Course Objectives

In the eyes of some scholars, the foundational elements of world politics are currently in profound flux, as globalization and shifts in power create new structures and relationships among state and non-state actors. For others in the scholarly community, nothing could be farther from the truth; the observable dynamics of world politics are what they have long been and talk of new eras or novel world orders is just so much hyperbole. At its core, this course seeks to introduce you to the foundations of world politics with an eye toward inviting you to assess and join such a scholarly debate. In the process, you will encounter a number of key international relations questions and explicitly use them to examine a host of pressing issues afoot in today’s world. This course will be question-driven and by its conclusion, you will be able to employ a menu of concepts to independently examine many evolving global challenges and explain the elements of continuity and change these illustrate in contemporary world politics. This course is designed specifically for both the prospective or newly-declared political science major who seeks grounding in international affairs and the non-major who simply wants to learn more about the world around them.

Course Content

Given the speed with which an express course unfolds, this course has been organized around a series of questions that when answered illuminate many of the crucial dynamics of contemporary world politics. Together too, these questions highlight the continuing patterns of conflict and cooperation evident across the globe. After a brief and sweeping introduction to the history of world politics, the first half of the course focuses on questions of war and peace, including why states go to war and why so much violence today is directed at non-state actors, including civilians. The second half of the course centers on questions of political economy and contemporary global challenges. Here you will be exposed to issues surrounding trade, finance and development, as well as the protection of human rights and the global environment. As a part of formulating answers to all of the questions you encounter, you will be exposed to a number of pressing policy debates, which you will be encouraged to examine and assess from multiple perspectives, thereby seeing the variety of interpretations and explanations for behavior present in world politics today.

Learning Outcomes and Skills this Course Will Seek to Improve

The Department has developed a number of learning outcomes for POLI 103, including having all students learn basic facts about the world; acquire the ability to translate insights from one case to others; become familiar with current debates in world politics; be able to theorize and explain political outcomes; understand social-scientific inquiry norms and standards; and develop critical thinking and reasoning abilities. In addition, the College of Charleston has developed learning outcomes for each of its General Education courses in the Social Sciences, including have all students apply social science concepts, models or theories to explain human behavior, social interactions or social institutions. You will achieve all of this in this course.

At its core, this particular version of World Politics seeks to meet all those outcomes by introducing you to key questions of world politics as a pathway to encountering critical concepts, theories and dynamics of world politics and familiarizing you with a number of pressing issues that dominate world politics today. By the end of the semester, you should have obtained a working understanding of many essential concepts of international politics and at the conclusion of the course, you will be expected to demonstrate an ability to independently employ a subset of these concepts to describe, analyze and assess the essence of a pressing global issue. You will also acquire and refine a capacity to identify and employ these concepts to ongoing contemporary issues in world politics that you discover on your own.

This course also aims to develop your skills of critical reading. Critical reading entails actively engaging with texts, pulling them apart and putting them back together again (sometimes in new ways). As you develop and refine these abilities, you should be able to: 1.) propose an interpretation of the texts you read; 2.) identify central issues, concepts or conflicts that appear in the reading; 3.) evaluate an author’s “tactics” or ways of communicating knowledge; 4.) investigate and articulate the implications of the arguments you encounter; and 5.) relate your ideas to ideas presented by other students and the world(s) around you. You will come to readily appreciate the difference between espousing opinions and developing arguments as the course progresses.

In this vein, the course will seek to challenge and improve a number of skills that are considered vital for students of the Liberal Arts and Sciences to master. These include:

**reading speed and critical comprehension – (through required reading and reading quizzes, exams);**

**oral communication, listening and presentation abilities (through class discussions, in-class and out-of-class activities);**

**effective writing and development of arguments (through mid-term exam and final exam);**

**critical thinking and analytical capacities (through class discussions, mid-term exam, and final exam);**

**comprehension of other’s views and capacity to formulate, defend one’s own position (through reading, class discussions and exercises);**

**cooperative work and active learning (through in-class exercises and out-of-class activities, exam preparation);**

**time management and personal responsibility (through set-up of the entire course, specific exercises in class).**

Method of Presentation

One under-acknowledged truism in education is that we all learn differently. Some of us are primarily visual learners – we need to see information and we retain and retrieve knowledge through an elaborate mental notecard system. Others of us are more auditory learners – we thrive on hearing material and we store and access facts and ideas through auditory tapes we play in our minds. Still others of us are more kinesthetic learners – we need to feel and experience material and we draw upon those feelings and experiences when processing and recounting what we know. While many of us learn using all of these broad channels to some extent, each of us has a "favorite" channel through which we absorb, process, retain and apply knowledge best. Thus, we have our own individual reactions to different modes of communication and teaching techniques.

