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PSC 130E.01: International Relations

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INTERNATIONAL RELATIONS

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Political Science Department, course #130e
Fall 2002
Meets: Tuesday and Thursday 9:40 – 11:00
Office Hours in LA 355. Tuesday and Thursday 12:30 – 2:00

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Required texts available for purchase in UC Bookstore:

Patrick O'Meara, Howard Mehlinger, and Matthew Krain, eds. *Globalization and the Challenges of a New Century: A Reader*. Indiana University Press, 2000.

Mark Amstutz. *International Ethics: Concepts, Theories, and Cases in Global Politics*. Rowman & Littlefield, 1999.

This is an introductory course. The goal of the class is to introduce students to a number of pressing global issues and to encourage critical thinking about them. International relations challenges political actors and students alike to think critically about the complex relationship between power and ethics. We ponder this challenge with reference to the complex themes of globalization raised in the O'Meara text and direct engagement with the ethical challenges presented in the Amstutz text.

Course objectives: Upon successful completion of this course, the student should be able to demonstrate familiarity with major themes of globalization and international ethics.

Questions posed directly by the O'Meara text include the following:

- What are the primary sources of conflict in the post-cold war as contrasted to the Cold War period? Is the world a safer or more dangerous place in the post-cold war as contrasted to previous historical periods?
- What is the current and future role of the nation state? Should changes in the nation state in a changing international context be seen as a wholesale departure from the Westphalian system or a reform of it?
- What is the current status and future prospectus of democracy in the context of internationalized capitalism today?
- Who wins and who loses in the new global economy? What are the environmental implications? How is culture affected?

Questions posed directly by the Amstutz text include the following:

- National sovereignty, the Westphalian system and individual rights.
- The nature and basis of international political morality (realists, idealists, communitarians, cosmopolitans).
- The sources of political morality: foundationalism (Aquinas, Locke, Kant), constructivism (Rawls) and consensualism (international law and *jus cogens*).
- The challenges of cultural pluralism and the question of a shared, universal morality.
- Strategies of ethical decision-making: ends-based action (consequentialism or teleological ethics—Bentham), rules-based action (deontological thinking—Kant) and tri-dimensional ethics (Stanley Hoffman).
- Statesmanship and moral choice.

A guiding principle of this course will be that there are no simple answers to such questions. Students will be encouraged to replace bumper sticker type thinking with a more nuanced and complex thinking about globalization. This will be done by introducing students to substantial conversations and debates that surround all the important questions of the day. Even the facts are often in dispute, as well as the ethical and theoretical orientations of actors and scholars. Our role will be to understand what is being said and to inquire as to the reasons for disagreement. We will also venture into debating which ideas we find to be more or less persuasive and why.

Students are strongly encouraged to read all assigned readings **carefully and before the class period for which they are assigned.** We will discuss and debate issues raised by the readings in class. It will be near to impossible to follow – let alone participate – in these discussions if you have not already read the material. The Teaching Assistants, Ramses Ruziev and Tasha Keathley, will be regularly available to discuss the reading and lectures with individuals and groups. Students are strongly encouraged to make use of this opportunity, especially if you are having difficulty understanding the material. Start early and go often. Do not wait until you are in a crisis situation because it is often too late at that point to improve as much as would have been possible if you had addressed your confusions earlier.

Your grade will be based on four in-class exams and a research project. Each exam will count for 15% of the grade for a total of 60%. Exams will be based on assigned readings, lectures, class discussions, films, and guest speakers. If you miss a film showing, you are responsible for locating a copy of the film and watching it on your own. If you miss a guest speaker, you are responsible for finding out what was discussed. There will be a research assignment called a quotebook (explained below). The quotebook will be worth 40% of the total grade. Students taking the course for pass/fail must receive at least a C- to pass the class and receive credit.

It may become necessary, over the course of the class, to rearrange assignments or alter the schedule. Any changes in scheduling will be announced in class. If you miss class, you are responsible for checking with another student or the TA for lecture notes and any announcements that may have been made regarding scheduling or assignments.

READING ASSIGNMENTS AND EXAM SCHEDULE

Author names refer to articles in the O'Meara text. Chapter numbers refer to the Amstutz text.

September 3	Introduction to the course. No readings.
September 5	Chapter 1
September 10	Chapter 2
September 12	Chapter 3
September 17	Chapter 4
September 19	Chapter 5
September 24	Exam #1
September 26	Chapter 6
October 1	Chapter 7
October 3	Chapter 8 and 9
October 8	Huntington, Barber, and Kaplan
October 10	Film. No reading.
October 15	Exam #2
October 17	Ajami, Sakakibara, and Bowen
October 22	Ohmae, Ceglowski, and Slaughter
October 24	Annan, Kare, Keen, and Laqueur
October 29	Fukuyama, Zakaria, and Kaplan
October 31	Sachs, Rodrik, and Altman
November 7	Thurrow, Ong, and The Tuapc Aaru Revolutionary Movement
November 12	Film. No reading.
November 14	Exam #3
November 19	Kennedy, Halal et al and Coates et al
November 21	Thomas/Belt, Mckibben and Linden
November 26	Berger, Drohan/Freeman, and Fishman
December 3	Film. No reading.
December 5	Film. No reading.
December 10	Rothkopf and The Economist
December 12	Exam #4

