

POLS 360.001
Spring 2009, MWF 10:00-10:50 a.m.
Office Hours: MW 2:00-3:00 p.m.,
TR 9:30-11:00 a.m.
and by appointment

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International Relations--Theories and Concepts

Course Objectives

As a course designed to enhance your understanding of the many elements of international relations, POLS 360 has several specific objectives. First, it is crafted to acquaint you with some of the perennial and pressing questions of international politics and provoke you to think about them. Second, it is constructed to familiarize you with a host of analytical concepts and several different theoretical approaches that inform the structure of different answers to these prominent questions. Third, this course seeks to help you apply these theoretical perspectives to some of the urgent substantive issues of international relations. Analyzing key issues of international relations from a variety of theoretical perspectives highlights the insights each conceptual prism contributes to our understanding, reveals how different scholars of international politics have approached crucial questions of the discipline, and deepens our appreciation for the substance of international relations. Fourth, this class is designed to improve your analytical and critical thinking abilities by requiring you to evaluate the theoretical conclusions of selected scholars. Sessions of this course are finally designed to prompt all class participants to rethink the utility of these various theoretical approaches in light of both the changing contemporary international environment and perspectives heretofore underemphasized in contemporary international relations thinking.

Course Content

This course will contain a significant helping of both conceptual and substantive material. Conceptually, we will be examining international relations from political-strategic, political-economic, and political-ecological perspectives, with care taken within each broad heading to isolate a number of theories that make up aspects of differing international worldviews. Toward the end of the course, we will also examine aspects of international relations that are not explicitly encompassed by any of these three broad conceptual headings. Substantively, we will be investigating in some detail the circumstances surrounding the world's deadliest post-Cold War political conflict involving the Democratic Republic of the Congo, the recent economic changes and pressures in Argentina, and the efforts to foster interstate cooperation to alleviate global climate change. Care will be taken in each of the cases to link the details of these situations with the different theoretical perspectives under consideration.

Skills This Course Will Seek To Improve

This course will attempt to challenge and improve a number of your skills that are considered vital for students of Political Science (and students of the Liberal Arts and Sciences more broadly) to master. These include:

- ** oral communication (through regular class participation);
- ** reading comprehension (through regular reading assignments which will provide the basis for many class discussions, as well as questions on exams);
- ** effective, concise writing and development of critical analysis (through three paper assignments);
- ** applying theories and concepts to new situations (through class discussions, last two paper assignments and class exams);

** comprehending the views of others and articulating, defending one's own position (through three paper assignments and class discussions);

Method of Presentation

One underacknowledged 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 and retain knowledge best. Thus, we have our own individual reactions to different modes of communication and teaching techniques.

This class is designed to try to hit everyone's primary channels of learning as often as possible through the use of a variety of teaching techniques. As such, class meetings will be roughly divided between lecture and class discussion, with lecture material designed to complement the required readings. Class **will not** be a rehashing of the information in the texts. On occasion, students will be leading discussion portions of class sessions based on work they have done outside of class. These discussions will sometimes take place in small groups.

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.

Class Participation

Class participation is a vital component of this class and your **ACTIVE** participation is therefore strongly encouraged. Participation in class discussions is expected and will be considered in final course evaluations. Such participation includes listening carefully and critically to the views expressed by classmates and asking clarifying questions, as well as the expression of personal views. You should always be prepared, during each class session, to discuss current political events as they relate to the subject of the course.

The minimum level of class participation is class attendance. Due to the structure of the course, a student should not expect to do well without regular class attendance. A general guideline is that any absence rate greater than fifteen percent (**excused and unexcused**) is excessive and will lower your grades for participation, as well as adversely effect your ability to maintain high work standards in other areas of the class. If you do miss class, you are still responsible for all material covered and assignments made.

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 your needs can be met. It is infinitely more difficult to accommodate you sufficiently if you delay in disclosing your needs. In addition, if you are a student who has problems with writing, taking class notes, or some other classroom skill, there are many resources and programs you can take advantage of that can help 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 designated sets of office hours that are there for your use. Do not be reluctant 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 visit.

