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### PSC 130E.01: International Relations

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## **International Relations (PSC 130E)**

MTWR 9:30–11:20, LA 337, Summer 2007

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### ***Course Description***

International relations (IR) is the study of conflict and cooperation in international politics. This course introduces you to three different general perspectives scholars and policy-makers use to understand the patterns of conflict and cooperation we observe in world events — the realist, the liberal, and the identity perspectives. With this background, you will gain a better understanding of the behavior of international actors as they address contemporary issues in international politics.

### ***Course Objectives and Learning Outcomes***

After completing this course, students will be able to:

- Apply the major theoretical perspectives of international relations to explain current events.
- Identify and articulate the underlying theoretical perspective informing the actions of others.
- Compile and compare explanations for world events at different levels of analysis.
- Identify and articulate the underlying ethical positions that inform the actions of others in IR.
- Defend held ethical commitments about how international relations should be conducted.
- Evaluate competing ethical and moral claims about how IR should be conducted.
- Resolve simulated conflicts using the instruments of international relations.

### ***Textbooks and Other Required Materials***

There are two required texts for this course available at the UC Bookstore:

Nau, Henry R. (2007). *Perspectives on International Relations: Power, Institutions, and Ideas*. Washington, DC: CQ Press.  
ISBN: 1933116463.

Herzig, Michael and David Skidmore. (1995). *Nations: A Simulation Game in International Politics*. Washington, DC: Institute for the Study of Diplomacy. ISBN: 1569271690.

Nations is also available online at <http://www.guisd.org> for \$3.50. Search for Case 169.

Students must also purchase an i-clicker student remote (ISBN: 0716779390) from the Bookstore.

### ***Course Requirements***

#### **Active Participation in Class**

Because active participation facilitates learning, this course is designed to maximize student involvement. Each lecture features question and answer slides in which students will have an opportunity to share their beliefs, knowledge, or attitudes using their i-clicker remote. This is a fun, interactive way to participate in class, prepare for the final, and help me assess how well the class is achieving course goals. Students will receive either participation or quiz points for their “clicks.”

#### **Knowledge of Current Events**

Students are required to read *The Christian Science Monitor* daily (Monday-Friday) to ensure they appreciate the complexity of international relations and give them practice applying different perspectives to current events. Every class period will begin with a

quiz and discussion of world events covered in the *CSM* the previous day. On Mondays, we will cover events reported on the previous Thursday and Friday. The *CSM* is available online for free at <http://www.csmonitor.com>.

### **Critical Analysis**

In academic terms, critical analysis means considering the claims of an author, what they are based on, and how relevant they are. This involves splitting those claims up into their component parts and conducting a “close reading” of the author’s work. Students will critically analyze commentary on international relations published in the *CSM* or pieces provided by the instructor if necessary.

### **Simulation Participation**

The last week of class features Nations, a simulation designed to help you understand the dynamics of international politics. In the simulation, you will participate in the foreign policy decision-making process of a fictitious country. Students will be graded on their participation in the simulation and the final exam will include questions based on the simulation.

### **Attendance**

Student learning is a holistic process that requires the active participation of the individual student, the instructor, and a student’s peers. The failure of any one of them to take responsibility for their part of the process diminishes the learning of everyone. Therefore, attendance is mandatory and will be taken every class manually and electronically. The following policies will be in effect:

1. For each class session in which attendance is greater than or equal to 75% of enrollment for the entire class period, all students attending that day will receive an extra credit point.
2. For each class session in which attendance is less than or equal to 50% of enrollment at any time during the class, all students missing class that day will lose an extra credit point.
3. Students who fail to attend two class sessions in a row or who have a problem with absenteeism will be contacted by the instructor. Students may be asked to drop if attendance is a problem.

### **Preparedness**

Students have a responsibility to themselves, the instructor, and each other to come to class prepared. Being prepared means reading all assigned readings before class and completing all assignments on-time. It also includes the more abstract requirement that students come to class ready to learn. Being prepared also ensures that all requirements are completed within the time-limit of the course. University policy on incomplete grades will be adhered to strictly.

## ***Course Policies***

### **Academic Misconduct Policy**

The University requires that this statement be placed on all syllabi at the University of Montana:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The Code is available for review online at: <http://www.umt.edu/SA/VP/SA/index.cfm/page/1321>.

### **Statement on Disabilities**

I strongly encourage students with documented disabilities to discuss appropriate accommodations with me. However, I am not qualified to assess your need for an accommodation or what accommodations are needed. If you have a disability and feel you need accommodations, you must present a letter to me from Disability Services for Students (DSS), Lommasson Center 154 (243-2243), indicating the existence of a disability and the suggested accommodations.