This class is designed, to the extent possible, to try to hit everyone's primary channels of learning as often as possible and to further develop your less preferred paths through the use of a variety of teaching techniques. I will use many interactive formats for this course. Generally, I will give some introductory background to begin our examination of each section of the course and explore some of the controversies that provide context for the day’s reading. Then I will move more into a facilitation role, encouraging questions, aiding you as you develop your insights and arguments.
and helping you to spot missed opportunities. This work will be done in large and small group work and through a myriad of different presentation formats.

If specific techniques work best for you or if you know of additional methods that you've seen work well in other classes, feel free to suggest them and if they can be incorporated into the class, we'll try to do it.

Special Circumstances

If you have any kind of special circumstances that I should know about, please make me aware right away. For example, if you have a diagnosed (or undiagnosed) learning disability, if you have a physical impairment of any kind, or if you are an athlete or club member who will travel, I need to know at the start of the semester in order that we can make certain that your needs can be met. It may be infinitely more difficult to accommodate you sufficiently if you delay in disclosing your needs. In addition, if you are a student who has problems writing, taking exams, or taking class notes, etc., there are many resources and programs you can take advantage of to improve your class performance. All you have to do is ask.

Please Note: If you are a SNAP student eligible for accommodations, you must provide me with a copy of the notification letter you have been given by the SNAP office well before the need for any accommodation arises. If you are a student athlete who will miss class time due to away events, you must follow the procedures set out by the College in order to expect due consideration. In both cases, I will not guarantee granting your requests if I have not been given sufficient notice.

Office Hours

I have two sets of office hours scheduled that are for you to use. Do not be afraid to come by my office at these times, especially if you have questions that are left unanswered from class or if you are experiencing any difficulties or uncertainties in the course. If these hours conflict with your schedule, we can work out a mutually convenient time to meet. I'm around a lot – don't hesitate to come by and talk.

Course Ground Rules

Attendance: Absence from more than fifteen percent of the scheduled class sessions, whether excused or unexcused, is excessive. (Note: an absence memo from Student Affairs is for my information only – it does not buy you an “excused” absence. I make no distinctions between “excused” and “unexcused” absences). Because of the compressed nature of an Express course, you should make every effort to attend all class sessions, since missing any classes is the equivalent of missing a week’s worth of work in a normal fifteen week semester. Students missing more than one class session will lose one full letter grade from the participation portion of their total average for each additional absence and will lose all credit for participating in structured discussions that day.

Academic Dishonesty: When you enrolled in the College of Charleston, you were bound by an Honor Code. I expect you to abide by that code. If you are found to have cheated on an exam or plagiarized any of your written work, you will fail this course and be turned over to the Honor Board for further disciplinary action. If you have any doubts about what constitutes cheating or plagiarism, ask before you act.

Courtesy and Tolerance: As this course progresses, you will doubtlessly find that your ideas about world politics do not always match the views of your fellow students, the authors you read, or your instructor. This is the stuff of world politics. However, if this course is to prove rewarding for everyone (as it should), it is absolutely essential for each participant to express your own ideas respectfully and demonstrate openness to the ideas and interpretations of others in the class. It is equally important for everyone to discuss issues on the basis of information and analysis rather than emotion and volume. The point of this course is neither to “win” arguments nor to “passively” receive information. By adopting these guidelines, you will hopefully find the class to be a challenging and enlightening experience where you will have many opportunities to rethink what you know or believe to be true about world politics.
In keeping with courtesy, I will insist that all cell phones and other personal electronic devices must be turned off before class and remain OFF throughout the class session.

**Time Spent Outside of Class:** I have high expectations for you in this course and have crafted it with that thought in mind. I envisage that to successfully complete the work in this course, you will need to consistently spend two to three hours working outside of class for every hour you spend inside the classroom, and there may be occasional periods where more time is required. Students who are not committed to spending that kind of time studying and preparing for class should expect to struggle. It is important to note, as well, that time alone does not automatically ensure success — the kind of time you devote to studying and how you approach the endeavor may be just as critical. You can devote time to preparing and studying that is effective and ineffective. If you ever wish to discuss these kinds of issues with me, feel free.

