

Seton Hall University

eRepository @ Seton Hall

Diplomacy Syllabi

School of Diplomacy and International
Relations

Fall 2019

DIPL 1711 AA/AC Introduction to International Relations

Sara Bjerg Moller PhD
Seton Hall University

Follow this and additional works at: <https://scholarship.shu.edu/diplomacy-syllabi>

Recommended Citation

Moller, Sara Bjerg PhD, "DIPL 1711 AA/AC Introduction to International Relations" (2019). *Diplomacy Syllabi*. 369.

<https://scholarship.shu.edu/diplomacy-syllabi/369>

DIPL 1711 AA/AC
Introduction to International Relations
Seton Hall University
School of Diplomacy and International Relations
Fall 2019

Professor: Dr. Sara Bjerg Moller
Email: mollersb@shu.edu
Office: McQuaid Hall 101-C
Office Hours: W 2:30-5:00 PM (or by appointment)

Time: M/W 9:30-10:45 AM //
M/W 11:00 AM – 12:15 PM
Location: Stafford Hall 09

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.

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 discussion and students will be graded on their 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 instruction questions.

- **Complete All Assignments.** There will be two quizzes, one library assignment, a midterm, and a final examination.

ASSIGNMENTS AND EVALUATION

There are four main components to your course grade.

- **Attendance & Participation (15%):** Students are expected to attend every class as well as complete all of the readings. Grades will be based on attendance (including punctuality) and participation in classroom discussions.
- **Library Assignment (10%):** There will be one take-home assignment worth 10%.
- **Quizzes (20%):** There will be two quizzes each worth 10%. [Consult the course calendar for the dates of the quizzes.]
- **Midterm (In-Class) (25%):** There will be a closed-book, in-class midterm consisting of short answer questions on **Wednesday, October 9, 2019**. 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 **the last day of class**. The exam will be cumulative, closed-book, and consist of author IDs, short answer questions, and essays. There will be no makeups or rescheduling of the exam. Do not book a ticket home before the last day of class and assume that this will enable you to write the exam earlier. It will not. Students who miss the exam will receive a failing grade.

READINGS

There are two required textbooks for this class 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 latest edition of the Art Jervis Reader (hereafter, AJR) but earlier editions – up to and including the 10th edition – 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 tried 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).

Robert Jervis, et al., *Chaos in the Liberal Order: The Trump Presidency and International Politics in the 21st Century* (New York: Columbia University Press, 2018).

Recommended:

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

Robert Jervis, et al. *Chaos in the Liberal Order: The Trump Presidency and International Politics in the 21st Century* (New York: Columbia University Press, 2017).

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.

Note-taking Strategy

For each reading, students are (at a minimum) expected to know the following:

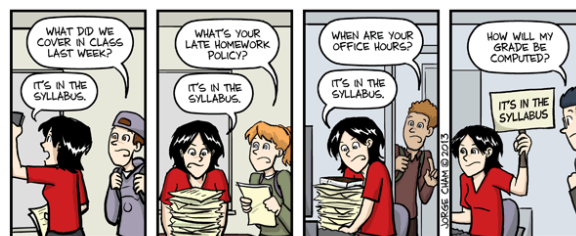
- **Author(s):** Knowing who argues what is important for several reasons. First, attribution is necessary for accuracy. Second, it helps me know you know the material. Simply writing “Someone argued nuclear proliferation is good,” on the final exam doesn’t demonstrate mastery of the material. It’s a good idea to get in the habit right away of learning the names of the authors since the quizzes, midterm, and final exam will feature questions asking you to identify them. NB: Students are only expected to know the names of the authors of the analytical pieces (i.e. those from the AJR reader, journal articles, and book chapters). Students will not be tested on the names of the authors of news stories or opinion pieces.
- **Argument:** What is the author arguing?
- **Evidence:** What kinds of evidence does the author use in making his/her case, i.e. statistical, case-study (which cases?), etc.
- **Gaps:** What’s missing? What are the weaknesses of the author’s argument?
- **Debate:** Many of the authors assigned for this course are part of larger policy debates, e.g. Waltz-Sagan debate on nuclear proliferation. It is important to know which larger debate the author is part of, i.e. who are they arguing against?

POLICIES AND RESOURCES

- **Accommodations.** Students requiring special accommodation should contact the Office of Disabilities Support Services (DSS) in Duffy Hall, Room 67 and inform me soonest possible of their needs.
- **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 professor 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.
- **Assignments.** Thinking about missing a quiz, midterm 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 assignments. ****Any form of cheating will be dealt with according to the guidelines outlined in the Standards of Conduct and punished accordingly.**** As a reward for reading this far, the answer to the bonus question on the first quiz is 34.

