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PSC 130E.02: International Relations

Eric H. Hines

University of Montana - Missoula, eric.hines@umontana.edu

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International Relations (PSC 130E.02)

MWF 2:10-3:00 p.m., Gallagher Business Building 106, Fall 2007

Professor Eric H. Hines

Office: LA 354

Office Phone: 243-4418

email: eric.hines@umontana.edu

Office Hours: MWF 10:10-11:00 and 3:10-4:00

Teaching Assistant Leland Bauer

Office: TBD

Office Phone: TBD

email: leland.bauer@umontana.edu

Office Hours: TBD

COURSE DESCRIPTION

International relations (IR) is the study of conflict and cooperation in international politics. This course introduces you to three different perspectives scholars and policy-makers use to understand the patterns of international conflict and cooperation — realism, liberalism, and the identity perspective. 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 theoretical perspectives of IR to current events to explain them at three 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.

TEXTBOOKS AND OTHER REQUIRED MATERIALS

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

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

Tessman, Brock F. (2007). *International Relations in Action: A World Politics Simulation*. Boulder, CO: Lynne Rienner Publishers. ISBN: 1588264645.

All other required texts are on electronic reserve at the Mansfield Library (password: psc130).

i-clicker Student Remote

Students must also purchase an i-clicker student remote (ISBN: 0716779390) from the bookstore and register their remote online at <http://www.iclicker.com/registration/>. Students should use their SCAUID as their student ID when they register. Please note that you do not need to purchase a second remote for this class if you already have one.

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 exams, and help me assess how well the class is achieving course goals. Students will receive either participation or quiz points for their “clicks.” To earn participation points for a class, a student must answer at least 75% of the questions asked.

Learning Groups and Participation in the International Relations in Action (IRiA) Simulation

During the third week of class, students will be randomly assigned to one of 40 teams with 4-5 members each. Beginning the fourth week, these teams will participate in a weekly on-line simulation of IR in which they will work together to achieve collective and individual objectives. Since these teams will serve as the foundation of the simulation and small group activities in class, ***Students are required to sit with their teammates in lecture.*** Complete guidelines are outlined in the Tessman text and Appendix A to this syllabus. A schedule appears at the end of the syllabus.

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 to give them practice applying different perspectives to current events. Quiz questions based on world events covered in the paper since the previous class session will be asked during lecture. Appendix B of this syllabus offers some suggestions about accessing and reading news article in the CSM and how to integrate them into the framework of this course. The CSM is available online at <http://www.csmonitor.com>.

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 electronically. To encourage attendance, the following policies will be in affect:

1. Students will receive an extra credit point for each class session they attend in which 75% of enrolled students attend for the entire period (Please see the note on extra credit below).
2. Students will lose an extra credit point for each class session they do not attend in which total attendance is below 50% of the total enrollment for the course.
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.
4. The instructor will only excuse absences for reasons of military service or mandatory public service.
5. *There will be absolutely no makeup quizzes or final exam.* In the event a student misses the midterm for documented reasons of illness, injury, family emergency, or participation in a University sponsored activity the grade on the final exam will be substituted for the midterm portion of the grade.

Preparedness

Students have a responsibility to themselves, the instructor, and each other to come to class prepared. Being prepared for class includes having read all assigned readings before class and completing all assignments by the deadline given by the instructor. It also includes the more abstract requirement that students come to class ready to learn. Being prepared will also ensure that all requirements are completed within 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://ordway.umt.edu/SA/VP/SA/index.cfm/name/StudentConductCode>

Statement On Disabilities:

I strongly encourage students with documented disabilities to discuss appropriate accommodations with me. However, I am not qualified to make an assessment of 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 and materials 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 that all electronic communication with students must be sent to their official university account. This includes replies to emails from non-university addresses. ***Students are required to subscribe to the course's RSS feed, which is available at <http://feeds.erichines.com/psc130e>.*** See Appendix B for information on RSS feeds.

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 on a total of 1000 points distributed as follows:

Participation and Quizzes	370 points	Simulation Assessment:	180 points
Midterm:	200 points	Final Exam:	250 points

A plus/minus grading system will be used 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-	0-60 F

Extra Credit

Extra credit points may be awarded or taken away at the instructor's discretion to help 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 we are producing 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% (50 points) added to their final grade from extra credit.