## Course Communications

I will communicate with you by email and by posting announcements on the website for this course (<http://psc130e.erichines.com>). To ensure that you receive my emails, you must either check your UM email account on a daily basis or have email from there forwarded to an account that you do check daily. It is now University policy for all electronic communication with students to be sent to their official university account. This includes replies to emails from non-university addresses.

## Non-Competitive Grading

Grading in this class is non-competitive. Your grade is determined by the total number of points you have at the end of the semester, regardless of the points of other students. There is no "curve." You should therefore feel free to help each other learn, study, and succeed since grading is not a "zero-sum game."

## Grading

Final grades will be based upon participation (25%), quizzes (25%), simulation participation (10%), and the final exam (40%) using a plus/minus grading system based on the following scale: 93–100 (A), 90–93 (A-), 87–90 (B+), 83–87 (B), 80–83 (B-), 77–80 (C+), 73–77 (C), 70–73 (C-), 67–70 (D+), 63–67 (D), 60–63 (D-), and 0–60 (F).

## Extra Credit

At the instructor's discretion, extra credit may be awarded or taken away to overcome the free rider problem. Free riders are actors who shoulder less than a fair share of the costs of the production of a resource. In this course, the resource is student learning. Since a large portion of this course's success rests on the active, informed participation of all students, it is essential that everyone participate equally. Students may have up to 5% added to their final grade from extra credit. Extra credit can only be earned for attendance and simulation outcomes.

## Course Organization and Schedule

This course is primarily a lecture course, although there will be opportunities for discussion. All course materials will be posted to <http://psc130e.erichines.com> and/or Electronic Reserve at the Library (<http://eres.lib.umt.edu>; password: psc130). I reserve the right to make changes to this schedule. All changes will be announced in class and posted to the course website.

## Prologue

**June 25:** Introduce Course and Distribute Syllabus

**June 26:** What you think you know and why we disagree about IR (*Read Nau, Introduction*)

### Recommended Readings:

Gaddis, John Lewis. "History, Theory and Common Ground." *International Security* 22.1 (Summer, 1997): 75–85.

Thucydides. "The Melian Dialogue." Excerpt from the History of the Peloponnesian War (431 B.C.). Available at <http://www.mtholyoke.edu/acad/intrel/melian.htm>.

Walt, Stephan M. "International relations: One world, many theories." *Foreign Policy* 110 (Spring, 1998): 29–35.

## Introduction

**June 27:** How can I have an informed opinion about IR? (*Read Nau, Chapter 1*)

### Recommended Readings:

Kant, Immanuel. "Perpetual Peace: A Philosophical Sketch" (1795). Available online at <http://www.mtholyoke.edu/acad/intrel/kant/kant1.htm>.

Putnam, Robert D. "Diplomacy and Domestic Politics: The Logic of Two-Level Games." *International Organization*, 42.3 (Summer, 1988): 427–460.

Risse, Thomas. "Let's Argue!": Communicative Action in World Politics." *International Organization*, 54.1 (Winter, 2000): 1–39.

Wendt, Alexander. "Anarchy is what States Make of it: The Social Construction of Power Politics." *International Organization* 46.2 (Spring, 1992): 391–425.

## **Part I: International Conflict and War**

### **June 28:** Perspectives on World History (*Read Nau, Chapter 2*)

#### Recommended Readings:

Doyle, Michael W. "Liberalism and World Politics." *The American Political Science Review* 80.4 (Dec., 1986): 1151–1169.

Mearsheimer, John J. *The Tragedy of Great Power Politics*. New York: Norton, 2001.

Finnemore, Martha. "Constructing Norms of Humanitarian Intervention." *The Culture of National Security: Norms and Identity in World Politics*. Ed. Peter J Katzenstein. New York: Columbia University Press, 1996: 153–185.

### **July 2:** Applying the Perspectives to International Conflicts (*Read Nau, Chapters 3 & 4*)

#### Recommended Readings:

Jervis, Robert. "Cooperation Under the Security Dilemma." *World Politics* 30.2 (Jan., 1978): 167–214.

Wilson, Woodrow. "The Fourteen Points." (Jan. 8, 1918). Available online at <http://net.lib.byu.edu/~rdh7/wwi/1918/14points.html>.

### **July 3:** The Origins and End of the Cold War (*Read Nau, Chapter 5*)

#### Recommended Readings:

Gaddis, John Lewis. "The Long Peace: Elements of Stability in the Postwar International System" *International Security* 10.4 (Spring, 1986): 99–142.

Kennan, George. "The Sources of Soviet Conduct" *Foreign Affairs*. 25.4 (1946): 566–582.

