

Fall 2016

Introduction to International Relations

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DIPL 1711 AA
Introduction to International Relations
Seton Hall University
School of Diplomacy and International Relations
Fall 2016

Instructor: Sara Bjerg Moller
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Office Hours: M 3:30-5:00 PM (or by appointment)

Time: M/W 9:30-10:45 AM
Location: Stafford Hall, RM 207

COURSE DESCRIPTION

Designed as an introductory survey course to the field of International Relations, this course explores the causes, character, and consequences of conflict and cooperation in world politics. The course brings together history, theory, and current events to help students understand the main drivers and patterns of behavior in the international system. Core questions that will be tackled include: What are the causes of war and peace? Is international cooperation attainable? Is globalization good or bad? Is the U.S. a declining great power? What are the most dangerous threats facing states today? As a course designed to meet the Critical Thinking Proficiency Guidelines, students will be expected to demonstrate and hone their analytical skills.

COURSE OBJECTIVES

- Provide students with the necessary theoretical tools to analyze questions in international relations from multiple perspectives.
- Enable students to compare and evaluate the explanatory power of competing theories.
- Assist students in gaining the historical background needed to understand contemporary international events.

Critical Thinking: Critical thinking is an integral component of this course as well as the wider study of international relations. To think critically is to think clearly about the subject matter under consideration and ask questions. Thinking critically involves evaluating evidence and considering possible alternative explanations. In addition to learning the historical material (e.g. important events, dates, names) covered in the readings and class, a major focus of this course is on developing the skills needed to understand and evaluate the theoretical arguments of the various authors whose works we read. Along with summarizing the key arguments of each work, students will be expected to critically dissect major theories of international politics in order to arrive at their own conclusions regarding the nature of the international system. To help foster these critical thinking skills, the course calendar section of the syllabus contains weekly reading prompts that students should consult when doing the readings. Students will be evaluated based on both their knowledge of and ability to critically evaluate the main arguments and theories of the course.

By the end of the semester, students should have acquired knowledge and understanding of key concepts, models, theories, and debates involved in the study of contemporary international relations and diplomacy, and the interaction between politics and economics in the international system. Students should also have developed the skills to analyze complex situations and synthesize information.

GENERAL REQUIREMENTS

- **Attend and Participate in Class.** All students must attend and actively participate in class. A portion of each class will be reserved for class discussion and students will be graded on their discussion participation.
- **Complete the Readings.** Warning: The reading load for this course is heavy. Do not make the mistake of equating “introduction” with “easy.” To succeed in this (or any) course, you must engage in active reading. Reading without taking notes is a futile exercise. Take notes as you read, distilling the key arguments made by the authors. Students are encouraged to complete the readings *prior* to attending each class. Doing the reading before class is wise for a number of reasons. For starters, it will make it easier to follow the lectures. Second, it will enable you to participate in the class discussions (from which your participation grade is, in part, determined.) Finally, students who read the material prior to the session in which it is discussed benefit by being able to ask the professor questions.
- **Complete All Assignments.** There will be one take-home assignment, two quizzes, an in-class midterm, and a final examination.

ASSIGNMENTS AND EVALUATION

There are four main components to your course grade.

- **Participation (15%):** Students are expected to attend every class as well as do all of the reading. Participation grades will be based on attendance (including punctuality) and discussion.
- **Policy Memo (10%):** A three-page policy memo is due on September 7.
- **Quizzes (20%):** There will be two quizzes each worth 10%.
- **Midterm (In-Class) (25%):** There will be a closed-book, in-class midterm consisting of short answer questions on **Wednesday, October 5, 2016**. Students will be given advice on how to prepare for the midterm as the date approaches.
- **Final Examination (30%):** The final exam for this class will be on **THURSDAY, DECEMBER 15, 2016** (10:10 am – 12:10 pm). The exam will be cumulative, closed-book, and consist of short answer questions and essays.

READINGS

There is one required textbook and two that are recommended. All are available for purchase at the Seton Hall University Bookstore and many online outlets.

