

POLI 086 - 001
International Relations and World Politics

Prof. Layna Mosley
Department of Political Science
UNC Chapel Hill
Spring 2005

Course Information:

Lectures: Monday and Wednesday, 10:00am to 10:50am, Hanes Art 121

Contact Information

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Office Hours

Mon/Weds, 1:00 to 2:30pm,
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Recitation Sections and Teaching Assistants

830	Friday 10-10:50 (Hamilton Hall 452)	Reed Wood (rmwood@email.unc.edu)
831	Friday 10-10:50 (Gardner 210)	Hak-seon Lee (hslee@email.unc.edu)
832	Friday 10-10:50 (Library -- Wilson -- 304)	Adam van Liere (vanliere@email.unc.edu)
833	Monday 12-12:50 (Hamilton 351)	Andy Pennock (pennock@email.unc.edu)
834	Monday 1-1:50 (Gardner 104)	Andy Pennock (pennock@email.unc.edu)
835	Monday 6-6:50 (Murphey 115)	Patrick Egan (pecan@email.unc.edu)
836	Wednesday 12-12:50 (Hamilton 351)	Andy Pennock (pennock@email.unc.edu)
837	Monday 12-12:50 (Hamilton 452)	Hak-seon Lee (hslee@email.unc.edu)
838	Wednesday 6-6:50 (Murphey 115)	Adam van Liere (vanliere@email.unc.edu)
839	Wednesday 1-1:50 (Murphey 115)	Adam van Liere (vanliere@email.unc.edu)
841	Friday 12-12:50 (Hamilton 351)	Hak-seon Lee (hslee@email.unc.edu)
842	Wednesday 12-12:50 (Hamilton 452)	Christine Carpino (carpino@email.unc.edu)

I. Course Overview

A. Content. This course provides an understanding of historical and contemporary events in world politics. The objectives of the course are to introduce various theoretical concepts and frameworks for analyzing international political and economic events, and to supply a basic understanding of historical and contemporary international events. Each lecture and each recitation section is organized around a question or set of questions. At the conclusion of the course, students will be able to discuss the merits of various theoretical approaches to international relations and to employ numerous analytical frameworks to analyze current international issues. The course is divided into four parts: (1) Key Concepts and General Theories of International Relations; (2) International Security; (3) The Politics of the Global Economy; and (4) International Law and Organizations.

B. Methods of Evaluation. Course grades are based upon in-class examination, participation in recitation sections, and in-class pop quizzes.

Examinations (70%): There will be three in-class examinations, including the final. The examinations will evaluate students' knowledge of key concepts discussed in class *and/or* in the assigned readings; exams will include short answer, multiple choice, and essay questions. Each exam also will include a few brief questions on current events (see below). The examinations on February 16 and April 4 will cover material in the first and second part class, respectively, and each will account for 20% of the final grade. The final examination (May 2) will be comprehensive in scope, and will account for 30% of the final grade. Make-up examinations will be given only in cases of true emergencies; missing an exam because you're traveling, for instance, is not an "emergency." Please plan your work and travel schedule accordingly.

Pop Quizzes (10%): Over the course of the semester, students will be given several (5 to 7) short (no more than 5 minute) pop quizzes. These quizzes will be given at the beginning of lecture sessions, and they will cover the main concepts (not minor details) from that day's assigned readings. These quizzes are intended to provide you with an incentive to do the assigned readings and to attend all lectures. Pop quizzes must be taken in class on the day they occur. You cannot "make up" a pop quiz, and missed quizzes will receive a score of zero. Your quiz grade average will constitute 10 % of your final grade; your lowest quiz score will be dropped in calculating your grade. Please note: a failing grade (60% or less) on more than three pop quizzes is grounds for failure of the course, even if you pass the other dimensions.

Section Attendance and Participation (20%): Recitation sections are a central part of this class. The teaching assistants will evaluate students' participation in recitation section and assign a grade that reflects this participation. Class participation requires preparation prior to recitation section (thinking about the questions on the syllabus, reading assigned materials, keeping up with current events) and careful attention to class recitation, as well as spoken contributions to class discussion. Attendance, of course, also is a prerequisite for class participation; students who miss multiple recitation sections can expect to receive a low participation grade. Students who miss one to four sections, as well as students who do not participate in section, will have their grade lowered proportionately; more than four section absences will result in a failing section grade, as well as in a failing overall course grade. In order to help students assess how well they are participating, the teaching assistants will provide mid-semester participation grades.