**Method of Evaluation**

Final course evaluations will be based upon the following components:

**Class participation (10%)**: Class participation is a vital component of this course and your active involvement in class sessions is required. Participation in general class discussions and group exercises is expected and will be considered in final course evaluations. Participation is not simply about being present or sharing your opinion with others, although you will be expected to offer your ideas regularly in class discussions and obviously you cannot do that if you are not attending class. Quality participation involves demonstrating that you have read and engaged with the texts under consideration, that you have thoughtful questions to ask about it, and that you have considered how a text relates to lecture material as well as contemporary issues in world politics. **A stellar contribution is one that develops your opinion into an argument rooted in evidence from the course texts or other verifiable sources.**

Quality participation also involves listening carefully and critically to the views expressed by classmates and helping one another build insights and understanding. Your participation will suffer if you are not attending class sessions, if you are not engaged with material and classmates during class sessions or if you are distracted in the midst of class sessions (with technology, for example) such that you are not following the class dynamic closely.

Considering how we all learn, it can be challenging for some of us to engage in large discussions because we are easily intimidated by others or shy about speaking in public. These are obstacles to learning that become important to overcome. If you are someone who feels intimidated or can experience shyness, please talk to me about strategies you can use to become more comfortable speaking in class.

Due to the structure of the course, you should not expect to do well without regular class attendance. Because of the nature of an Express II course, you should make every effort to attend ALL class sessions, as missing any part of a class means missing the equivalent of a week’s work. If you do miss a class or any portion of it, you are still responsible for all materials covered.

**Class Discussions (15%)**: Part of what you will note in the course outline is that periodically during the course, there will be structured discussions of issues related to the topic under consideration. Some of these discussions will begin a class session and some will serve as culminating events that will build bridges to a subsequent class. All will be based on some assigned reading beyond the text which is listed in the course outline and which should be completed on the day assigned along with text reading. You will be expected to be an active participant in these discussions and take part in any structured events that surround this work. You will be given a grade for your preparation and participation in these discussions.

**Quizzes (20%)**: Periodically during the course, you will be given unannounced quizzes based on the reading from the assigned text. These quizzes will consist of defining and discussing the significance of a selected term or two from the study guide provided for each class session and a short answer question that can be responded to in a short paragraph or two. There may occasionally be a small measure of multiple choice in some of these quizzes too.
These quizzes will test your comprehension of reading and they will be structured with an eye toward preparing you for the midterm and final exams – you will be completing many of the same tasks in quizzes that you will be asked to do on exams. These quizzes will typically come at the start of a class session but one could appear at any juncture. There will not be a quiz for every class but you will take at least seven during the semester and will have the option of dropping your lowest quiz grade.

**Mid-Term Exam (25%)**: There will be an exam administered at the midpoint of the session. The exam will consist of a series of terms where you will discuss the meaning and significance of each concept or term and a series of short answer questions testing your understanding of the reading and concepts, events under consideration. You will receive a detailed study guide a week before the exam. You should also keep in mind that the syllabus contains study guides for each class session where much of the exam material will be derived from.

**Comprehensive Final Exam (30%)**: You will complete an in-class final exam on Wednesday, May 1 from 4:00-7:00 p.m. Specific guidelines and a study guide for the exam and any supplemental materials will be made available a week prior to the exam.

A numerical and literal translation of grades assigned is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>Superior (100-92)</td>
<td>92-100</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent (91-89)</td>
<td>89-91</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good (88-86)</td>
<td>86-88</td>
</tr>
<tr>
<td>B</td>
<td>Good (85-82)</td>
<td>82-85</td>
</tr>
<tr>
<td>B-</td>
<td>Promising (81-79)</td>
<td>79-81</td>
</tr>
<tr>
<td>C+</td>
<td>Fair (78-76)</td>
<td>76-78</td>
</tr>
<tr>
<td>C</td>
<td>Average (75-72)</td>
<td>72-75</td>
</tr>
<tr>
<td>C-</td>
<td>Acceptable (71-69)</td>
<td>69-71</td>
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<tr>
<td>D+</td>
<td>Marginal (68-66)</td>
<td>66-68</td>
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<tr>
<td>D</td>
<td>Marginally Passing(65-62)</td>
<td>62-65</td>
</tr>
<tr>
<td>D-</td>
<td>Barely Passing (61-59)</td>
<td>59-61</td>
</tr>
<tr>
<td>F</td>
<td>Unsatisfactory (58-0)</td>
<td>0-58</td>
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Opportunities for "extra credit" are not available.

Note: A failing grade will be given to any student who misses an exam and does not notify me within 24 hours (messages may be left in the Political Science office). A legitimate, substantiated reason for absence (medical excuse from a doctor) must be produced in order to qualify for a make-up exam.