COURSE ORGANIZATION AND SCHEDULE

This course is primarily a lecture course, although there will be opportunities for discussion. I reserve the right to make changes to this schedule. All changes will be announced in class and posted to the course website and feed.

Prologue

August 27: Introduction to the Course and Distribution of Syllabus

August 29: IR Pre-Test (**Students must bring their i-clicker remote to class**).

August 31: *American Political Science Association Conference* **No Class**

Due to my attendance of the APSA Conference in Chicago, class will not meet Friday. Instead, you are invited to complete some extra credit assignments on Blackboard. These assignments are a library skills tutorial and a tutorial on critical thinking and close reading. Students can earn up to 5 extra credit points for each tutorial.

Sept. 3: *Labor Day* **No Class**

Sept. 5: Why we disagree about International Relations Read Nau, Introduction

Students should also refer to the Handout "Misperception and Foreign Policy Decision-making" on e-res.

Sept. 7: Ethics and Morality in International Relations

Introduction

Sept. 10: The Prisoner's Dilemma: Describing Conflict and Cooperation Read Nau, Chapter 1

Sept. 12-14: The Prisoner's Dilemma: Three Ways to Explain Conflict and Cooperation

Additional Reading:

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

Sala, Brian R. and John T. Scott "The Cold War on Ice." *Perspectives on Politics* 5.1 (March 2007): 17-29.

Recommended Readings:

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

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|-----------|---|---------------------|
| Sept. 17: | Is History Cyclical, Linear, or Messy?: Perspectives on History | Read Nau, Chapter 2 |
| Sept. 19: | The Perspectives in Action: Explaining World War I | Read Nau, Chapter 3 |
| Sept. 21: | The Perspectives in Action: Explaining World War II | Read Nau, Chapter 4 |

Additional Reading:

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

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| Sept. 24: | The Perspectives in Action: Explaining the Origins of the Cold War | Read Nau, Chapter 5 |
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Additional Reading:

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

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| Sept. 26: | The Perspectives in Action: Explaining the End of the Cold War | |
|-----------|--|--|

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

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|-----------|--|---------------------|
| Sept. 28: | After the Cold War: Defining a New World Order | Read Nau, Chapter 6 |
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Additional Reading:

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.

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|---------|--|--|
| Oct. 1: | Fighting Global Terrorism: Why Perspective Matters | |
|---------|--|--|

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

Part II: Globalization and the World Economy

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|---------|--|---------------------|
| Oct. 3: | Globalization: How the West Became Rich | Read Nau, Chapter 7 |
| Oct. 5: | Globalization 3.0: Is the World Really Flat? | Read Nau, Chapter 8 |

Additional Readings:

Friedman, Thomas. "It's a Flat World, After All." *New York Times* (Apr. 3, 2005) Available online at <http://tinyurl.com/34a8na>.

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

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| Oct. 8: | Globalization 3.0: What Does It Mean for the World | |
|---------|--|--|

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

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

- Oct. 10: Globalization 3.0: How Does it Work? Read Nau, Chapter 9
- Oct. 12: Perspectives in Action: Trade and investment Read Nau, Chapter 10

Additional Readings:

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

- Oct. 15: Should We Reform International Financial Institutions?
- Einhorn, Jessica, "The World Bank's Mission Creep." *Foreign Affairs* 80.5 (Sept., 2001): 22-35.

Oct. 17: **CATCHUP AND EXAM REVIEW**

Oct. 19: **MIDTERM**

- Oct. 22: International Development: What is it? Read Nau, Chapter 11

- Oct. 24: International Development: The Asian Economic Miracle
- Hoge, James F. "A Global Power Shift in the Making." *Foreign Affairs* 83.4 (July/Aug. 2004)

- Oct. 26: International Development: Latin America's "Lost Decade"
- Weisbrot, Mark and David Rosnick. 2003. "Another Lost Decade? Latin America's Growth Failure Continues Into the 21st Century." Washington, D.C.: Center for Economic and Policy Research.

- Oct. 29: International Development: Why is Africa so Poor?
- Okonta, Ike. "Nigeria: Chronicle of a Dying State." *Current History* 104.682 (May 2005): 203-208

- Oct. 31: International Development: The Middle East's Resource Curse
- 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

- Nov. 2: Ethnic, Religious, and National Conflicts Read Nau, Chapter 13

- Nov. 5-7: Film: *Ghosts of Rwanda*
- Powers, Samantha. "Bystanders to Genocide." *Atlantic Monthly* 288.2 (Sept., 2001): 84-108.