The recitation sections will provide an opportunity to ask questions regarding the lectures and readings; more importantly, however, recitation sections will focus on particular cases or aspects of the topics covered in lecture. Often, sections will introduce new arguments and theories; therefore, be sure to read the materials assigned for section before that week's recitation. Of course, material assigned for recitation sections will appear, along with other assigned materials, on the exams.

Special note for Monday recitation sections: This can be confusing, but it should work: through February 14, Monday sections will focus on the **previous week's** lecture material. From February 21, Monday sections will focus on **that week's** lecture material. Wednesday and Friday sections will always focus on that week's lecture material. This is noted in the reading schedule (see the dates for each week's section); please be sure to read the right set of assignments.

Grading Scale: The following ten-point grading scale is used for this course:

	94 and above: A	91-93: A-
88-90: B+	84-87: B	81-83: B-
78-80: C+	74-77: C	71-73: C-
68-70: D+	64-67: D	61-63: D-
60 and below: F		

Please note: in order to receive a passing grade for this class, you must not fail more than three pop quizzes, and you must receiving a passing section grade. If you fail more than three pop quizzes, or if you have a section grade below 60, you will receive an F for the class, regardless of your performance on the in-class exams.

C. Appropriate Classroom Behavior. Attendance at lectures (Monday and Wednesday) is required. Students are expected to show respect for the professor, teaching assistants, and other students. This means arriving a few minutes prior to the start of class, so that lectures and sections can begin on time without disruption; refraining from distracting behaviors during lectures and sections (using email, IMing, surfing the internet on your laptop; sending text messages from your cell phone; reading the DTH or anything not related to the course; writing notes or talking to one another); and generally paying attention to what's being said in class. A lecture is like a live performance, not like watching TV; so anything that would be inappropriate while watching a play (arriving after the first act has started,

leaving your cell phone on; talking during the performance) is inappropriate for lecture. Students who act inappropriately in class will be asked to leave.

Students also are encouraged to ask questions during lecture. Silence – or smiling and nodding – during lecture is assumed to convey an understanding of the lecture and reading material. If you do not understand something, please ask questions; others in the class likely will thank you for doing this! Moreover, we will *not* be able to cover every reading or idea in class; if a concept from the reading is unclear, please ask questions during lecture, in section, during office hours, or via e-mail.

D. Required Texts and Articles. The following books are available for purchase at the UNC Bookstore, and are required for the course:

Robert J. Art and Robert Jervis, eds. 2005. *International Politics: Enduring Concepts and Contemporary Issues*, 7th edition (New York: Longman). ISBN 0-321-20947-8

Joshua S. Goldstein. 2005. *International Relations*, 6th edition, updated (New York: Longman). ISBN 0-321-20948-6.

If you purchase books elsewhere, please be sure you have the correct edition. Other articles and book chapters also are assigned for some days. All are available on Blackboard (<http://blackboard.unc.edu>), under “Course Documents” and then “Course Packet.” These items are indicated with **[BL]** on the syllabus; on Blackboard, they are organized by date. These readings are as important as those from the texts, so please be sure to read them – either on the screen or in printed form -- prior to class. Please email me if you can’t find a reading that is supposed to be on Blackboard.

The New York Times also is strongly recommended for this course. The news contained in the international section (the first part of Section A) will serve as the basis for current events questions on exams, as well as for class discussions. You may read the NYT on the Web (www.nytimes.com) or have the paper delivered to your dorm/home at a reduced student rate (see the link on Blackboard). Because our discussions will aim to apply concepts and theories to the international news of each week, it is important not to fall behind on world events.

You should complete the assigned readings **before** coming to that day’s class. We will refer to the readings during lecture and, if you’re not aware of the arguments and facts in the readings, the lectures and recitations will be more difficult to understand. Pop quiz questions also will be taken from the assigned readings for that day. The Goldstein book introduces many of the concepts and empirical events that are central to international relations; other assigned readings represent various positions in theoretical debates, or apply theoretical concepts to particular situations. In order to give you a sense of what’s important about the readings, there is a question or a set of questions listed with each day’s reading. On some days, there will be substantial overlap between the readings and the lectures; on others, the lectures will present material that is different from the readings. For the exams, you are responsible for material that is covered in lectures and in the assigned readings, regardless of whether it is covered in both.