**Reading and Texts**

Specific reading assignments are listed in the course outline. Students are responsible for completing the assigned reading **prior to the class period date for which it is assigned**.

Assignments will be made in the following text:


The required text can be purchased at the College of Charleston and University Bookstores. There are also any number of other ways to acquire these texts, including renting books, buying books on-line, or buying electronic versions of books. How you handle accessing this material is your choice – the only imperative is that you have access to the book throughout the semester. Additional course readings are indicated with a (*) in the course outline and will be made available through the course site on OAKS, the College’s on-line learning system.

It is also important for you to keep up with current events and developments in the world as you take this course. Unfortunately, the Charleston Post and Courier will not be much help in that regard. If you are interested you should try to read *The New York Times* and the *Economist* as often as possible. Discount subscriptions to *The New York Times* are available through the New York Times website. This arrangement allows you to purchase the paper on weekdays for a significant savings over the newsstand price. Copies of the *Economist* can be purchased at the College of Charleston Bookstore or at any local Barnes and Noble Store. The additional resources listed below are also helpful in keeping up with the pressing issues and debates in world politics:
### Newspapers and Opinion Journals

<table>
<thead>
<tr>
<th>Newspapers and Opinion Journals</th>
<th>TV/Radio</th>
</tr>
</thead>
<tbody>
<tr>
<td>-- The New York Times</td>
<td>-- National News (ABC, CBS, NBC, CNN)</td>
</tr>
<tr>
<td>-- The Christian Science Monitor</td>
<td>-- Nightline (ABC)</td>
</tr>
<tr>
<td>-- The Washington Post</td>
<td>-- The PBS Newshour (PBS)</td>
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<tr>
<td>-- The Financial Times</td>
<td>-- This Week (ABC)</td>
</tr>
<tr>
<td>-- Wall Street Journal</td>
<td>-- Fareed Zakaria GPS (CNN)</td>
</tr>
<tr>
<td>-- The Economist</td>
<td>-- Meet the Press (NBC)</td>
</tr>
<tr>
<td>-- The Weekly Standard</td>
<td>-- Face the Nation (CBS)</td>
</tr>
<tr>
<td>-- Commentary</td>
<td>-- 60 Minutes (CBS)</td>
</tr>
<tr>
<td>-- National Review</td>
<td>-- The World (BBC/PRI)</td>
</tr>
<tr>
<td>-- New Republic</td>
<td>-- Frontline (PBS)</td>
</tr>
<tr>
<td>-- The Nation</td>
<td>-- Washington Week in Review (PBS)</td>
</tr>
<tr>
<td>-- The American Prospect</td>
<td>-- Morning Edition (NPR)</td>
</tr>
<tr>
<td>-- Dissent</td>
<td>-- All Things Considered (NPR)</td>
</tr>
<tr>
<td>-- The Nation</td>
<td>-- Weekend Edition (NPR)</td>
</tr>
</tbody>
</table>

Policy Journals

| -- Foreign Affairs | -- Foreign Policy |
| -- World Policy | -- The National Interest |
| -- The American Interest | -- Orbis |
| -- Journal of International Affairs | -- International Security |
| -- International Organization | -- World Affairs Journal |
| -- International Affairs | -- Washington Quarterly |
| -- SAIS Review | -- International Affairs |
| -- Current History | -- World Politics |

### Websites (with scholarly material)

- Council on Foreign Relations: [www.cfr.org](http://www.cfr.org)
- Carnegie Endowment: [www.carnegieendowment.org](http://www.carnegieendowment.org)
- Center for Strategic and International Studies: [www.csis.org](http://www.csis.org)
- U.S. Institute for Peace: [www.usip.org](http://www.usip.org)
- International Crisis Group: [www.crisisgroup.org](http://www.crisisgroup.org)

In addition, blogging has become a significant communication vehicle and political activity among some scholarly commentators of the world. There are a number of scholars who maintain blogs about world politics – examples by scholars like Stephen Walt (Harvard) and Dan Drezner (Tufts) can be found at [www.foreignpolicy.com](http://www.foreignpolicy.com). Take note that while the narrative content of scholarly blogs is typically heavily opinionated, the views of individual bloggers are often informed by scholarly work and they do periodically provide roadmaps to scholarly research and primary source materials originating with others. We may seek to assemble a list of some of the most interesting and useful blogs over the course of the semester.