Method of Evaluation

Final course evaluations will be based on the following:

1. Class Participation (10%): Your constructive input is a vital component to this class. It is expected you will attend class regularly and that you will be prepared to discuss the required readings on the day they are assigned. At the end of the semester, you will be given a grade based on the contribution you have made to class proceedings. If it appears the class is not sufficiently prepared, I reserve the right to give unannounced quizzes and the grades will be factored into your participation totals. However, in this context, quizzes waste a lot of everyone's time; it will be a measure of our collective success if you manage to avoid them.

*Note: As part of your participation in class, you will be **required** to attend the POLS convocation on Wednesday, March 11 at 7:00 p.m. in Physician's Auditorium. Cynthia Enloe, author of several books including most recently Globalization and Militarism: Feminists Make the Link will speak on "Where Women Have Been in the Iraq War and Why It Matters"; this address is part of pursuing the departmental theme "Bodies and Borders: Rethinking Security for the 21st Century which we will consider in a number of ways throughout the course. You will write a short reaction to the issue and Enloe's presentation as part of evaluating your own participation in the first half of the course (details will be distributed in class).*

2. Written Assignments (1st--5%, 2nd--10%, 3rd--15%): You will complete three short written assignments during the course of the semester. Due dates for the assignments are listed in the course outline below. The precise guidelines for each of these assignments will be handed out separately.

3. Written Exams (1st In-Class—10%, 1st Take Home --10%, 2nd In-class and Take Home – 20%): There will be two fifty minute exams administered in class during the course of the semester. There will also be two take-home essay exams, the second of which is combined with the 2nd in-class exam. In-class exams will be composed of identification and short answer questions. Each in-class and take home essay exam will cover the material contained in lectures, class discussion and required readings. A detailed study guide will be handed out prior to each in-class exam containing terms to define and sample short answer questions.

4. Participation in the Model United Nations Conference OR a Cumulative Final Exam (20%): You will have a choice of participating in the College's Model United Nations Conference (details included at the end of the syllabus) or taking a cumulative final exam to complete the course. Dates for the Model UN are Friday, April 10 from 4:00-7:00 p.m. and Saturday, April 11 from 9:00 a.m. to 6:00 p.m. You will be asked to make this commitment by the end of the second full week of class. ***If you select the UN option, you must be committed to participate in all activities related to the model – there is NO opportunity to revisit your commitment later and take the final exam as a substitute.*** The final exam will be given during the exam period (last day of finals) and the format will roughly resemble that of the term exams, though in more detail to capture the cumulative element. A study guide with sample questions will be handed out prior to the exam to help you prepare.

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.

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

A – Superior (100-92)	A minus – Excellent (91-89)	B+ -- Very Good (88-86)
B – Good (85-82)	B minus – Promising (81-79)	C+ -- Fair (78-76)
C – Average (75-72)	C minus – Acceptable (71-69)	D+ -- Barely Acceptable (68-66)
D – Merely Passing (65-62)	D minus – Barely Passing (61-59)	F -- Failure (58-0)

Course Groundrules and Expectations

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 or free pass to miss additional class – I do not make any distinctions when it comes to absences -- “excused” or “unexcused”). Students missing more than five class sessions during the course of the semester (including required outside events) will lose one full letter grade from the participation portion of their total average for each additional absence.

Late Work: Late work will be severely penalized. Work that is turned in after the date and time due will lose five points off the total grade automatically (i.e. a paper with a numerical grade of 75 becomes a 70) and an additional five points will be deleted for every subsequent extra day. Work is considered late (and the clock begins ticking) if it is not handed in at the time requested. Any student who does not inform me of a missed exam within 24 hours time and cannot produce a legitimate, substantiated reason for absence will fail the missed exam automatically and will have no opportunities for a make-up test.

Electronic Submissions: NO work may be submitted to me electronically for credit under any circumstances. You must have a legible, printed copy of your work for me to collect when assignments are due.