II. Topics, Readings, and Course Schedule

A. Key Concepts and General Theories of International Relations

Week 1 Course Introduction and Overview

January 12 Course Overview; General Theories of International Relations
Distribution of Syllabus; Discussion of Course Structure and Requirements

Reading: Goldstein, pp. 3-9.

January 12, 14 and 17 sections (Week 1 section): No meeting this week

Week 2 International Relations Theories; Anarchy in World Politics

January 17 No class (MLK Holiday)

January 19 Anarchy and Its Consequences

*To what extent does anarchy characterize the international political system? How does anarchy affect nature of international relations?

Reading: Goldstein, pp. 74-81.

Art and Jervis, *The Consequences of Anarchy*, pp. 29-68 (Kenneth Waltz, "The Anarchic Structure of World Politics;" John Mearsheimer, "Anarchy and the Struggle for Power;" Alexander Wendt, "Anarchy is What States Make of It.")

January 19, 21, and 24 sections (Week 2 section)

*What is the role of theory in the study of international relations and the making of foreign policy? How did different views of international politics lead to varying arguments regarding the wisdom of war in Iraq?

Reading: [BL] Kenneth M. Pollack, "Next Stop Baghdad?" *Foreign Affairs*, Vol. 81, No. 2 (March/April 2002), pp. 32-47. (*An Update to this article is also available on Blackboard*).

[BL] John J. Mearsheimer and Stephen M. Walt, "An Unnecessary War," *Foreign Policy*, Vol. 134 (January/February 2003), pp. 50-59.

Week 3 The Security Dilemma and the Nation State

January 24 Anarchy and The Security Dilemma

*What is the security dilemma, and how does it affect the conduct of international politics?

Reading: Robert Jervis, "Offense, Defense and the Security Dilemma," Art and Jervis, pp. 178-198.

[BL] Kenneth N. Waltz, "The Origins of War in Neorealist Theory," *Journal of Interdisciplinary History*, Vol. 18, No. 4 (Spring 1988), pp. 615-628.

January 26 The Nation-State

*What is the basis for the concept of national sovereignty? About what sorts of issues (security vs. non-security) are nation-states most concerned?

Reading: Goldstein, pp. 10-49. [*This reading provides information about the nation-State, as well as about important historical events in international politics over the last five centuries. If you don't have a solid background in world history, this is a good primer*].

Art and Jervis, Robert O. Keohane and Joseph S. Nye, "Complex Interdependence and the Role of Force," in Art and Jervis, pp. 199-214.

January 26, 28 and 31 sections (Week 3 section)

*To what extent have the principle of national sovereignty, and the use of nation-states as the key unit of international relations, outlived their usefulness?

Reading: Margaret E. Keck and Kathryn Sikkink, "Transnational Activist Networks," in Art and Jervis, pp. 551-557.

[BL] Stephen D. Krasner, "Sovereignty," *Foreign Policy* (January/February 2001), pp. 24-29.

Week 4 Non-State Actors and Levels of Analysis in IR

January 31 State Power and Non State Actors

*What are the different ways in which state power might be measured? How important are non-state actors in international relations? How does their importance vary across issue areas?

Reading: Goldstein, pp. 55-61.

[BL] Jessica T. Mathews, "Power Shift," *Foreign Affairs* (January/February 1997), pp. 50-66.

February 2

*Which level of analysis is most important to explaining various events in international relations? For example, is US policy toward China the result of first-image, second-image, or third image influences?

Reading: Goldstein, pp. 14-17, 143-169

February 2, February 4 and February 7 sections (Week 4 section)

*How do the various levels of analysis improve our understanding of the Cuban Missile Crisis?

Reading: [BL] Graham Allison, "Conceptual Models and the Cuban Missile Crisis," *American Political Science Review* 63 (September 1969), pp. 689-718.

Week 5 The Liberal Approach: International Cooperation and International Institutions

February 7 Cooperation, Conflict and International Institutions

*How might international institutions mitigate the problem of anarchy in international relations?