- Nov. 9: Does the International Community have a Responsibility to Protect?
- Evans, Gareth and Mohamed Sahnoun. "Responsibility to Protect" *Foreign Affairs* (Nov/Dec 2002): 99-110.

- Nov. 12: *Veteran's Day* **No Class**

- Nov. 14: Global Issues: Population Growth Read Nau, Chapter 14

Additional Reading:

Wade, Nicholas. "In Dusty Archives, a Theory of Affluence." *New York Times* (August 7, 2007). Available online at <http://tinyurl.com/32upxa>.

- Nov. 16: Global Issues: Pollution
- Hardin, Garrett. 1968. "The Tragedy of the Commons" *Science* 162(3859): 1243-1248

Nov. 19: Global Issues: Pandemics

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

Nov. 26: Global Governance: Reforming International Institutions

Read Nau, Chapter 15

Additional Reading:

Roche, Douglas. "The Case For a United Nations Parliamentary Assembly."

Nov. 28: Global Governance: International Law and Universal Jurisdiction

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

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

Nov. 30: Global Governance: Does it Mean the End of Sovereignty?

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

Conclusion

Dec. 3: Is the Democratic Peace the Future?

Read Nau, Conclusion

Additional Reading:

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

Epilogue

Dec. 5: IR Post-Test

Dec. 7: First Annual IRiA Awards Show and Final Exam Review

Dec. 10: **FINAL EXAM**

INTERNATIONAL RELATIONS IN ACTION SCHEDULE

Turn 1 (Sept. 17-21):	Military Alliances	Tessman, Chapter 7
Turn 2 (Sept. 24-28):	Nuclear Proliferation	Tessman, Chapter 9
Turn 3 (Oct. 1-5):	Free Trade vs. Protectionism	Tessman, Chapter 11
Turn 4 (Oct. 8-12):	Currency Crises	Tessman, Chapter 13
Turn 5 (Oct. 15-19):	Global Security Organizations	Tessman, Chapter 15
Turn 6 (Oct. 22-26):	Collective Action Problems	Tessman, Chapter 17
Turn 7 (Oct. 29-Nov. 2):	Natural Resource Politics	Tessman, Chapter 12
Turn 8 (Nov. 5-9):	Ethnic Conflict	Tessman, Chapter 10
Turn 9: (Nov. 12-16):	Territorial Dispute	Tessman, Chapter 8
Turn 10: (Nov. 19-23):	Environmental Challenges	Tessman, Chapter 18
Turn 11: (Nov. 26-30):	International Criminal Courts	Tessman, Chapter 16
Turn 12: (Dec. 3-6):	Foreign Aide	Tessman, Chapter 14

Appendix A: International Relations in Action (IRiA)

Each week, the simulation International Relations in Action (IRiA) will give you experience applying the concepts of IR to real-world problems within the framework of two models of IR — the prisoner's dilemma and the two-level game. This appendix to your syllabus provides some instructions on the mechanics of the simulation. The International Relations in Action textbook will provide you with all the information you need for the simulation itself. The schedule appears at the end of the syllabus.

SIMULATIONS MECHANICS

Country Teams

At the beginning of the third week of the semester, students will be randomly assigned to one of 40 teams with 4-5 members each. These teams will be assigned to represent one of eight fictional countries from the world of Politica. Detailed information about the countries can be found in the Tessman text. These teams will serve as the foundation of not only the simulation, but also group activities in class. Students are required to sit with their teammates in lecture. This will facilitate cooperation amongst team members.

Within individual teams, students will also be randomly assigned one of five roles — Chief Decision Maker, Diplomat, Economic Advisor, Intelligence Officer, and in democratic states, Opposition Leader. Detailed information about the roles can be found in the Tessman text.

Multiple Simulations

Because of the large size of the course, the teams will be divided into five separate simulations. Each group will have a name, which will be the name of the country they represent followed by the number of the simulation in which they are participating. For example, the group "Paxony5" will represent the nation-state of Paxony in the fifth simulation. In terms of the simulation, country teams will interact only with the eight teams assigned to their simulation.

Deadlines

Each turn in the simulation will last one week. A turn begins Monday at 3:00 p.m. and ends the following Friday at the beginning of class. Any Country Action Report teams wish to be included in the next turn of the simulation must be submitted with the appropriate signatures by this time. Countries will also have to submit their Factor Distribution Worksheets each week. Note that declarations of war are due one day prior to the end of the turn (Thursday at 3:00).