THE QUOTEBOOK

The quotebook is your term project. The quotebook **IS DUE IN CLASS ON DECEMBER 10**. Late papers will be penalized. This assignment will give you the opportunity to conduct research on a topic of your choosing. The only requirement for topic selection is that it is an international topic that concerns many people. Examples include the international environment, the Brazilian Amazon, international human rights, human rights violations in Latin America, the war on terrorism, relations between the United States and Israel and/or other countries in the Middle East, foreign aid, international trade, international criminal court, the international culture wars. As you can see from the examples, the individual student can decide how broad or narrow to make the topic. You may begin broad, and find you want to narrow when you become overwhelmed by the amount of information. You may start narrow, say arms transfers to Mauritania, and decide to change the topic to arms transfers between the United States and Africa. **All students must have their topic approved by one of the Teaching Assistants by October 15.** A major responsibility of the Teaching Assistants is to assist students with their quotebooks. Students are advised to take advantage of this assistance.

The quotebook that you will turn in will be a collection of sixteen quotes on the global problem of your choosing. Four of the quotes should be taken from the textbooks. Eight quotes should be taken from no fewer than three different journals that cover international affairs. You have the option of using quotes from newspapers or recent books but these may not exceed one-quarter of the total. At least three of your "quotes" must be graphic and quantitative, i.e. a table or chart providing data about the problem. One of graphic presentations may be a cartoon, but I want to see at least two statistical presentations. You can locate these sources either on the internet or in print.

Each quote must be accompanied with a citation that would enable a reader to easily find its source. While there are many ways to make citations, and you can choose the one you like, you must be consistent in the form. Here is one example:

Olivia Laboo, "Infant Mortality in South Africa" in The Journal of International Development Vol. 2, No. 1, January 1989, p. 67.

Either before or after each quote, you must provide a statement that puts the quote in context and a brief paragraph indicating why you found the quote significant. Do you agree? Disagree? Are you inspired? Infuriated? How does the quote illuminate some important aspect of the problem? How is this quote related to others in the quotebook? While I am interested in your personal opinion and feelings about the situation, it is important that these responses are accompanied by analysis, at least most of the time.

The quotebook must begin with a two to three page statement that provides a framework for understanding the quotes. This statement can include a combination of assertions, hypotheses and points of view. This theme should be referred to in the paragraphs that accompany the quotes. This introduction should also include a description of the problem, an explanation of the problem, and some prescription for what might be done about it.

A PARTIAL LIST OF LIBRARY JOURNALS

Alternatives
Commentary
Partisan Review
Comparative Politics
Current History
Daedalus
Dissent
Economist
Far Eastern Economic Review
FAO Quarterly Bulletin of Statistics
Foreign Affairs
Foreign Policy
Harpers

New York Review of Books
Orbis
New Republic
Political Affairs
Politics and Society
Washington Spectator
Problems of Communism
Progressive
Race and Class
Social Policy
Socialist Review
State of the World
Der Spiegel

Humanist
Inquiry
International Financial News Survey
International Financial Statistics Yearbook
International Monetary Fund
International Organization
International Studies Quarterly
Journal of Conflict Resolution
Manchester Guardian Weekly
Middle East Review
Monthly Review
Mother Jones

Les Temps Modernes
Third World Quarterly
Washington Monthly
The American Prospect
World Monitor
World Marxist Review
New Leader
National Review
World Press Review
World Policy Journal
World Politics
Nation

QUOTEBOOK EVALUATION FORM

Student Name:

Topic or Title:

A. The quotebook contains 16 quotes in the following proportion:

One-quarter are from the textbooks (4)

At least half are taken from at least 3 different journals (8). What was the quality of the journal articles used? In other words, are the quotes drawn from a strong selection of scholarly journals or did the student overly rely on popular magazines such as Time and Newsweek?

_____ percentage are from newspapers or recent books (up to 4)

B. Is each quote accompanied with a citation, using the style suggested in the syllabus or another style accurately and consistently throughout?

C. Is each quote preceded or followed by a brief paragraph that puts the quote in context and indicates why the student found the quote significant and/or how this quote related to others in the quotebook? Does the student provide solid analysis or overly rely on personal opinion not supported by analysis?

D. Does the introductory statement (two to three typed pages) provide the student's assessment of the issues and patterns raised by the quotebook? Does this section include a brief description of the problem, an explanation of the problem, and some prescription for what might be done about it? Is this theme referred to in the statements surrounding the quotes?

E. Is the quotebook served by the mechanics (grammar, spelling, proofreading) that undergird all good writing?