Reading: Goldstein, pp. 101-111.

Kenneth Oye, "The Conditions for Cooperation in World Politics," in Art and Jervis, pp. 69-82.

February 9 Strategies in International Relations: Incentives and Preferences

*Are international institutions likely to be more effective in certain areas (e.g. trade, finance) than in others (security, human rights)? If so, what are the conditions under which international institutions are most effective?

Reading: Goldstein, pp. 62-73.

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Robert Keohane, "International Institutions: Can Interdependence Work?" in Art

and Jervis, pp. 119-126.

February 9, February 11, and February 14 sections (Week 5 section)

*What is the realist critique of international institutions? Do you agree or disagree with Mearsheimer's concerns about international cooperation?

Reading: [BL] John Mearsheimer, "The False Promise of International Institutions," *International Security* (Winter 1994).

[BL] John Gerard Ruggie, "The False Premise of Realism," *International Security* (Summer 1995), pp. 62-70.

B. International Security

Week 6 Alliances, the Balance of Power and the Causes of War

February 14 Mitigating Anarchy: Alliances and the Balance of Power

*Under what conditions do states choose to form alliances with other states? What factors drive these decisions?

Reading: Goldstein, pp. 86-94.

Stephen M. Walt, "Alliances: Balancing and Bandwagoning," in Art and Jervis, pp. 96-103.

February 16 Examination #1

February 16, February 18 (Week 6 section): No section. [Sections WILL meet on Monday, February 21 – note shift in material for Monday sections]

Week 7 The Causes of War

February 21 The Causes of International War, Part I

*How do the causes of war vary across time? How important are misperception and failures of deterrence to explaining the outbreak of war?

Reading: Goldstein, pp. 171-187; also review historical material from Chapter 1.

[BL] Robert Jervis, *Perception and Misperception* (1983), Chapter 3.

February 23 The Causes of International War, Part II

*How might failures of deterrence lead to war? Are wars more likely at "civilizational boundaries?"

Reading: Samuel Huntington, "The Clash of Civilizations?" Art and Jervis, pp. 415-429.

February 21, 23 and 25 sections (Week 7 section)

*What is the "democratic peace" argument? Is it analytically robust? Does it imply that deterrence is more successful, or that misperception is less likely, among democracies? What does it suggest for U.S. foreign policy?

Reading: Michael W. Doyle, "Kant, Liberal Legacies, and Foreign Affairs," in Art and Jervis, pp. 83-95.

Week 8 Civil War and Nuclear Weapons (but, hopefully, not together)

February 28 Civil and Ethnic Wars

*Under what conditions do ethnic tensions in societies lead to civil – or international – war? Are civil wars the result of ancient hatreds, resource deprivation, or strategic leaders?

Reading: Goldstein, pp. 187-198.

Paul Collier, “The Market for Civil War,” in Art and Jervis, pp. 489-495.

[BL] William W. Hagen, “The Balkans’ Lethal Nationalisms,” *Foreign Affairs* (July/August 1999), pp. 52-64.

March 2 The Cold War, Nuclear Weapons and Deterrence

*How did the advent of nuclear weapons change the nature of international politics and international conflict?

Reading: Goldstein, pp. 213-233 [*You may also want to review the overview of the Cold War, from Chapter 1*].

Thomas C. Schelling, “The Diplomacy of Violence,” Art and Jervis, pp. 149-162.

Optional: For a cultural commentary on Cold War-era nuclear deterrence, see Stanley Kubrick’s *Dr. Strangelove* (1963).

February 28, March 2 and March 4 sections (Week 8 section)

*Is national self-determination a reasonable principle? How should the US respond to failed states and to self-determination claims?

Reading: **[BL]** Amitai Etzioni, “The Evils of Self-Determination,” *Foreign Policy*, Winter 1992/1993, pp. 21-35.

Chaim Kaufmann, “Possible and Impossible Solutions to Ethnic Civil Wars,” in Art and Jervis, pp. 496-517.

Robert Rotberg, “Failed States, Collapsed States, Weak States: Causes and Indicators,” in Art and Jervis, pp. 481-488.