Cheating and Plagiarism: 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 international politics and various issues do not always match the views of your fellow students, the authors of your texts, or your instructor. This is the stuff of international relations. However, if this course is to prove rewarding for everyone (as it should), it is absolutely essential for each participant to respect and tolerate the ideas and opinions 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. By adopting such a posture, 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 international relations.

In keeping with courtesy and tolerance, I will insist that all cell phones and other personal electronic devices 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 this class with that in mind. I envisage that to successfully complete the work in this course, you will **need to spend at least two to three hours working outside of class for every hour you spend inside the classroom**. 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 spend time preparing and studying that is effective and ineffective. If you ever wish to discuss these issues with me, feel free.

Readings and Texts

Specific reading assignments and the dates we will discuss them are listed in the course outline. Students are responsible for completing the reading prior to the class period for which it is assigned.

Assignments will be made in the following books:

Robert Jackson and Georg Sorensen, Introduction to International Relations: Theories and Approaches, 3rd edition (New York: Oxford University Press, 2007).

Karen Mingst and Jack Snyder, eds. Essential Readings in World Politics. 3rd edition, (New York: W.W. Norton, 2008).

Kevin Dunn, Imagining the Congo: The International Relations of Identity, (New York: Palgrave Macmillan, 2003).

Paul Blustein, And the Money Kept Rolling In (And Out): Wall Street, the IMF and the Bankrupting of Argentina. (New York: Public Affairs, 2005).

J. Timmons Roberts and Bradley C. Parks, A Climate of Injustice: Global Inequality, North-South Politics and Climate Policy. (Cambridge, MA: MIT Press, 2007).

Assigned books may be purchased at each of the University Bookstores located on Calhoun and King Streets. Additional required readings are marked with an asterisk (*) in the course outline. These are available on Electronic Reserve through the College Library (password will be distributed in class).

It is also important for you to keep up with international politics and current events as you take this course. Unfortunately, the Charleston Post and Courier will not be much help in that regard. I am therefore urging you to subscribe to The New York Times and read it as often as possible. A discount subscription form allowing you to purchase the paper on weekdays for a significant savings over the newsstand price is available through the College of Charleston Bookstore; I encourage you to make use of this offer. The additional resources listed below are also helpful in keeping up with the pressing issues and debates in international relations.

Newspapers and Magazines

The New York Times
The Christian Science Monitor
The Washington Post
The Wall Street Journal
The Economist

Journals

International Organization
World Politics
International Security
International Studies Quarterly
Journal of Conflict Resolution
Millennium
Journal of Peace Research
International Affairs (London)
Review of International Studies
Alternatives
International Interactions
International Political Science Review

TV/Radio

Nightly News (ABC, NBC, CBS, CNN)
Nightline (ABC)
The News Hour with Jim Lehrer (PBS)
This Week (ABC)
Meet the Press (NBC)
Face the Nation (CBS)
Frontline (PBS)
Washington Week in Review (PBS)
Morning Edition (NPR)
All Things Considered (NPR)
Weekend Edition (NPR)
The World (BBC/PRI)

Hints for Reading and Writing -- Survival Tips

When seeking to understand different conceptual frameworks used in international relations, it is important to wrestle with the many assumptions and abstract ideas they are based upon. We will be reading several books through the semester that will help us in this endeavor. At times, the reading may prove difficult for some of you and reading assignments will quickly become burdensome if you choose to procrastinate and leave them to just before the exam. Thus, I have some suggestions to help you in your reading.

First, do the assigned reading before you come to class on the day we are slated to discuss the topic. 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.

After you read a chapter or article 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 a reading 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.

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

***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.

To succeed in this class, it will also be important for you to hone your writing abilities. During the semester, we will complete three writing assignments designed to help you develop your skills in analyzing other's arguments and constructing your own. Just as reading effectively is a process with many often overlooked stages, so too is writing. As you prepare written work for this class, consider the following stages:

Invention: When you prepare to write, allow yourself ample time to think about what it is you intend to say, how you wish to say it, and who will be your intended audience. The process of invention is one that can and probably should begin long before you actually begin writing your assignment. This is the time when you should be finding out about what it is you intend to write about, which strategies for writing you intend to employ to reach your audience effectively, and what tentative main point or thesis you hope to express and substantiate in your paper. As you make decisions and come up with ideas, it is a good idea to commit them to paper.