Electronic Mediation

The large class size makes face-to-face interaction within the simulation difficult. Most of the role-playing in the simulation will occur outside of class through e-mail, cell phones, text messages, or other electronic means. Teams will turn in any completed country action reports at the beginning of class Friday with the proper signatures.

Factor Distribution Worksheets

In order to monitor the dynamics of the game, each country team must maintain a copy of their Factor Distribution Worksheet (see the IRiA textbook for an explanation) as a Google Spreadsheet (<http://docs.google.com/>) and share this spreadsheet with the instructor (eric.hines@umontana.edu). Teams can do this by clicking on the share tab while viewing their spreadsheet. Students can download a sample Factor Distribution Worksheet from electronic reserve and then upload it to Google Spreadsheet.

ASSESSMENT

To help link the simulation experience with course material, students will answer an assessment question each week on Blackboard. The question will be posted and available for students to answer after the end of each turn in the simulation. Students will have until the end of the next turn in the simulation to post their answers of about 100-200 words to the assessment question. Responses are worth up to 15 points each.

Students who fail to actively contribute to their team's progress in the simulation will be removed from the simulation, which will result in a F being assigned for the simulation assessment portion of their grade.

Appendix B: Accessing and Reading the Christian Science Monitor

ACCESSING THE CSM

Students are required to read the World Section of *The Christian Science Monitor* daily (Monday-Friday) to ensure they appreciate the complexity of international relations and to 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 using the following schedule: On Mondays, we will cover Friday's paper, on Wednesdays we will cover Monday and Tuesday's papers, on Fridays we will cover Wednesday and Thursday's paper/

Accessing from a standard web browser

The simplest way to access the CSM is via the web at <http://www.csmonitor.com>. The Monitor updates its site with the following day's news stories in the later afternoon. This means if you intend to read the Monitor in the evening or before class in the morning, the stories will be a day ahead of our discussion in class. If you run into this problem, you may want to try an alternative method of accessing the stories. The Monitor does archive their news stories, but accessing them can be difficult.

Sign up for the Monitor's email alerts

If you sign up for the Monitor's Headline News Service, you will get an e-mail Sunday through Thursday with links to all the stories in the next day's newspaper. The advantage of this method is that you will have easy access to direct links to all the Monitor's stories. International stories appear in two places in the email, under "Front Page" and under "World." The email also includes a good summary of US and world news, including stories not covered in-depth by the Monitor.

Accessing the Monitor using RSS

The Monitor also provides several RSS feeds of its content, including an RSS feed for the World Section. An RSS feed is basically a list of headlines encoded so that they can be used by programs or websites called "news aggregators." There are a lot of different options for using RSS feeds and most are very easy to use. They all let you read headlines from multiple news sites simultaneously. You simply plug in the addresses of the RSS feeds you want and the news aggregator collects the news stories for you.

The Monitor has information more about RSS and news aggregators at <http://www.csmonitor.com/rss/index.html> I highly recommend Google Reader, a free web based news aggregator available at <http://reader.google.com>.

HOW TO READ THE CSM NEWS ARTICLE FOR INTERNATIONAL RELATIONS

International relations is about conflict and cooperation. After reading a news article on world events, you should be able to place the actors involved into a prisoner's dilemma and then describe whether the actors are in conflict or are cooperating. Over time, you should also be able to offer explanations for why these actors are in conflict or cooperation from each of the three perspectives (realism, liberalism, idealism) and from each level of analysis (systemic, domestic, and individual). Doing this requires practice, which you can do by following 5 steps while reading an article:

Step 1: Identify the major actors.

Step 2: Identify the major actors' goals or interests. What is it they each want to achieve? Are their goals the same or different?

Step 3: Determine what the payoffs for the actors' interaction will be for each of the four possible outcomes (CC, CD, DC, or DD).

Step 4: Determine which of the two "rational" outcomes (CC or DD) has happened or will happen. Are the actors cooperating (CC) or are the actors in conflict (DD)?

Step 5: Provide an explanation why this outcome occurred from the realist perspective. How does the liberal perspective explain the same outcome? What about the identity perspective? Don't forget that there are three levels of analysis — the systemic, the domestic, and the individual.