NB: The bookstore has ordered the 12th Edition of the Art Jervis Reader (hereafter, AJR 12) but the 10th and 11th editions are suitable as well and can be found at considerably lower prices online. In cases where assigned readings appear in successive volumes of AJR I have endeavored to list the relevant page numbers for each edition (e.g. AJR 10: 70-77; AJR 11: 65-72; AJR 12: 59-66). Students should consult the relevant page numbers for whichever edition they choose to use. In rare instances, a reading may only be included in one particular edition. In such cases a scanned copy of the reading can be found on Blackboard.

Required: Robert J. Art and Robert Jervis, *International Politics: Enduring Concepts and Contemporary Issues* 12th Edition (Boston: Pearson, 2015).

Recommended:

Jeffrey A. Frieden, *Global Capitalism: Its Fall and Rise in the Twentieth Century* (New York: Norton, 2006).

John Lamberton Harper, *The Cold War* (Oxford: Oxford University Press, 2011).

Unless otherwise indicated, all of the journal articles and book chapters listed below are required reading and are available online on the Blackboard site that has been created for the class.

POLICIES AND RESOURCES

- **Accommodations.** It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at DSS@shu.edu.
- **Counseling.** The Office of Counseling and Psychological Services (CAPS) offers assistance to students in need of support. CAPS is located in Mooney Hall and can be reached at (973) 761-9500.
- **Absences.** Students are expected to attend all class sessions and participate in discussions. If a medical situation or other emergency arises students should inform the instructor via email at the earliest possible opportunity as to the reason for their absence. Students missing class due to an illness are required to furnish a medical note upon their return in order for their absence not to be counted as unexcused. Unexcused absences will bring down your attendance grade.
- **Athletes and Members of Other Student Groups.** It is the responsibility of the student to contact me about any extracurricular activities that may impinge on their attendance or participation in the course.
- **Assignments.** Thinking about missing a quiz or exam? Don't. Barring medical or family emergency, there will be no make-ups.
- **Plagiarism, Cheating and Academic Integrity.** All students are required to abide by Seton Hall University's rules concerning academic conduct. Please familiarize yourself with the Standards of Academic Conduct, available here: <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>. Students are expected to submit their own work and to cite all sources. There is to be no collaboration of any kind on the take-home assignment and quizzes. ****Any form of cheating will be dealt with according to the guidelines outlined in the Standards of Conduct and punished accordingly.****
- **Technology.** Technology can be beneficial as well as harmful to learning. The classroom is a professional environment and I expect you to treat it as such.
 - Keep your cellphones muted and refrain from texting during class. If your cell phone rings during class, I will answer it for you. If my cell phone rings during class, you may answer it.

- Students will be allowed to use laptop computers during class sessions for the purposes of note taking only. All other activities (email, internet, Facebook, etc.) are prohibited during class. Students who violate this policy will **forfeit** their laptop privileges.
- **Grade Appeals.** Grades in this course are not negotiable, but if you believe an error has been made in the grading of your work, you may appeal. However, you must wait 24 hours before you may appeal. All appeals should be made in writing and sent to the professor via email.
- **Incompletes.** Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must obtain written permission by submitting a Course Adjustment Form (available from Dean Sanjamins) to the professor before the date of the final examination. The professor reserves the right to specify the new submission date for all missing coursework. All coursework must be completed within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first). Students who fail to submit the missing course work within this time period will receive a failing grade. It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.
- **Email.** Before emailing the professor students should consider the following: First, always check the syllabus. Often, the answer has already been provided for you. Second, students should communicate professionally, avoiding informal salutations, casual language, and emoticons. Third, please keep your communications brief. Complicated questions or issues are best discussed in person in office hours or by appointment. Finally, to ensure a timely response, please include the name of the course in your subject heading. For example,

To: mollersb@shu.edu

From: John/Jane Doe

Subject: DIPL 1711 AA – Question about readings

- **Ideological Perspectives.** I do not care *what* you think, I care *that* you think. My mission is to get you to think critically about important issues in international relations, not convince you that my view is right. There are no right or wrong views, only better or worse arguments. Good arguments require sound logic, solid evidence, and a consideration of alternative explanations.