Drafting: Once you think you have some direction for your written work, begin setting more concrete goals of what you want or need your paper to say, what kind of opening you will use, what kind of end message you want your reader to walk away with. Plan the organization of your paper by constructing an outline of the entire work and then after refining that plan, write a rough draft. Allow yourself plenty of time before the due date to complete a rough draft. No paper ever emerges from our heads to paper in perfect form and most do not emerge in anything close to what we are finally capable of producing. The more opportunities we allow ourselves to create, rethink and rewrite, the stronger our final effort will be.

Revising: With a rough draft of your ideas committed to paper, it is infinitely easier to begin the process of recrafting your thoughts and words into a successful paper. Hopefully, you've given yourself time to allow your paper to sit idle (preferably for at least a day or two) before you go back to working on it. Getting a little distance and perspective on your ideas often helps you to see weaknesses, flaws and areas of new potential that otherwise go unnoticed. When you return to your paper, evaluate your work in terms of its focus (Am I saying exactly what I want to say?), organization (Is my paper structured appropriately to make my points?), content (Is my work complete and authoritative? Does it include all the necessary information but not too much?), and readability (If I were the reader and not the author, could I follow my points easily?). Revise your draft until you are satisfied that you have attained your goals.

Proofreading: Once you have finished making substantive changes in your draft, always proofread it for errors in spelling, usage and punctuation.

In both the case of reading and writing, allowing yourself plenty of time to do the work required is vital -- last minute efforts are always less successful and often reflect badly on your abilities and performance.

Course Outline

Dates to Remember

First Written Assignment	Friday, February 4 (in class)
First In-Class Exam	Monday, February 16
First Draft Second Written Assignment	Friday, February 27 (in class)
POLS Convocation	Wednesday, March 11 (7pm – Physician’s)
First Take Home Exam	Wednesday, March 18 (my office-4:30 pm)
Final Draft Second Written Assignment	Friday, March 27 (in class)
Second In-Class Exam	Monday, April 6
Model UN	Fri-Sat, April 10-11
Second Take Home Essay	Wednesday, April 15 (my office-4:30 p.m.)
Third Written Assignment	Monday, April 27 (my office-4:30 p.m.)
Final Exam	Wednesday, May 6 (8-11 a.m.)

Note: The questions, theoretical approaches, concepts and terms posed in the context of each course section below are there to help focus you in your reading and thinking as we move through portions of the course. These can serve as a preliminary study guide for exams, one which will be augmented by a separate handout before each test.

(#) indicates readings out of Mingst and Snyder, eds. Essential Readings in World Politics, 3rd edition

(*) indicates readings available via Electronic Reserve

I. Course Introduction (January 12-14)

- Reading:
- (*) Scott Burchill and Andrew Linklater, “Introduction” in Theories of International Relations 3rd edition, (New York: Palgrave/Macmillan, 2005), pp. 1-24;
 - (*) Michael Nicholson, “A Brief History of the Twentieth Century,” in International Relations: A Concise Introduction (Washington Square, NY: New York University Press, 1998), pp. 45-67.

II. Setting the Context (January 16-21)

Key questions: What is International Relations? What is a Theory? What is the purpose of theory in international relations? What might be considered the key forces of change in international relations today?

Key terms: high politics, low politics, concepts, propositions, theories, worldviews

A. Forces of Change (January 16)

Reading: Jackson and Sorensen, chapter 1;
(#) Thucydides, "Melian Dialogue";
(#) Woodrow Wilson, "The Fourteen Points;"
(#) George Kennan, "The Sources of Soviet Conduct."

Monday, January 19 – Martin Luther King Holiday (no class)

(consider engaging in service)

B. Elements of Analysis (January 21)

Reading: (*) Barry Hughes, "Elements of Analysis";
(#) Scott Sagan, "How to Keep the Bomb From Iran";
(*) Scott Sagan and Kenneth Waltz, "Indian and Pakistani Nuclear Weapons: For Better or Worse?";
(*) John Mueller, "The Essential Irrelevance of Nuclear Weapons."

