach to explaining foreign policy as described by Arnold Kanter and Morton Halperin? How do these principles explain the Vietnam War? What are your main critiques of the BP approach to foreign policy?

Morton Halperin and Arnold Kanter, "The Bureaucratic Perspective"

Russett, Starr, Kinsella, World Politics, pp. 135-142

James Thompson, "How Could Vietnam Happen?" (look under Halperin and Kanter in Reserve)

E. Decision Making and Psychological Sources of Foreign Policy

**1. Psychological Theories of Foreign Policy
(June 13)**

Discussion Questions: The decision-making level of analysis explains foreign policy by looking at the belief systems and thought processes of leaders. Hence, it proposes that we learn about foreign policy through a familiarity with the psychology of leaders. What are the principal psychological processes that affect foreign policy decisions?

Robert Jervis, "Hypotheses on Misperception"

Russett, Starr, Kinsella, World Politics, Chapter 6

**2. Psychological Sources and the Cuban Missile Crisis
(June 14)**

Discussion Questions: Which of these psychological processes were especially visible and important in the Cuban Missile Crisis case?

Robert Kennedy, Thirteen Days

Assignment: You are an advisor to President Kennedy before the decision to blockade Cuba was made. Based on what you learned about the decision, write a one page single-spaced memo to President Kennedy suggesting the best plan to deal with the missiles in Cuba.

F. Levels of Analysis and the Decision to Drop the A-Bomb

The class will watch the documentary "The Decision to Drop the Bomb."

The film analyzes the formative events which led to Truman's decision to use the atomic bomb. While watching the film, think about which levels of analysis best explain Truman's decision.

July 15

Discussion of the decision to drop the bomb and levels of analysis.

Assignment: You are an advisor to President Truman before the decision to drop the a-bomb was made. Based on what you learned about the a-bomb decision, write a one page single-spaced memo to President Truman suggesting the best plan to end the war.

3. INTERNATIONAL RELATIONS IN THE NUCLEAR AGE

June 16

**The class will watch the documentary "War Plans."
The film discusses the problem of national security in the nuclear age.**

June 20

Discussion Questions: What is the best nuclear strategy for nations to follow in order to assure ongoing peaceful relations? There has been a long debate between MAD (mutual assured destruction) advocates and counter-force (aim at and destroy weapons rather than cities). MAD proponents argue that you minimize peace when you aim at cities (i.e., when you hold the other nation's population hostage). Which do you think is a more stabilizing strategy? Where is the best place to aim your weapons? Moreover, what should our plan be if we begin fighting a war? Which targets would we attack first? What kind of retaliation can we expect? Some people (e.g., MAD advocates) might argue that the best plan is no plan because other nations will be convinced that the war will get out of hand and therefore be deterred from starting hostilities. (In this case, "no plan" would signal an irrational conduct of war which would be akin to using the strategy of the rationality of irrationality in a Chicken game). Can nuclear deterrence be better modeled as Chicken or Prisoner's Dilemma?

We will discuss the film and the following readings:

Art and Jervis, International Politics, pp. 203-228, 259-274

Russett, Starr, Kinsella, World Politics,
Chapters 7,8

Robert Art, "A Defensible Defense"

John Mueller, "Nuclear Weapons"

Anna Simons, "Soft War=Smart War? Think Again"

Assignment: In-class security-policy exercise and crisis simulation.

4. INTERNATIONAL ORGANIZATIONS, LAW, AND TRANSNATIONAL ACTORS

A. Transnational Actors (June 21)

Discussion Questions: LeFeber talks about the advent of a global culture based on the spread of common images and values (capitalism, the Swoosh) through the media. Chang cites hip-hop and youth culture as a main factor driving these images and values. Is this the origin of the new global civilization, or will nationalism and other forms of restricted identification (ethnicity, religion) keep the world from making the leap to one community? Will we have one world, or will we be faced with what Huntington calls the "clash of civilizations"?

Jeff Chang, "It's a Hip-Hop World"

Walter LeFeber, "Michael Jordan and the New Global Capitalism"

Sam Huntington, "The Clash of Civilizations"

Leslie Sklair, "Sociology of the Global System"

Russett, Starr, Kinsella, World Politics, pp. 344-354

Art and Jervis, International Politics, 454-460

Assignment: In-class culture experiment

5. POWER AND U.S. FOREIGN POLICY

1. Power (June 22)

Discussion Questions: What are the ideas of the power curse and power illusion? Is the U.S. presently suffering from such a curse? What can it do to avoid the pitfalls of power illusion?

Giulio Gallarotti, The Power Curse, whole book

Giulio Gallarotti, Cosmopolitan Power in International Relations, Chapters 1,4,6,7

You are a top consultant to the President. Based on the ideas of the power curse, cosmopolitan power, and power illusion, try and construct a plan by which the U.S. can maximize its influence over the next two decades. What strategies should it embrace? What strategies should it avoid?

Assignment: Write a one page single-spaced memo on keeping America strong over the next two decades. We will try to forge a single power augmentation strategy for the US in a meeting.

**Presentations on Final Projects
(June 23)**