### **July 5:** Global Integration and Global Terrorism (*Read Nau, Chapter 6*)

#### Recommended Readings:

Fallows, James. "Success Without Victory." *The Atlantic Monthly* 295.1 (Jan./Feb. 2005): 80–90

Fukuyama, Francis. "The End of History?" *The National Interest*. 16 (1989):

Huntington, Samuel P. "The Clash of Civilizations?" *Foreign Affairs* 72.3 (1993): 22–50.

Roche, Douglas. "Our Greatest Threat: The Coming Nuclear Crisis." *Commonweal* 132.5 (March 11, 2005): 24–26

## **Part II: Globalization and the World Economy**

### **July 9:** What is Globalization? (*Read Nau, Chapters 7 & 8*)

Recommended Readings:

Deng, Yong and Thomas G. Moore. "China Views Globalization: Toward a New Great-Power Politics?" *The Washington Quarterly* 24.3 (Summer 2004): 117–136.

Marber, Peter. "Globalization and Its Contents." *World Policy Journal* 21.4 (Winter 2004/2005): 29–37.

Naím, Moisés. "The Five Wars of Globalization." *Foreign Policy* 134 (Jan./Feb. 2003): 28–37.

Pettis, Michael. "Will Globalization Go Bankrupt?" *Foreign Policy* 126 (Sept./Oct. 2001): 52–61

**July 10:** How does Globalization work? (*Read Nau, Chapters 9 & 10*)

Recommended Readings:

Einhorn, Jessica, "The World Bank's Mission Creep." *Foreign Affairs* 80.5 (Sept., 2001): 22–35.

Florida, Richard. "The World is Spiky." *The Atlantic Monthly* 296.3 (Oct. 2005): 48–51

Friedman, Thomas L. "It's a Flat World, After All." *New York Times* (April 3, 2005) Available online at <http://www.nytimes.com/2005/04/03/magazine/03DOMINANCE.html?ei=5090&en=cc2a003cd936d374&ex=1270267200>

**July 11:** Why are some countries developing while others are not? (*Read Nau, Chapter 11*)

Recommended Readings:

Castaneda, Jorge G. "NAFTA at 10: A Plus or a Minus?" *Current History* Feb. 2004

Hoge, James F. "A Global Power Shift in the Making." *Foreign Affairs* 83.4 (July/Aug. 2004)

**July 12:** Why is it so difficult to eliminate extreme poverty? (*Read Nau, Chapter 12*)

Recommended Readings:

Okonta, Ike. "Nigeria: Chronicle of a Dying State." *Current History* 104.682 (May 2005): 203–208

Bush, Ray. "Poverty and Neo-Liberal Bias in the Middle East and North Africa." *Development and Change* 35.4 (2004): 673–695.

**Part III: Fragmenting and Unifying Issues**

**July 16:** What causes ethnic, religious, and national conflicts? (*Read Nau, Chapter 13*)

Recommended Readings:

Powers, Samantha. "Bystanders to Genocide." *Atlantic Monthly* 288.2 (Sept., 2001): 84–108.

**July 17:** How can we manage collective goods like the environment? (*Read Nau, Chapter 14*)

Recommended Readings:

Osterholm, Michael T. "Preparing for the Next Pandemic." *Foreign Affairs* (July/Aug. 2005): 24–37.

Klare, Michael T. "The Coming Resource Wars" *TomPaine.com* (March 7, 2006) Available at [http://www.tompaine.com/articles/2006/03/07/the\\_coming\\_resource\\_wars.php](http://www.tompaine.com/articles/2006/03/07/the_coming_resource_wars.php).

**July 18:** Can global governance end global anarchy? (*Read Nau, Chapter 15*)

Recommended Readings:

Kissinger, Henry "Pitfalls of Universal Jurisdiction?" *Foreign Affairs* 80.4 (July/Aug., 2001): 86–96.

Krasner, Stephen D. "Sovereignty," *Foreign Policy* (Jan./Feb., 2001): 20–29.

Roth, Ken. "The Case for Universal Jurisdiction." *Foreign Affairs* 80.5 (Sept./Oct., 2001): 150–154

**July 19:** Is the democratic peace the solution to global conflict? (*Read Nau, Conclusion*)

Recommended Readings:

Gause III, F. Gregory. "Can Democracy Stop Terrorism?" *Foreign Affairs* 84 (Sept./Oct. 2005): 62–76

**Conclusion**

**July 23–25:** Nations: A Simulation Game in International Politics (*Read Nations Guidelines*)

**Epilogue**

**July 26:** Nation's Debriefing/Final Exam