III. The Roots of the International System (January 23-26)

Key questions: What are states and where did they come from? What is the inter-state system and how has it worked? What is the difference between explanation and understanding in the context of international relations?

Key concepts: the state, sovereignty, nationality, spheres of influence, polarity, hegemony, levels of analysis

A. The Rise of the Modern State System (January 23)

Reading: (*) Anthony Marx, "The Nation-State and Its Exclusions," Political Science Quarterly 117 (Spring 2002), pp. 103-127;
(*) Mark Berger, "From Nation-Building to State-Building: The Geopolitics of Development, the Nation-State System and the Changing Global Order," Third World Quarterly 27 (February 2006), pp. 5-25.

B. Explanation, Understanding and the Policy Relevance of Theory (January 26)

Reading: Jackson and Sorensen, chapter 11
(*) Martin Hollis and Steve Smith, "Introduction: Two Traditions," in Explaining and Understanding International Relations (New York: Oxford University Press, 1990), pp. 1-9;

IV. Theory in the Politico-Strategic Realm (January 28-February 13)

Key questions: What is power in the context of international politics? What is the balance of power? What pattern of relationships does this concept describe? What reading of world historical events is used to explain it? What happens if, instead of thinking about a balance of power in terms of power as dominance or subordination, we do so as power in terms of competence? What assumptions do different politico-strategic worldviews share? Where do their conceptions of the world begin to diverge and over what?

Key concepts: systems, anarchy, zero and non-zero sum, power, capability, influence, balance of power, deterrence, strategic capacity, regimes, hegemony, cycles, prisoner's dilemma, nationalism, collective security, relative gain, absolute gain, social contract, civil society, community, pluralism, federalism, functionalism, rationality, human rights, bandwagoning, identity group, ethnicity, human trafficking

Key theoretical approaches: utopian liberalism, realism, idealism, liberalism, constructivism, behavioralism, neorealism, neoliberalism, complex interdependence, globalism, hegemonic transition theory, prospect theory, discourse theory, the English School

Key terms: geopolitics, diplomacy, unconventional warfare, proxy wars, brinksmanship, reciprocity, flexible response, NATO, UNCTAD, MAD, counterforce v. countervalue, free ride, alliances, factors of production, bureaucratic politics model, MNC, IGO's, NGO's, epistemic communities, regimes, clash of civilizations, twenty-years crisis,

A. Realism, Liberalism, Radicalism and Constructivism (January 28)

Reading: Jackson and Sorensen, chapter 2;
(*) Barry Hughes, "Realist, Liberal and Constructivist Views";
(#) Jack Snyder, "One World, Rival Theories."

B. The Elements of Realism (January 30)

Reading: Jackson and Sorensen, chapter 3;
(#) Hedley Bull, "Does Order Exist in World Politics?"
(#) Hans Morgenthau, "A Realist Theory of International Relations" and "Political Power";
(#) Hans Morgenthau, "The Balance of Power," "Different Methods of the Balance of Power," and "Evaluation of the Balance of Power";
(#) Carl von Clausewitz, "War as an Instrument of Policy";
(*) Kenneth Waltz, "Political Structures" and including "Anarchic Orders and Balances of Power" which follows on.

C. Political-Strategic Theories and the International System (February 2)

Reading: (#) John Mearsheimer, "Anarchy and the Struggle for Power".

D. Elements of Liberalism (February 4)

Reading: Jackson and Sorensen, chapter 4;
(*) Michael J. Glennon, "The New Interventionism: The Search for a Just International Law";
(#) Margaret E. Keck and Kathryn Sikkink, "Transnational Advocacy Networks in International Politics: Introduction and Human Rights Advocacy Networks in Latin America";
(#) Michael Doyle, "Liberalism and World Politics";
(#) Immanuel Kant, "To Perpetual Peace: A Philosophical Sketch";
(#) Eric Voeten, "The Political Origins of the UN Security Council's Ability to Legitimize the Use of Force";
(#) Anthony Pagden, "Imperialism, Liberalism and the Quest for Perpetual Peace";
(#) Andrew Moravcsik, "A Too Perfect Union? Why Europe Said 'No'".