### Hints for Reading – Tips to Excel in World Politics

When seeking to understand and explain world politics, it is important to wrestle with its complexities and appreciate the many key events and facets of its make-up. We will be reading several works through the semester that will help us in this endeavor. At times, the reading may prove to be difficult for some of you and reading assignments will quickly become burdensome if you choose to procrastinate and leave them to the end of a week’s work. Thus, I have some suggestions to help you in your reading.

**First**, complete as much of the assigned reading as possible before you come to class on the days we are slated to discuss the topic. My purpose here is not to torment you. Rather, if you have even a vague familiarity with the subject matter upon entering class, you will find that our discussions will mean more to you. You will be able to more readily recognize important points and add context to what you have read. Our class discussions are also the perfect time to ask questions about readings and get clarification on issues or points you do not fully understand or feel...
comfortable with. If you wait and read later, you are unaware of what problems you might have and the opportunities to
work them out sufficiently have often vanished.

Second, after you read work for the first time, consider going back and taking some notes as well. Much of
what we read we do not retain for very long. However, committing information to paper in our own words can help
stretch our retention capabilities. Attempting to summarize what someone is saying in your own words can also be a
useful way of discovering what you understand and do not understand. In addition, notes are a helpful study tool when
you are reviewing for exams or considering ideas for papers. The notes you take on readings need not be extensive or
recount every detail. You might simply seek to identify what the major themes and key points of an article or book
chapter are, identify and try to define new terms used in the chapter, and think about why the material is important and
how it relates to other topics we have already discussed in the course.

Lastly, once we have discussed a topic in class, you should consider reviewing the assigned readings and your
notes to see that you have indeed identified the major points and that you feel you understand the material sufficiently.
If the readings were very confusing when you read them before class or you did not feel you got much out of them, you
might even reread the material after the class discussion to see if you understand it any better. There is an unstated (and
faulty) assumption among many students that we should only read pieces once in order to gain a full appreciation of
them; however, it often takes two or three readings to attain the full measure of what an author has to offer. We often
see more if we give ourselves the opportunity of a second time around.

***If you want more information on developing strategies for critical reading, please ask for the handout with
examples which I am happy to provide you. We will be working on many of these components of reading, particularly
in the early phases of the course.

Dates to Remember (details in the course outline)

Monday, April 1       Midterm exam
Wednesday, May 1      Final Exam (in-class 4:00-7:00 p.m.)
Course Outline and Required Readings
(subject to revisions announced in class)

FLS = Frieden, Lake and Schultz
(*) denotes reading found on class OAKS site

I. Monday, March 11 -- Course Introduction: What Has Shaped Our World Politics?

Reading: FLS, Chapter 1

Key Questions: What characterizes the mercantilist era in world politics? How was this era connected to colonialism? Why did the Europeans emerge as the primary colonial powers? How was the global political economy organized during colonial times? Why did a century of relative peace end at the start of the 20th century? What emerged in the aftermath of this change? What led to the continued instability on the European continent after World War I? How did the world’s power configurations change after World War II? How did this power configuration alter the world’s political economy? How did it shape de-colonization? How did the Cold War end? What strategic and economic changes did the end of the Cold War produce in the world?

Key Concepts: empires, mercantilism, sovereignty, hegemony, imperialism, Cold War, decolonization, globalization, political economy, third world

Key Terms: Thirty Years War, Peace of Westphalia, colonization, The Hundred Years Peace, Pax Brittanica, Thirty Years Crisis, Treaty of Versailles, League of Nations, North Atlantic Treaty Organization (NATO), Bretton Woods System, Warsaw Pact, Cuban Missile Crisis, regional trade agreements (RTAs)

II. Wednesday, March 13 – What Do Actors Want from World Politics?

Reading: FLS, Chapter 2

Opening discussion: Is America in decline?

(*) Gideon Rachman, “This Time It’s For Real” Foreign Policy (January/February 2011), pp. 59-63;

Key Questions: What are the different main actors in world politics and when did they each acquire importance? What accounts for the rise of states in world politics and why do some interpretations regard states as the primary actors in the world? What assumptions do we make about actors in world politics (states and others) and why do we make these? What actors contribute to successful and unsuccessful bargaining and cooperation in world politics? When can actors cooperate? What factors constrain or complicate cooperation? How do institutions affect cooperation? Why and why do actors follow rules in world politics?

Key Concepts: interests, state, anarchy, sovereignty, responsibility to protect, cooperation, power, coercion, compliance

Key Terms: bargaining, coordination, collaboration, prisoner’s dilemma, public goods, collective action problems, free riders, election monitoring
III. Monday, March 18 – Why Do Countries Wage War?

