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. After introducing general theories of and concepts in international relations, the course focuses on three substantive areas: (1) Security and Interstate Conflict; (2) The Politics of the Global Economy; and (3) 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 22 and April 10 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 8) 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.” The final exam must be taken in the scheduled slot (May 8). Please plan your work and travel schedules 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, to attend the lectures, and to arrive on time for lectures. Pop quizzes must be taken in class on the day they occur. You cannot “make up” a pop quiz, nor can you take a quiz at the end of lecture. Missed quizzes 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.

**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:** Through February 20, Monday sections will focus on the previous week’s lecture material. From February 27, 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:

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<thead>
<tr>
<th>Score Range</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>94 and above</td>
<td>A</td>
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<tr>
<td>91-93</td>
<td>A-</td>
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<td>88-90</td>
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<td>84-87</td>
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<td>60 and below</td>
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*Please note: in order to receive a passing grade for this class, you must receiving a passing section grade. If you have a final section grade below 60, you will receive an F for the class, regardless of your performance on the in-class exams and quizzes.*

**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. Any behavior that would be inappropriate while watching a live performance (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 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:


There should be a discount (offered via the publisher) if you purchase both books at the UNC bookstore. 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 in electronic or 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 Times’ international section will serve as the basis for current events questions on exams, as well as for class discussions. You may read the NYT at www.nytimes.com or have the paper delivered to you 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.

Some of what you will learn in this class is lecture material; you also will improve your understanding of international politics via discussion sections. Another important source of learning is the reading assignments. Students are expected to read all assigned materials, and to do so before coming to that day’s class. We will refer to the readings during lecture, as well as in discussion sections; if you’re not aware of the arguments and facts in the readings, the lectures and recitations will be more difficult to understand.

The Goldstein and Pevehouse text 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. Pop quiz questions will be taken from the assigned readings for that day. 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 11  Course Overview; General Theories of International Relations
Distribution of Syllabus; Discussion of Course Structure and Requirements

Reading:  Goldstein and Pevehouse, pp. 1-6.


January 11, 13 and 16 sections (Week 1 section): No meeting this week

Week 2  International Relations Theories; Anarchy in World Politics

January 16  No class (MLK Holiday)

January 18  Anarchy and Its Consequences
*To what extent does anarchy characterize the international political system? How does anarchy affect nature of international relations?

Reading:  Goldstein and Pevehouse, pp. 59-64; 110-112 (“Constructivism”)


January 18, 20, and 22 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).


Week 3  The Security Dilemma and the Nation State

January 23  Anarchy and The Security Dilemma
*What is the security dilemma, and how does it affect the conduct of international politics?


January 25  State Power and The Nation-State
*States have been the key actors in international politics since the 17th century. How do we measure state power, and about what sorts of issues are nation-states most concerned?

**Reading:**  Goldstein and Pevehouse, pp. 6-51.


January 25, 27 and 30 sections (Week 3 section)
*How important are various forms of power in international relations? To what extent should US foreign policymakers worry about soft (vs. hard) power?


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

January 30 Non State Actors
*How important are non-state actors in international relations? To what extent are the principle of national sovereignty and the treatment of nation-states as the key unit of international relations outdated?


February 1  Levels of Analysis
*Which level of analysis is most important to explaining various events in international relations? For example, is current US policy toward Iran the result of first-image, second-image, or third image influences?

**Reading:**  Goldstein and Pevehouse, pp. 12-15 (review), 84-102.

February 1, February 3 and February 6 sections (Week 4 section)
*How do the various levels of analysis improve our understanding of the Cuban Missile Crisis?


Background on the Cuban Missile Crisis, from the National Security Archive at George Washington University. The “Chronology” section is particularly useful.  [http://www.gwu.edu/~nsarchiv/nsa/cuba_miscri/](http://www.gwu.edu/~nsarchiv/nsa/cuba_miscri/)
Week 5  International Cooperation and International Institutions

February 6  Cooperation, Conflict and International Institutions
*How might international institutions mitigate the problem of anarchy in international relations?

Reading:  Goldstein and Pevehouse, pp. 77-84.


February 8  International Institutions, Part II
*Are international institutions likely to be more effective in certain areas (e.g. trade, finance) than in others (security, human rights)? What is the relationship between power and institutions (Keohane)?