Week 9 Weapons of Mass Destruction and Terrorism

March 7 Proliferation of Nuclear, Chemical and Biological Weapons

*How much should we worry about the spread of weapons of mass destruction to previously non-nuclear nations, as well as to non-state actors?

Reading: Goldstein, pp. 233-254.

[BL] Lee Feinstein and Anne-Marie Slaughter, “A Duty to Prevent,” *Foreign Affairs*, January/February 2004, pp. 136-150.

March 9 Terrorism and Non-State Actors

*To what extent do non-state actors pose security threats to states and citizens?

Reading: Goldstein, pp. 203-206.

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[BL] Joseph S. Nye Jr., "The Decline of America's Soft Power," *Foreign Affairs*, May/June 2004, pp. 16-23.

Robert Pape, "The Strategic Logic of Suicide Terrorism," in Art and Jervis, pp. 232-250.

Jessica Stern, "Al Qaeda: The Protean Enemy," in Art and Jervis, pp. 431-438.

March 7, 9 and 11 Sections (Week 9 section)

*Why, according to Waltz, might proliferation in South Asia not be something to worry about? On what assumptions are Waltz's arguments based?

Reading: Scott Sagan, "Nuclear Instability in South Asia," in Art and Jervis, pp. 251-262.

Kenneth Waltz, "Nuclear Stability in South Asia," in Art and Jervis, pp. 263-273.

Spring Break, March 12 to 20

C. The Politics of the Global Economy

Week 10 Theories of International Political Economy; Global Trade

March 21 Theoretical Approaches to IPE

*How do different theories of international relations explain and understand international economic activity?

Reading: Goldstein, pp. 301-317.

Robert Gilpin, "The Nature of Political Economy," Art and Jervis, pp. 281-297.

March 23 Contemporary International Trade

*How does the distribution of political power affect the structure of the international trading system? On what principles is the international trade regime based?

Reading: Goldstein, pp. 317-331.

Robert O. Keohane, "Hegemony in the World Political Economy," Art and Jervis, pp. 298-310.

[BL] Joseph S. Nye Sr., "Globalization's Democratic Deficit," *Foreign Affairs* (July/August 2001), pp. 2-6.

March 21, 23 and 25 sections [Week 10 sections; note that March 25 sections will not meet due to Good Friday holiday; March 21 and 23 sections DO meet]

*What are the benefits of, as well as the dangers of, increased international trade openness? Do you agree or disagree with the complaints of the anti-globalization (anti-WTO, anti-IMF, etc.) protestors?

Reading: [BL] Geoffrey Garrett, "Globalization's Missing Middle," *Foreign Affairs*, November/December 2004.

John Micklethwait and Adrian Wooldridge, "Why the Globalization Backlash is Stupid," in Art and Jervis, pp. 374-380. *[continues on next page]*

Dani Rodrik, "Trading in Illusions," in Art and Jervis, pp. 365-373.

Week 11 International Political Economy: Trade and Finance

March 28 Regional Economic Cooperation: the EU, NAFTA and others

*What does the European Union demonstrate about the possibilities for, and problems with, regional economic integration?

Reading: Goldstein, pp. 331-335, 381-395.

[BL] Kalypso Nicolaidis, "We, the Peoples of Europe...." *Foreign Affairs*, November/December 2004, pp. 97-110.

March 30 International Financial Markets and Exchange Rates

*To what extent do governments, rather than private market actors, remain in control of exchange rate and financial market activity?

Reading: Goldstein, pp. 343-375.

Jeffrey Frankel, "Globalization of the International Economy," in Art and Jervis, pp. 325-340.

March 28, March 30 and April 1 sections [Week 11 sections]

* What are the benefits and risks associated with high levels of international financial market activity? In what ways, if any, should the international financial system – the International Monetary Fund, for instance – be reformed?

Reading: [BL] Jagdish Bhagwati, "The Capital Myth: The Difference between Trade in Widgets and Dollars," *Foreign Affairs* (May/June 1998), pp. 7-12.

[BL] Kenneth Rogoff, "The IMF Strikes Back," *Foreign Policy* (January/February 2003), pp. 39-46.

[BL] Joseph E. Stiglitz, "Globalism's Discontents," *The American Prospect* (Winter 2002).