First Written Assignment Due -- Friday, February 4 (in class)

E. Political-Strategic Theories and the State (February 6)

Reading: Jackson and Sorensen, chapter 5;
(#) Anne-Marie Slaughter, “The Real New World Order”;
(#) Robert Jervis, “Cooperation Under the Security Dilemma”;
(#) Stephen Krasner, “Sharing Sovereignty: New Institutions for Collapsed and Failing States”;

F. States and Conflict (February 9)

Reading: (#) John Mueller, *From Retreat from Doomsday: The Obsolescence of Major War*”;
(*) Lotta Harbom and Peter Wallenstein, “Armed Conflict and Its International Dimensions, 1946-2004,” Journal of Peace Research 42 (September 2005), pp. 623-635;
(*) Mary Caprioli and Peter Trumbore, “Rhetoric vs. Reality: Rogue States in Inter-State Conflict,” Journal of Conflict Resolution 49 (October 2005), pp. 770-791.

G. The Elements of Constructivism (February 11)

Reading: Jackson and Sorensen, chapter 6;
(#) Samuel Huntington, “The Clash of Civilizations.”
(#) Barry Posen, “The Security Dilemma and Ethnic Conflict;”
(#) Yahya Sadowski, “Political Islam: Asking the Wrong Question?”
(*) Martha Finnemore, “Constructing Norms of Humanitarian Intervention;”
(*) John Ruggie, “What Makes the World Hang Together?”

H. Political-Strategic Theories and the Individual (February 13)

Reading: Jackson and Sorensen, chapter 9;
(#) George W. Bush, “The National Security Strategy of the USA”;
(#) Robert Jervis, “Hypotheses on Misperception;”
(*) Margaret Hermann and Joe Hagen, “International Decision-Making: Leadership Matters.”

First In-Class Exam – Monday, February 16

V. Politico-Strategic Theories Assess Creating and Recreating the Congo (February 18-27)

Key questions: Why do so many westerners initially think about the Congo in terms of the “*Heart of Darkness*”? What were the Congo’s origins? Why did the European powers become interested in the Congo? How was it ruled and administered by the Europeans? How did the Congo become independent and what political forces took hold? How did the U.S. influence events in the Congo during the Cold War? How did Mobutu “reinvent” the country and what did he seek to turn it toward? Why? How did the country evolve from Zaire to the Democratic Republic of the Congo? How did the Congo become engulfed in regional war? What roles has it played in these conflicts? What have been the different discursive narratives connected to the Congo and who has authored these different narratives? How have these narratives competed with one another? How have they shaped, altered the “Congolese” identity over time? How do the theories of realism, liberalism and constructivism account for the dynamics witnessed in this case? What can each set of theories explain? What can they not readily explain?

Key concepts: sovereignty, national self-determination, autonomy, containment, proxy wars, strategic depth, state failure, imperial overstretch, cooperative threat reduction, coercive diplomacy, appeasement, rogue states, enlargement, blowback, preemption, regime change, identity, cognitive maps, paternalism, hegemony and counterhegemony, discourse theory

Key terms: Congo Free State, “Red Rubber” scandal, *Heart of Darkness*, “Sensible Africans” Third World nationalism, Great Lakes region, Organization of African Unity, Mobutu Sese Seko, Laurent Kabila, Zaire, Paul Kagame, King Leopold II, “scramble for Africa,” Berlin Conference of 1884-85, blood diamonds, Henry Morton Stanley, Shaba I and II, Hutu, Tutsi, UNITA, Patrice Lumumba, Joseph Kabila, Laurent Nkunda, North and South Kivu, National Congress for the Defense of the Congolese People (CNDP)

A. Colonialism and the Congo (February 18)

Reading: Dunn, pp. 1-59.

B. Congo’s Red Devil (February 20)

Reading: Dunn, pp. 61-103.