Course Calendar

Part I: Introduction and IR Theory

1. August 29 (M): Course Introduction (29 pages)

- Stephen Walt, "International Relations: One World, Many Theories," *Foreign Policy*, Spring 1998, pp. 29-46. (18 pages)
- Jack Snyder, "One World, Rival Theories," *Foreign Policy*, no. 145 (November/December 2004): 52-62. (11 pages)
- Steven Pinker and Andrew Mack, "The World is Not Falling Apart," *Slate*, December 22, 2014. Available at: http://www.slate.com/articles/news_and_politics/foreigners/2014/12/the_world_is_not_falling_apart_the_trend_lines_reveal_an_increasingly_peaceful.html

Key Terms:

Realism
Liberalism

Constructivism

Reading Questions:

- What factors do realist, liberal, and constructivist theories of IR emphasize?
- Which worldview do you find most convincing and why?
- Why do Pinker and Mack argue we're living in the most peaceful period in history? Do you find their argument convincing? Why/not?

2. August 31 (W): NO CLASS – TAKE HOME ASSIGNMENT

September 5 (M): Labor Day – NO CLASS

3. September 7 (W): IR Theory Basics (47 pages)

- Kenneth N. Waltz, *Theory of International Politics* (Long Grove: Waveland Press, 1979), 1-17. (17 pages)
- Kenneth N. Waltz, *Man, the State, and War: A Theoretical Analysis* (New York: Columbia University Press, 1954), 1-15, 224-238. (30 pages)

Key Terms:

Theory
3 Levels of Analysis or Images

Paradigms
Laws

Reading Questions:

- What is a theory and why do we need theories?
- What distinguishes the three "levels of analysis" or "images" from each other?
- What is the central problem addressed by Waltz in *Man, the State, and War*?

4. September 12 (M): Anarchy and Its Consequences (37 pages)

- Robert J. Art and Robert Jervis, "Anarchy and its Consequences," *AJR* 10:1-7; *AJR* 11:1-7; *AJR*

12:1-6. (6 pages)

- Kenneth A. Oye, "The Conditions for Cooperation in World Politics," AJR 10: 79-82; AJR 11: 76-90; AJR 12: 67-78 (11 pages)
- Robert Jervis, "Offense, Defense, and the Security Dilemma," AJR 10: 93-113; AJR 11: 90-111; AJR 12: 79-98. (20 pages)

Key Terms:

Anarchy
Shadow of the Future
Offense-Defense Balance

Security Dilemma
Prisoner's Dilemma

Reading Questions:

- What does it mean to say that anarchy is the defining characteristic of international politics?
- Why is the security dilemma important? What are the two variables that determine its severity?
- Why is cooperation in the international system hard?
- What is the offense-defense balance and why is it important? What factors determine whether offense or defense is dominant?

5. September 14 (W): Realist Theories (41 pages)

- Thucydides, "The Melian Dialogue," AJR 10: 9-15; AJR 11: 8-14; AJR 12: 7-12. (6 pages)
- Hans Morgenthau, "Six Principles of Political Realism," AJR 10: 16-23; AJR 11: 14-22; AJR 12: 15-21. (7 pages)
- Kenneth N. Waltz, "Realist thought and neorealist theory," in Colin Elman and Michael Jensen, *Realism Reader* (New York: Routledge, 2014), pp. 124-128. (5 pages)
- Robert Gilpin, "Hegemonic War and International Change," in *Conflict After the Cold War*, ed. Richard Betts (New York: Routledge), pp. 47-50. (4 pages)
- John Mearsheimer, "Anarchy and the Struggle for Power," AJR 10: 59-69. (11 pages)
- James D. Fearon, "Rationalist Explanations for War," AJR 11: 57-65; AJR 12: 52-9. (8 pages)

Key Terms:

Peloponnesian War
Hegemonic War
Preemptive War
Bargaining Range

Athens & Sparta
Preventive War
Issue indivisibility
Realism

Reading Questions:

- Why is the Melian Dialogue considered a classic realist account?
- Why was the Peloponnesian War a hegemonic war? What are other cases of hegemonic wars?
- How does neorealism differ from "classical" realism?
- What is Mearsheimer's key insight?
- Was the Iraq War a preventive or preemptive war?
- What are Fearon's three rationalist explanations for war?