February 8, February 10, and February 13 sections (Week 5 section)
*What is the realist critique of international institutions? Do you agree or disagree with Mearsheimer's concerns about international cooperation?


B. International Security

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

February 13  Mitigating Anarchy: Alliances and the Balance of Power
*Under what conditions do states choose to form alliances with other states? What factors drive alliance formation?

Reading:  Goldstein and Pevehouse, pp. 67-75.


February 15  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 and Pevehouse, pp. 121-133; 142-145. [You also may find it useful to review the historical material from Goldstein and Pevehouse, Chapter 1].

February 15, 17 and 20 sections (Week 6 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?


Week 7  The Causes of War

February 20  The Causes of International War, Part II
*How might failures of deterrence lead to war? Are wars more likely at “civilizational boundaries?”


February 22  Examination #1

February 22, February 24 (Week 7 section): No section. [Sections WILL meet on Monday, February 27 – note shift in material for Monday sections]

Week 8  Civil War; Weapons of Mass Destruction

February 27  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 and Pevehouse, pp. 133-142.


March 1  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 and Pevehouse, pp. 148-160 [You also may want to review the overview of the Cold War, from Chapter 1].


February 27, March 1 and March 3 sections (Week 8 section)
*Is national self-determination a reasonable principle? How should the US respond to failed states and to self-determination claims?


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

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Week 9  Weapons of Mass Destruction and Terrorism

March 6  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 and Pevehouse, pp. 160-171.


March 8  Terrorism and Non-State Actors
*What motivates terrorism? To what extent is terrorism effective as a political strategy?

Reading: Goldstein and Pevehouse, pp. 145-147; 315-318.


March 6, 8 and 10 Sections (Week 9 section)
*Why, according to Waltz, might proliferation in South Asia not be something to worry about? On what assumptions (i.e., about the causes of Cold War peace) are Waltz’s arguments based?


Spring Break, March 11 to 19

C. The Politics of the Global Economy

Week 10  Theories of International Political Economy; Global Trade

March 20  Theoretical Approaches to IPE
*How do different theories of international relations explain and understand international economic activity?

Reading: Goldstein and Pevehouse, pp. 175-186.


March 22  Contemporary International Trade
*On what principles is the contemporary global trading system based? How does the system reflect state power, on the one hand, and efforts at institutional cooperation, on the other?

Reading: Goldstein and Pevehouse, pp. 186-198.

March 20, 22 and 24 sections (Week 10 section)
*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?


Week 11 International Political Economy: Trade and Finance

March 27 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 and Pevehouse, pp. 198-202, 250-263.


March 29 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? What is the role of the IMF and the World Bank in governing international finance?

Reading: Goldstein and Pevehouse, pp. 202-227, 335-338.


March 27, March 29 and March 31 sections [Week 11 sections]
*What are the benefits and risks of financial integration for developing nations? In what ways, if any, should the international financial system – the International Monetary Fund, for instance – be reformed?


Week 12 Developing Nations in the World Economy

April 3 Developing Nations, Globalization and the World Economy
*Should low and middle-income nations engage the world economy as a means to development?

Reading: Goldstein and Pevehouse, pp. 284-315; 318-346.
April 5  Developing Nations, Part II
*What is the relationship between developed and developing nations? What sorts of policies help to promote development in poor nations?


April 3, April 5, April 7  [Week 12 sections]
*To what extent, and in what ways, should developed nations assist poor nations in their efforts at economic development?


D. International Law and Organizations

Week 13  International Law and Organizations

April 10  Examination #2

April 12  The Sources of International Law
*What role, if any, does law play in international politics?

Reading:  Goldstein and Pevehouse, pp. 263-280.


April 10 and April 12 (Week 13 sections)

April 14 sections will not meet due to the holiday: April 10 and April 12 sections DO meet. Students in April 14 sections should be familiar with the readings discussed in section, as they will be covered on the final exam.

*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?


Week 14  Intervention and Human Rights

April 17  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 and Pevehouse, pp. 231-250.


April 19  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 and Pevehouse, pp. 275-277 (review).


April 17, April 19, and April 21 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?


Week 15  International Law: War Crimes and the Environment

April 24  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?


April 26  International Law and the Environment
*Why are some efforts to protect the environment successful, while others are not?

Reading:  Goldstein and Pevehouse, pp. 350-383


April 24, April 26, and April 28 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?


**May 8** Final Examination, 8am to 10am