Reading: FLS, Chapter 3

Closing discussion: Should Israel and/or the U.S. attack Iran?

(*) Alan Dershowitz, “The Message Obama Should Have Sent: Forget about a ‘Red Line’, Try a Warning to Iran in Black and White” Wall Street Journal (September 26, 2012);
(*) Steven Metz, “Want to Attack Iran? Then Make a Case” World Politics Review (September 5, 2012);
(*) Yousaf Butt, “An Israeli Strike Won’t Delay Iran’s Nuclear Weapon. It Will Start It” Christian Science Monitor (September 5, 2012);

Key Questions: What are the dominant explanations for war in world politics? What are the strengths and weaknesses of each explanation? What do states fight over? How does bargaining change when it is conducted under the threat of war? How is coercive bargaining conducted and to what ends? How and why have wars occurred out of error? What factors increase the chances of a “war by mistake”? What are “commitment problems and how can these contribute to war? How can changes in power dynamics lead to war? Why are preventive and preemptive wars a particular concern in world politics today? Why is compromise not always possible in preventing a war? How can war be made less likely?

Key Concepts: war, civil war, compellence, deterrence, credibility, indivisible good, rogue state, realism, liberalism

Key Terms: crisis bargaining, coercive diplomacy, brinksmanship, preventive war, preemptive war, first strike advantage

Video: “The Fog of War” – what lessons are to be learned about war from America’s experience in Vietnam?

IV. Wednesday, March 20 – Do Countries Fight Wars to Satisfy Influential Domestic Interests?

Reading: FLS, Chapter 4

Closing discussion: Why did France intervene in Mali?

(*) Olivier Roy, “The Intervention Trap” The New Statesman (February 1-7, 2013);
(*) Michael Petrou, “A Convenient War” Maclean’s (February 11, 2013);
(*) Philip Delves Broughton, “Vive La France” Newsweek (February 15, 2013);

Key Questions: Whose interests count in war and peace? Do leaders start wars to hold onto power at home? What are the primary domestic costs of war? What role do militaries play in provoking war? What role do ethnic groups and lobbies play in provoking war? How do domestic interests affect international bargaining? Why don’t democracies fight one another (or do they)? Would war end if all the world were democratic?
Key Concepts: bureaucracy, rally effect, military industrial complex, democracy, democratic peace thesis, accountability

Key Terms: interest groups, diversionary incentive, “wag the dog”

V.  
Monday, March 25 – Why is it So Hard for the International Community to Prevent and Punish Acts of Aggression?

Reading: FLS, Chapter 5

Video: “Triumph of Evil” – why did the international community fail Rwanda in its time of need?

Closing discussion: Is There a Responsibility to Protect (in Syria)?

(*) David Hollenbach, “Humanitarian Intervention” Commonweal (November 5, 2010);
(*) James Rudolph, “Responsibility to Protect: the Moral Imperative to Intervene in Syria” Christian Science Monitor (March 8, 2012);
(*) Ian Williams, “Applying Responsibility to Protect to Syria No Cakewalk” Washington Report on Middle East Affairs (June/July 2012);

Key Questions: How and why do alliances form? Why do some states bandwagon and others balance? How and why do alliances fall apart? How does collective security work? Why has the United Nations found collective security difficult to implement? What are the differences between peace enforcement, peace keeping and peace building operations? How did thinking about intervention change after the Cold War? How did it change after 9/11? What have been examples of successful interventions and what has made them successful? Why are so many interventions potentially unsuccessful?

Key Terms: alliances, balance of power, bandwagoning, balancing, collective security, genocide, humanitarian interventions, “New World Order”, sovereignty, responsibility to protect (R2P)

VI.  
Wednesday, March 27 – Why Is So Much Political Violence Conducted By or Against Non-State Actors?

Reading: FLS, Chapter 6;

Video: “Hijacked” – why do non-state actors employ violence? Why do militants often target civilians?

Closing Discussion: Should the International Community Withdraw from Afghanistan?

(*) Michael Noonan, “The U.S. Can’t Stay in Afghanistan Forever” US News Digital Weekly (January 17, 2013);
Key Questions: Why does war occur within states? Why do people rebel? What factors determine who gets a state and who does not? When does dissatisfaction lead to armed opposition? What factors contribute to the outbreak of civil war? Why do civil wars often cluster together? What military strategies are employed in a civil war? What can be done about civil wars? Why are civilians often the targets of civil wars? What are the aims of groups employing terrorism? To what extent is terrorism a bargaining failure? How do terrorists conceptualize victory? How can terrorism be prevented?