- **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 make a formal appeal. However, you must wait 24 hours from the receipt of your grade 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 .
- **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 correct. 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.



IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.
WWW.PHDCOMICS.COM

Course Calendar

Part I: Introduction and IR Theory

1. August 26 (M): Course Introduction (39 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)
- Robert Jervis et al., *Chaos in the Liberal Order*, p. ix-xviii. (10 pages)

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?

2. August 28 (W): IR Theory Basics (52 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)
- Robert Jervis et al., *Chaos in the Liberal Order*, p. 3-7. (5 pages)

Key Terms:

Theory
3 Levels of Analysis or Images

Paradigms

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*?

September 2 (M): Labor Day – University Closed

3. September 4 (W): 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?

4. September 9 (M): 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; AJR12: 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?

5. September 11 (W): Liberal Theories (45 pages)

- Robert O. Keohane, "International Institutions," AJR 10: 150-8; AJR 11: 151-8; AJR 12: 1c-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
Capitalist Peace
International Institutions

Absolute vs. Relative Gains
Economic Interdependence

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?

6. September 16 (M): 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
Logic of Appropriateness
Psychic and Physical Costs of War

Nuclear Taboo
Logic of Consequences

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?

Part II: The International System

7. September 18 (W): The 19th Century: Balance of Power and Expansion of World Trade (59 pages)

QUIZ 1

- 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?

8. September 23 (M): 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

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?

9. September 25 (W): Library Assignment – Part I

- Guest-Instructor Lisa Deluca
- Meet in Walsh Library

10. September 30 (M): Library Assignment – Part II

- No lecture. Use class time to finish library assignment (due Wednesday, Oct 2 at the start of class)

11. October 2 (W): 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)
- Chad Bown and Douglas Irwin, “Does Trump want a Trade War? What you need to know about Smoot-Hawley” *Washington Post*, March 21, 2019

Key Terms:

Treaty of Versailles
The Great Depression
John Maynard Keynes
Heckscher-Ohlin Theory
Protectionism

Kellogg-Briand Pact
League of Nations
Collective Security
Smoot-Hawley Tariff Act

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?
- What is the significance of the Smoot-Hawley Tariff Act to contemporary times?

12. October 7 (M): 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 a fast read.)

- 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
Lebensraum
Tripartite Pact

Munich Agreement
Anschluss

Reading Questions:

- Why and how did the Allies appease Hitler in the 1930s? Were their decisions rational (given the information available at the time)?
- Why did Stalin agree to the Molotov-Ribbentrop Pact?
- Was the decision to attack Pearl Harbor rational?

13. October 9 (W) – Midterm

October 14 (M): Fall Break – No Class

14. October 16 (W): 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?

15. October 21 (M): 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?

16. October 23 (W): 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?

17. October 28 (M): 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?

18. October 30 (W): 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?

19. November 4 (M): The End of the Cold War and Its Consequences (67 pages)

Quiz 2

- 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?

Part V: Topics in International Relations

20. November 6 (W): 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
Universal Declaration of Human Rights
International Law

Sovereignty
Humanitarian Intervention

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?

21. November 11 (M): 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?

22. November 13 (W): Globalization and Its Discontents (65 pages)

- 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?
- Are we headed for another shock?

23. November 18 (M): The Environment and Climate Change (36 pages)

****Extra-Credit Exercise ****

- 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?

24. November 20 (W): Transnational Actors (55 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)
- Milan Babic et al., “States versus Corporations: Rethinking the Power of Business in International Politics,” *The International Spectator* 52:4, pp. 20-43. (23 pages)

Key Terms:

NGOs
Boomerang Strategies
Multinational Corporations (MNCs)

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?
- Should IR focus more on corporate power? Or are states still the most important actors?

25. November 25 (M): International 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. 2014), 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”?

November 27 (W): Thanksgiving Break – No Class

26. December 2 (M): 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”?

27. December 4 (W): Great Power Politics Redux? China's Rise (c. 45 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)
- Thomas Wright, "The return to great-power rivalry was inevitable," *The Atlantic*, September 12, 2018.
- Michael Mazaar, "This is Not a Great-Power Competition: Why the Term Doesn't Capture Today's Reality," *Foreign Affairs*, May 29, 2019.

Key Terms:

Premature Superpower
Unipolarity
Bipolarity

Multipolarity
Status Quo Power
Great Power Politics

Reading Questions:

- Is the U.S. in decline relative to China?
- Will China's rise lead to war?
- Was the return to great power rivalry inevitable?

28. December 9 (M): Last Day of Class *FINAL EXAM*