Week 12 Developing Nations in the World Economy

April 4 Examination #2

April 6 Developing Nations, Globalization and the World Economy

*Should developing nations engage the world economy as a means to development?

Reading: Goldstein, pp. 459-486, 503-537.

April 4, April 6, and April 8 sections [Week 12 sections]

*To what extent, and in what ways, should developed nations assist poor nations in their efforts at economic development?

Reading: Bruce R. Scott, "The Great Divide in the Global Village," in Art and Jervis, pp. 311-323.

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[BL] Stuart Eizenstat, John Edward Porter and Jeremy Weinstein, "Rebuilding

Weak States,” *Foreign Affairs*, January/February 2005, pp. 134-146.

D. International Law and Organizations

Week 13 International Law and Organizations

April 11 The Sources of International Law

*What role, if any, does law play in international politics?

Reading: Goldstein, pp. 255-258, 277-293

Stanley Hoffmann, “The Uses and Limits of International Law,” in Art and Jervis, pp. 114-118.

April 13 The United Nations and International Intervention

*What is the role of the United Nations in resolving disputes between sovereign states and problems within states?

Reading: Goldstein, pp. 259-276.

Adam Roberts, “The United Nations and International Security,” Art and Jervis, pp. 127-136.

April 11, April 13, and April 15 sections (Week 13 section)

*Given that the US took unilateral action against Iraq, rather than working through the United Nations Security Council, does the UN have any real role left in world politics?

Reading: [BL] Michael J. Glennon, “Why the Security Council Failed,” *Foreign Affairs*, May/June 2003; and Edward Luck et al, “Stayin’ Alive: The Rumors of the UN’s Death Have Been Exaggerated [A Response to Glennon],” *Foreign Affairs*, July/August 2003.

Joseph S. Nye, Jr. “The Battle Between Multilateralists and Unilateralists,” in Art and Jervis, pp. 472-479.

Week 14 International Law and the Rights of Individuals

April 18 International Law and Human Rights

*What is the role of international law in preventing human rights abuses? What factors work for and against the success of international law in the human rights arena?

Reading: Goldstein, pp. 291-293.

Rhoda E. Howard and Jack Donnelly, “Human Rights in World Politics,” in Art and Jervis, pp. 558-570.

Steven R. Ratner, “International Law: The Trials of Global Norms,” in Art and Jervis, 589-594.

April 20 War Crimes and Genocide

*Do states have a moral responsibility to intervene in the case of widespread human rights abuses? What are the political barriers to intervention to protect human rights? What lessons does the case of Rwanda hold about intervention and international law?

Reading: [BL] Samantha Power, "Bystanders to Genocide," *The Atlantic*, Vol. 288, No. 2 (September 2001), pp. 84-108.

April 18, April 20, and April 22 sections (Week 14 section)

*How effective is international law regarding war crimes and crimes against humanity? Does the contemporary case of Darfur reflect the lessons of Rwanda?

Reading: [BL] Samantha Power, "Dying in Darfur," *The New Yorker*, August 30, 2004.

[BL] Scott Straus, "Darfur and the Genocide Debate," *Foreign Affairs*, January/February 2005, pp. 123-133.

Week 15 International Law and New Problems in International Relations

April 25 International Law and the Environment

*Why are some efforts to protect the environment successful, while others are not?

Reading: Goldstein, pp. 417-433.

Garrett Hardin, "The Tragedy of the Commons," in Art and Jervis, pp. 525-530.

April 27 New Threats

*Beyond terrorism and environmental, what challenges might nations face in the twenty-first century?

Reading: Goldstein, pp. 434-453

Thomas Homer-Dixon, "Cornucopians vs. Neo-Malthusians," in Art and Jervis, pp. 539-541.

Moises Naim, "The Five Wars of Globalization," in Art and Jervis, pp. 571-579.

April 25, April 27, and April 29 sections (Week 15 section)

*Is there any hope for an international agreement to prevent climate change? Ought the US to take part in the Kyoto Protocol and in other multilateral efforts to protect the environment?

Reading: Thomas C. Schelling, "What Makes Greenhouse Sense?" in Art and Jervis, pp. 542-549.

[BL] John Browne, "Beyond Kyoto," *Foreign Affairs*, July/August 2004.

May 2 Final Examination, 8am to 10am