6. September 19 (M): Liberal Theories (45 pages)

- Robert O. Keohane, "International Institutions," AJR 10: 150-8; AJR 11: 151-8; AJR 12: 134-40. (7 pages)

- Bruce Russett, *Grasping the Democratic Peace: Principles for a Post-Cold War World* (Princeton, N.J.: Princeton University Press, 1993), 82-105. (24 pages)
- Erik Gartzke, "Capitalist Peace or Democratic Peace?" in Karen Mingst and Jack Snyder, *Essential Readings in World Politics* 5th ed. (New York: Norton, 2014), pp. 532-536. (4 pages)
- Dale C. Copeland, *Economic Interdependence and War* (Princeton: Princeton University Press, 2015), 18-27. (10 pages)

Key Terms:

Democratic Peace	Absolute vs. Relative Gains
Capitalist Peace	Economic Interdependence
International Institutions	

Reading Questions:

- How do international institutions facilitate cooperation?
- What are relative gains and why do they matter?
- What are some of the various mechanisms through which interdependence is thought to inhibit war?
- How is joint democracy thought to inhibit war?
- Is there such a thing as a "capitalist" peace?

7. September 21 (W): Constructivist Theories (31 pages)

- Alexander Wendt, "Anarchy Is What States Make of It," AJR 10: 70-77; AJR 11: 65-72; AJR 12: 59-66. (7 pages)
- John Mueller, *Retreat from Doomsday: The Obsolescence of Major War* (New York: Basic Books, 1989), Forward (un-paginated), Preface (pp. ix-xii), and Introduction (pp. 3-13). (14 pages)
- Nina Tannenwald, "The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use," *International Organization* 53, no. 3 (Summer 1999): 433-42 only. (10 pages)

Key Terms:

Norms	Nuclear Taboo
Logic of Appropriateness	Logic of Consequences
Psychic and Physical Costs of War	

Reading Questions:

- What does Wendt mean when he says "anarchy is what states make of it"?
- Why does Mueller argue (major) war is becoming obsolescent? Do you agree?
- According to Tannenwald, what are the three types of effects norms can have? How do they work?

QUIZ 1: SEPTEMBER 21

Part II: The International System

8. September 26 (M): The 19th Century: Balance of Power and Expansion of World Trade (59 pages)

- Ernst B. Haas, "The balance of power: prescription, concept, or propaganda?" in Elmen and Jensen, pp. 75-80. (5 pages)
- Hans Morgenthau, "The Balance of Power," in Karen Mingst and Jack Snyder, *Essential Readings in World Politics* 5th ed. (New York: Norton, 2014), pp. 99-105. (6 pages)
- Gordon A. Craig and Alexander L. George, "Balance of Power, 1815-1914: Three Experiments," in Craig and George, *Force and Statecraft: Diplomatic Problems of Our Time*, 3rd ed. (New York: Oxford University Press, 1995), 25-42. (17 pages)
- Jeffrey Frieden, *Global Capitalism*, 1-11, 16-33, 54-5, 109-11. (31 pages)

Key Terms:

Concert of Europe

Gold Standard

Balance of Power

Comparative advantage

Hegemonic Stability Theory

Realpolitik

Mercantilism

Stolper-Samuelson Theory

Otto von Bismarck

Reading Questions:

- What are some of the many meanings of the 'balance of power'?
- Which of the three periods – 1815-1854 (Concert of Europe), 1870-1890 (Bismarckian Realpolitik), or 1890-1914 (Pre-World War I Era) – was the most stable?
- Which of the major theories we encountered in Part I of the course are the most helpful in explaining periods of peace in 19th century Europe?
- Are the causes of stability the same today?
- What factors were the most important to the rise of free trade in the 19th century?

9. September 28 (W): The Origins of World War I (59 pages)

- Jack Snyder, "The Cult of the Offensive in 1914," in Robert J. Art and Kenneth N. Waltz, eds. *The Use of Force: Military Power and International Politics* 6th ed. (Lanham: Rowman & Littlefield, 2004), pp. 121-137. (17 pages)
- Scott D. Sagan, "1914 Revisited: Allies, Offense, and Instability," *International Security* 11, no. 2 (Fall 1986): 151-171. (20 pages).
- Dale C. Copeland, *The Origins of Major War* (Ithaca, N.Y.: Cornell University Press, 2000), 56-78. (22 pages)

Key Terms:

Cult of the Offensive

Russia's "Great Program"

Kaiser Wilhelm II

Schlieffen Plan

Parochial organizational interests

Reading Questions:

- Was World War I inevitable? If so, what kept it from breaking out prior to 1914?
- Which, if any, "image" best explains the outbreak of WWI?
- Why does Copeland argue Germany was responsible?