Key Concepts: separatism, irredentism, proxy war, insurgency, asymmetric warfare, terrorism, spoiling, outbidding, constructivism

Key Terms: Palestine Liberation Organization (PLO), Black September, Hezbollah, al-Qaeda, al-Qaeda in the Arabian Peninsula (AQAP), al-Qaeda in the Islamic Mahgreb (AQIM), al-Qaeda in Iraq (AQI), counterinsurgency (COIN), Afghan Taliban, Pakistan Taliban

VII. Monday, April 1

First Half of Class (90 minutes) – Midterm Exam

Second Half of Class Session (5:45-6:45) – Why Are Trade Barriers So Common and Why Do Trade Policies Very So Widely?

Reading: FLS, Chapter 7

Key Questions: What have international scholars historically valued about trade? Why do states trade what they do? Why have trade restrictions been the rule, not the exception? Why do some states have higher trade barriers than others? Why are some industries more protected by states than others? Who are the winners and losers in international trade and what separates them? Why have national trade policies varied with time? How are the key dynamics of trade captured in sugar production? How do countries get what they want out of trade? Why has the world trading system been more open at some times and closed at others? What role have international institutions played in trade processes? Does the WTO hurt the global poor?

Key Concepts: comparative advantage, absolute advantage, Heckscher-Ohlin trade theory, protectionism, autarky, Stolper-Samuelson theorem, Ricardo-Viner model, reciprocity, regional trade agreements (RTAs), economic liberalism, mercantilism

Key Terms: trade barriers, tariffs, non-tariff barriers, European Union, most favored nation status, General Agreement on Tariffs and Trade (GATT), World Trade Organization (WTO)

VIII. Wednesday, April 3 – Why Is International Finance So Controversial?

Reading: FLS, Chapter 8

Video: “Money, Power and Wall Street” – what happened to the global economy in 2007-8?
Closing discussion: What would new global financial rules look like?

(*) Barry Eichengreen, “International Financial Regulation after the Crisis: Daedalus Fall 2010, pp. 107-114;

Key Questions: How and why do people invest overseas? Why borrow abroad? What is the problem with foreign investment? Who wants to borrow? Who wants to lend? What are the roles of international institutions in investment? Is the IMF unfair? What have been the recent debt crises and what have been their causes? Why do companies go multinational? Why do states allow MNCs in? Who is afraid of MNCs and why? Why aren’t there international financial institutions related to FDI? What happened when people cross borders instead of capital?

Key Concepts: recession, depression, default, austerity, concessional finance, debt crisis

Key Terms: Bretton Woods system, sovereign lending, foreign direct investments (FDI), World Bank, International Monetary Fund (IMF), multinational corporation (MNC), bilateral investment treaty, Basel Committee, international migration

IX. Monday, April 8 – Why Do Countries Pursue Different Currency Policies?

Reading: FLS, Chapter 9

Video: “The Crash” -- what happened to Asian currencies when confidence was lost? What were the consequences to people’s real lives?

Closing discussion: Should the Euro be abandoned?

(*) Rana Foroohar, “Why Care About the Euro?” Time (November 7, 2011);
(*) Robert Samuelson, “Europe’s Reckoning … and Why it Menaces Recovery” Newsweek (December 6, 2010);
(*) Steven Rattner, “The Euro’s 11th Hour” The New York Times (June 9, 2012);
(*) Paul Krugman, “Europe’s Great Illusion” The New York Times (July 2, 2012);

Key Questions: What are exchange rates and why do they matter? How are currency values determined? When and why do governments agree on the monetary order? How have monetary regimes evolved? What is special about Europe’s current monetary arrangements? What happens when currencies collapse? How are currency crises contained?

Key Concepts: appreciation, depreciation, devaluation

Key Terms: exchange rates, monetary policy, central bank, fixed exchange rates, floating exchange rates, gold standard, Bretton Woods system, international monetary regime

X. Wednesday, April 10 – Why Are Some Countries Rich and Others Poor?

Reading: FLS, Chapter 10
Video: “Commanding Heights: The Agony of Reform” – how did capitalism triumph over state planning?

Closing discussion: Why (not) foreign aid?

(*) William Easterly, “Foreign Aid for Scoundrels” New York Review of Books (November 25, 2010);
(*) Bill Gates, “The Real Successes of Foreign Aid” Wall Street Journal May 21, 2011);
(*) “Should Foreign Investment Replace Aid for Africa?” New Internationalist (September 2011);

Key Questions: Why is development so hard to achieve? What are the different paths to development? What explains the different developmental outcomes of North and South America and how might these be changing? Are rich states responsible for the problems of poor states? Did colonialism hinder development? Is the international economy biased against less developed states? Are international institutions biased against less developed states? What responsibilities do rich states have toward the global poor? Is foreign aid an answer? How does globalization affect the prospects for future development?

Key Concepts: less developed countries (LDCs), primary products, terms of trade, import substitution industrialization (ISI), export-oriented industrialization (EOI), Washington consensus, globalization

Key Terms: infrastructure, Group of 77, New International Economic Order (NIEO), commodity cartels

XI. Monday, April 15 – When and Why Do States Do What Is “Right”?

Opening Discussion – why do states resist torture?

(*) TBA

Closing discussion – what kind of international law could govern drone strikes, cyberwar?

(*) TBA

Key Questions: What is international law? How does international law get made? Is all international law the same? How and when does international law matter? What are international norms? How are international norms created? When and why do norms matter? How do transnational advocacy networks facilitate international cooperation? What roles do they play in the creation and spread of international law and norms?

Key Concepts: obligation, precision, delegation, norms, norm life cycles, transnational advocacy networks (TANs), boomerang model

Key Terms: international law, customary international law, compliance constituencies
XII. Wednesday, April 17 – Why Do Countries Sometimes Try to Protect the Human Rights of People Outside Their Borders?

Reading: FLS, Chapter 12

Opening discussion: What to do about child labor?

(*) Katherine Boo, “Opening Night” The New Yorker (February 23, 2009);
(*) Harris Gardiner, “Youngsters Toil in India’s Mines, Despite a Longstanding Legal Ban” The New York Times (February 26, 2013);

Closing discussion: The campaign against human trafficking

(*) Stephanie Hanes, “Human Trafficking: A Misunderstood Global Scourge” Christian Science Monitor (September 9, 2012);
(*) “How Do You Contribute to Modern Day Slavery of Human Trafficking?” Christian Science Monitor (September 9, 2012);

Key Questions: What are international human rights? When and why have they emerged? Why are human rights controversial? What are the key UN human rights conventions and what rights do they seek to protect? Which major countries are not parties to one or more of these conventions? How far does the code of international human rights law extend? Are some rights more important than others? Why do individuals and states care about the rights of others? When do states take action on human rights? Why do states violate the human rights of others? Why do states sign human rights agreements? Should states that violate human rights be sanctioned? Does international human rights law make a difference?

Key Concepts: human rights, nonderogable rights, prisoners of conscience, individual petition, transitional justice, universal jurisdiction, genocide


XIII. Monday, April 22 – Why Is It So Hard to Cooperate Internationally to Protect the Environment?

Reading: FLS, Chapter 13

Video: “The Heat” – how do we deal internationally with a warming world?

Opening discussion: Is access to water a human right?

(*) Maude Barlow, Tony Clarke, “Who Owns Water?” The Nation (September 2, 2002);
(*) Jean Friedman-Rudovsky, “Return to Cochabamba” Earth Island Journal (Autumn 2008)
(*) Erica Gies, “Water Wars: Is Water a Human Right or a Commodity?” World Watch (March/April 2009);
(*) “Should The UN General Assembly Approve the Draft Resolution Affirming a Human Right to Water and Sanitation?” International Debates (January 2011).
Key Questions: Why are good intentions not enough when it comes to global environmental protection? What are the challenges of addressing international environmental issues as collective action problems? What are the major sources of environmental damage today? How do these contrast with those of thirty years ago? Why do polluters usually win? How has this been the case with climate change? To what extent have the efforts to combat ozone depletion been different and what explains any of these variations? What factors influence a state’s environmental performance? How can institutions promote international environmental cooperation? Can global environmental cooperation succeed?

Key Concepts: public goods, tragedy of the commons, externalities, common pool resources, overexploitation, collective action problems, carrying capacity

Key Terms: chlorofluorocarbons (CFCs), ozone layer, Montreal Protocol, global climate change, Framework Convention on Climate change (FCCC), Kyoto Protocol

XIV. Wednesday, April 24 – Why Are Some Periods Marked By Conflict and Others By Efforts at Cooperation?

Reading: FLS, Chapter 14

Key Questions: Can the spread of weapons of mass destruction be stopped? Will China and the U.S. fight for global leadership? Will economic globalization continue? Will globalization lead to global government?

Final Exam – Wednesday, May 1 (4:00-7:00 p.m.)

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