10. October 3 (M): The Interwar Period: Collective Security and the Great Depression (78 pages)

- Frieden, *Global Capitalism*, 77-9, 129-34, 174-194. (30 pages)
- Henry Kissinger, *Diplomacy* (New York: Simon & Schuster, 1994), pp. 218-265. (48 pages)

Key Terms:

Treaty of Versailles	Kellogg-Briand Pact
The Great Depression	League of Nations
John Maynard Keynes	Collective Security
Heckscher-Ohlin Theory	

Reading Questions:

- What were the main features of the Treaty of Versailles?
- Why did the League of Nations fail?
- What caused the Great Depression and what role did the gold standard play in the global downturn of 1929?

11. October 5 (W): **In-Class Midterm**

October 10 (M): Fall Break – No Class

12. October 12 (W): The Origins of World War II (97 pages)

(NB: The reading load for this week looks worse than it is. The Kissinger reading is history and reads 'fast'.)

- Henry Kissinger, *Diplomacy* (New York: Simon & Schuster, 1994), 288-318, 332-368. (68 pages)
- Scott D. Sagan, "The Origins of the Pacific War," *Journal of Interdisciplinary History*, Vol. 18, No. 4 (Spring 1988), 893-922. (29 pages)

Key Terms:

Molotov-Ribbentrop Pact	Munich Agreement
Lebensraum	Anschluss
Dutch East Indies	Tripartite Pact
The "Clean Slate" Debate	Pearl Harbor

Reading Questions:

- Would World War II have occurred if Adolf Hitler had not lived?
- Why and how did the Allies appease Hitler in the 1930s? Were their decisions rationale (given the information available at the time)?
- Why did Stalin agree to the Molotov-Ribbentrop Pact?
- Was the Japanese decision to attack Pearl Harbor rationale?

13. October 17 (M): The Origins of the Cold War (80 pages)

- George F. Kennan (“X”), “The Sources of Soviet Conduct,” in Mingst and Snyder, pp. 17-22. (6 pages)
- John Lamberton Harper, *The Cold War* (Oxford: Oxford University Press, 2011), 16-89. (74 pages)

Key Terms:

Marshall Plan
Yalta
NSC-68
George Kennan

Truman Doctrine
Iron Curtain
Containment

Reading Questions:

- Was the Cold War inevitable?
- Who was more responsible for the outbreak of the Cold War: the Soviet Union or the United States?
- What was the ultimate goal of U.S. policy towards the Soviet Union?

14. October 19 (W): The Nuclear Revolution (69 pages)

- Robert Jervis, *The Meaning of the Nuclear Revolution: Statecraft and the Prospects of Armageddon* (Ithaca: Cornell University Press, 1989), 1-45. (45 pages)
- David A. Welch, James G. Blight, and Bruce J. Allyn, “The Cuban Missile Crisis” in Art and Waltz, *The Use of Force*, pp. 197-220. (24 pages)

Key Terms:

Mutual Assured Destruction (MAD)
Cuban Missile Crisis
Nuclear Revolution

Deterrence
First Strike
Stability-Instability Paradox

Reading Questions:

- How have nuclear weapons changed international politics?
- How did the nuclear balance between the United States and the Soviet Union in the late 1950s and early 1960s influence Washington’s policy toward Moscow?

15. October 24 (M): The Post-War International System: United Nations and Bretton Woods (c. 40 pages)

- Frieden, *Global Capitalism*, 253-77, 287-300. (39 pages)

OR

- G. John Ikenberry, “The Political Order of Bretton Woods,” in Michael D. Bordo and Barry Eichengreen, eds. *A Retrospective on the Bretton Woods System: Lessons for International*

Monetary Reform (Chicago: University of Chicago Press, 1993), pp. 155-198. (43 pages)

Key Terms:

World Bank
Bretton Woods System
IMF

United Nations
GATT

Reading Questions:

- How did the immediate post-war period following WW2 differ in terms of the construction of international organizations from that of WWI?
- Why did the U.S. play such a dominant role in the development of the post-war system?
- What were the objectives of the Bretton Woods System?

16. October 26 (W): Dominoes and the Third World: Korea and Vietnam (42 pages)

- Morton H. Halperin, "The Korean War," in Art and Waltz, *The Use of Force*, pp. 181-196. (16 pages)
- John Lewis Gaddis, "Implementing Flexible Response: Vietnam as a Test Case" in Art and Waltz, *The Use of Force*, pp. 221-246. (26 pages)

Key Terms:

Gulf of Tonkin
Domino Theory
Inchon
38th Parallel

Tet Offensive
Viet Minh/Viet Cong
Kim Il Sung
Ho Chi Minh

Reading Questions:

- Which level of analysis/image best explains why the U.S. intervened in Korea? In Vietnam?
- Why did the U.S. find it so difficult to prevail in Vietnam?

17. October 31 (M): Détente and Economic Crises of the 1970s (56 pages)

- John Lamberton Harper, *The Cold War* (Oxford: Oxford University Press, 2011), 164-88. (25 pages)
- Frieden, *Global Capitalism*, 339-60, 363-72. (31 page)

Key Terms:

Détente
Nixon's Opening to China
OPEC

1973 Oil Embargo
Gold Standard
Import Substitution Industrialization (ISI)

Reading Questions:

- Why did the U.S. go off the gold standard in 1971?
- What caused the 1973 oil embargo? What were its consequences?

- According to Frieden, what economic development strategies did many newly independent African and Asian states select and why?

18. November 2 (W): The End of the Cold War and Its Consequences (67 pages)

- John Lamberton Harper, *The Cold War* (Oxford: Oxford University Press, 2011), 207-42. (36 pages)
- Charles Krauthammer, "The Unipolar Moment," *Foreign Affairs* 70, no.1 (Winter 1990/91): 23-33. (11 pages)
- Samuel P. Huntington, "The Clash of Civilizations?" in Betts, *Conflict After the Cold War*, pp. 35-54. (20 pages)

Key Terms:

Clash of Civilizations
 German Unification
 Perestroika
 The Unipolar Moment

Mikhail Gorbachev
 Helsinki Accords
 Glasnost

Reading Questions:

- Which of the three levels of analysis/images best explains the end of the Cold War?
- Has Huntington's prediction of a clash of civilization in the post-Cold War era come to pass?
- Are we still living in the unipolar moment?

QUIZ 2: NOVEMBER 2

Part III: Topics in International Relations

19. November 7 (M): Human Rights and International Law (65 pages)

- Mark Janis, *An Introduction to International Law* 4th edition (New York: Aspen, 2003), pp. 1-16. (16 pages)
- Stanley Hoffman, "The Uses and Limits of International Law," in AJR 10: 145-149; AJR 11: 146-151; AJR 12: 130-134. (5 pages)
- Steven R. Ratner, "International Law: The Trials of Global Norms" in AJR 11: 450-55; AJR 12: 373-377. (5 pages)
- UN, Universal Declaration of Human Rights (8 pages) **and** History of the Document (2 pages)
- "The Responsibility to Protect: Ending Mass Atrocity Crimes Once and for All," *Address by Gareth Evans, President, International Crisis Group, to the Institute for Public Policy Research, London, 15 December 2008.* (7 pages)
- Ian Hurd, "Is Humanitarian Intervention Legal? The Rule of Law in an Incoherent World," in Mingst and Snyder, pp. 367-381. (15 pages)
- Benjamin Valentino, "The True Costs of Humanitarian Intervention," in AJR 12: 339-346. (7 pages)

Key Terms:

Responsibility to Protect

Sovereignty

Reading Questions:

- What role did WW2 play in the development of international law and human rights?
- Is sovereignty sacrosanct? Or should states forcibly intervene in other states if human rights are being violated? If so, what should be the criteria for intervention?

20. November 9 (W): Globalization (70 pages)

- Frieden, *Global Capitalism*, 413-26. (14 pages)
- Jeffrey Frankel, "Globalization of the Economy," AJR 10: 305-21; AJR 11: 305-21; AJR 12: 242-55. (14 pages)
- Moses Naim, "What Globalization Is and Is Not" in AJR 11: 327-332; AJR 12: 261-265. (6 pages)
- Chapter 1, "The New Wave of Globalization and its Economic Effects," in *Globalization, Growth, and Poverty: Building an Inclusive World Economy* (Washington, DC: World Bank, 2002), pp. 23-51. (29 pages)
- David Held, et al. "Globalization" in *Oxford Companion to Politics* 2nd edition, eds. Margaret E. Crahan et al., (New York: Oxford University Press, 2001), pp. 324-327. (7 pages)

Key Terms:

Washington Consensus
Globalization

Free Trade
Export-Oriented Industrialization

Reading Questions:

- What are the major technological and political changes driving globalization?
- Is globalization new or old? Good or bad?

21. November 14 (M): Globalization and Its Discontents (65 pages)

**Extra-Credit Exercise **

- Frieden, *Global Capitalism*, 457-76. (20 pages)
- Bruce R. Scott, "The Great Divide in the Global Village," AJR 10: 292-304; AJR 11: 292-304. (13 pages)
- Robert H. Wade, "The Western Slump and Global Reorganization," AJR 12: 274-85. (12 pages)
- Daniel W. Drezner, "The Irony of Global Economic Governance: The System Worked" in Mingst and Snyder, pp. 560-580. (20 pages)

Key Terms:

Global Village
Unholy Trinity
The Great Recession

Moral Hazard
Battle of Seattle

Reading Questions:

- According to Frieden, why did Africa largely get left behind by globalization?
- Why do advocates of free trade argue trade improves general welfare?

- Why does Drezner argue “the system” (i.e., international economic regimes) performed well during the 2008 financial crisis?

22. November 16 (W): The Environment and Climate Change (36 pages)

- Garrett Hardin, “The Tragedy of the Commons,” AJR 10: 502-7; AJR 11: 501-7; AJR 12: 408-13. (6 pages)
- Alan Dupont, “The Strategic Implications of Climate Change,” AJR 12: 459-67. (9 pages)
- David G. Victor, “International Cooperation on Climate Change: Numbers, Interests, and Institutions,” AJR 10: 515-23; AJR 11: 515-23. (8 pages)
- David G. Victor, Charles F. Kennel, and Veerabhadran Ramanathan, “The Climate Threat We Can Beat,” AJR 12: 413-18. (6 pages)
- Anthony Robbins, “How to understand the results of the climate change summit: Conference of Parties (COP 21) Paris 2015,” *Journal of Public Health Policy* 37 (2016): 129-132. (4 pages)
- Justin Worland, “What to know about the historic ‘Paris Agreement’ on Climate Change,” *Time*, December 12, 2015. (3 pages)

Key Terms:

Tragedy of the Commons
Kyoto Protocol
Environmental Refugees

Free-rider Problem
Montreal Protocol
Paris Agreement

Reading Questions:

- Can the tragedy of the commons be overcome?
- Why was the Montreal Protocol more successful than the Kyoto Protocol?
- Can the Paris Agreement “work” if it’s non-binding?

23. November 21 (M): Transnational Actors (33 pages)

- Margaret E. Keck and Kathryn Sikkink, “Transnational Activist Networks,” AJR 10: 475-481; AJR 11: 456-462; AJR 12: 378-383. (6 pages)
- Karen Mingst and Ivant Arreguin-Toft, *Essentials of International Relations* 5th ed. (Boston: Norton, 2011), pp. 144-150, 210-219. (15 pages)
- Phil Williams, “Transnational Organized Crime and the State,” in AJR 10: 489-501; AJR 11: 463-476; AJR 12: 384-395. (12 pages)

Key Terms:

NGOs
Sovereignty-free Actors

Transnational Criminal Organizations
International Campaign to Ban Landmines (ICBL)

Reading Questions:

- How do transnational advocacy networks work?
- How has the growth of NGO power and influence changed international politics?
- What are the limits of NGOs?

November 23 (W): Thanksgiving Break – No Class

24. November 28 (M): Terrorism (61 pages)

- Bruce Hoffman, “What is Terrorism?” AJR 10: 185-94; AJR 11: 186-96; AJR 12: 164-73. (10 pages)
- Martha Crenshaw, “The Strategic Logic of Terrorism,” in Betts, *Conflict After the Cold War*, pp. 471-485. (15 pages)
- Robert A. Pape, “The Strategic Logic of Suicide Terrorism,” AJR 10: 213-30; AJR 11: 214-32. (18 pages)
- Audrey Kurth Cronin, “Ending Terrorism,” AJR 10: 398-411; AJR 11: 402-15; AJR 12: 313-19. (7 pages)
- Charles Lister, “Profiling the Islamic State” *Brookings Doha Center Analysis Paper* No. 13 (Nov. 2004), pp. 1-11. (11 pages)

Key Terms:

al Qaeda
Jihad
Terrorism

Islamic State
Suicide Terrorism

Reading Questions:

- How has the term “terrorism” changed over time?
- Why does Crenshaw argue terrorism is “rational”?
- What does Pape mean when he says suicide terrorism is “strategic”?
- Does terrorism work?
- Is the U.S. winning the “war on terror”?

25. November 30 (W): Nuclear Proliferation (55 pages)

- Scott Sagan, “Why Do States Build Nuclear Weapons?: Three Models in Search of a Bomb,” *International Security* 21,3 (Winter 1996/1997), 54-86. (33 pages)
- Kenneth Waltz, “The Spread of Nuclear Weapons: More May Be Better,” in Betts, *Conflict After the Cold War*, pp. 451-61. (11 pages)
- Scott Sagan, “Why Nuclear Spread is Dangerous,” in Robert Art and Kenneth Waltz, *The Use of Force* (Lanham: Rowman & Littlefield, 1999), pp. 370-81. (11 pages)

Key Terms:

Breakout
Domestic Politics Model
Non-Proliferation Treaty (NPT)

Nuclear Quiet
Security Model
Norms Model

Reading Questions:

- According to Sagan, why do states build nuclear weapons? Which of his three models do you find most persuasive and why?
- Why does Waltz believe the international community should allow Iran to get a nuclear bomb?
- When it comes to nuclear weapons is “more better”?

26. December 5 (M): The Arab Uprising and its Aftermath (31 pages)

- Erica Chenoweth and Maria Stephan, "Why Civil Resistance Works," AJR 12: 189-94. (6 pages)
- Jack A. Goldstone, "Understanding the Revolutions of 2011: Weakness and Resilience in Middle Eastern Autocracies," *Foreign Affairs* 90, no. 3(2011): 8-16. (9 pages)
- Michael Scott Doran, "The Heirs of Nasser: Who Will Benefit From the Second Arab Revolution?" *Foreign Affairs* 90, no. 3 (2011): 17-25. (9 pages)
- Daniel Byman, "Terrorism After the Revolutions: How Secular Uprisings Could Help (or Hurt) Jihadists." *Foreign Affairs* 90, no. 3 (2011): 48-54. (7 pages)

Key Terms:

Tahir Square
Bashar Assad
Parallels to 1848

Arab Spring
Mohamed Bouazizi
Social Media Revolution

Reading Questions:

- What caused the Arab Spring?
- Is the Arab Spring over? If so, who won?

27. December 7 (W): Great Power Politics Redux? China's Rise (37 pages)

- Barry R. Posen, "Emerging Multipolarity: Why Should We Care?" AJR 10: 572-76; AJR 11: 552-60; AJR 12: 451-59. (9 pages)
- Jeffrey W. Legro, "What China Will Want: The Future Intentions of a Rising Power," *Perspectives on Politics* Vol. 5, No. 3 (September 2007): 515-534. (20 pages)
- Arvind Subramanian, "The Inevitable Superpower: Why China's Dominance Is a Sure Thing," AJR 11: 578-85; AJR 12: 467-74. (8 pages)

Key Terms:

Premature Superpower
Unipolarity
Bipolarity

Multipolarity
Status Quo Power

Reading Questions:

- Is the U.S. in decline relative to China?
- Will China's rise lead to war?

28. December 12 (M): Course Review

29. December 15 (R): EXAM (10:10 am – 12:10 pm)