C. Altering Images – the Creation of Zaire (February 23)

Reading: Dunn, pp. 105-138;
(#) Henry Kissinger, “The Pitfalls of Universal Jurisdiction;”
(#) Kenneth Roth, “The Case for Universal Jurisdiction”.

D. Fights for Authenticity (February 25)

Reading: Dunn, pp. 139-170;
(#) John Mearsheimer, “The False Promise of International Institutions”.

E. The Deadliest War (February 27)

Reading: Dunn, pp. 171-181;
(#) Samantha Power, “Bystanders to Genocide: Why the United States Let the Rwandan Tragedy Happen;”
(#) Benjamin Valentino, From *Final Solutions: Mass Killing and Genocide in the 20th Century*”;
(#) Amartya Sen, “Universal Truths: Human Rights and the Westernizing Illusions”;
(#) Michael Ignatieff, “The Attack on Human Rights”;
(*) Jason Stearns, “Congo’s Peace: Miracle or Mirage?” Current History 106 (May 2007), pp. 202-207.

First Draft of Second Written Assignment due – Friday, February 27 (in class)

Spring Break – March 2-6

VI. A Neglected Aspect of International Relations (March 9-11)

Key questions: Why is the story of international relations male-centric? What roles do women play in international politics and how do these roles relate to the parts played by men? Are women compelled to make accommodations to men in the conduct of international politics? In the analysis of international relations? What does an examination of women’s roles reveal about the connections between the personal and international worlds that other approaches do not? What might a feminist theory of international

politics entail? What can a gender-sensitive lens on international relations contribute to our understanding of the discipline that conventional approaches do not now reveal?

Key concepts: patriarchy, empathy, dynamic objectivity

A. Where are the Women? (March 9)

Reading: Jackson and Sorensen, pp. 261-265;
(*) Jacqui True, "Feminism," in Scott Burchill ed., *Theories of International Relations* 3rd edition (New York: Palgrave Macmillan, 2005), pp. 213-234;
(*) Jane Jaquette, "Women in Power: From Tokenism to Critical Mass".

B. Where are the Women in Afghanistan and Iraq? (March 11)

Reading: (#) J. Ann Tickner, "Man, the State and War: Gendered Perspectives on National Security";
(#) Carol Cohn and Sara Ruddick, "A Feminist Ethical Perspective on Weapons of Mass Destruction";
(#) Valentine Moghadam, "Female Labor, Regional Crises and Feminist Responses";
(*) Cynthia Enloe, "The Personal Is International".

POLS Convocation – Wednesday, March 11 at 7:00 p.m. in Physician's Auditorium

VII. Thinking About International Politics -- The Politico-Economic Domain (March 13-18)

Key questions: What is the international political economy? Why is the international political economy capitalist? What, in mercantilist, Marxist and commercial liberal views, does class mean? What is the relationship between class formation and state formation according to each of these worldviews? What is the balance of productivity? What readings of world development do different worldviews prompt? What part do finance capital and multinational corporations play in this reading? What is meant by globalization? How do various worldviews come to terms with and assess the consequences of globalization?

Key concepts: political economy, class, development, balance of productivity, imperialism, divisions of labor, comparative advantage, core and periphery, dual economy, globalization

Key theoretical approaches: mercantilism, commercial liberalism, complex interdependence, neo-marxism, world systems theory, dependency theory

Key terms: factors of production, capital accumulation, comparative advantage, stages of growth, Bretton Woods system, IMF, World Bank, trade blocs, terms of trade, multinational corporations, UNCTAD, NIEO, NICs, transfer pricing, import substitution

A. Commercial Liberalism, Mercantilism and Neo-Marxism (March 13)

Reading: Jackson and Sorensen, chapter 7;
(#) V. I. Lenin, "From *Imperialism, the Highest Stages of Capitalism: a Popular Outline*";
(#) Immanuel Wallerstein, "The Rise and Future Demise of the World Capitalist System for Comparative Analysis";

- (*) Barry Hughes, “Commercial Liberalism, Mercantilism and Neo-Marxism”;
- (*) Andre Gunder Frank, “The Development of Underdevelopment”.

B. The Rise and Maintenance of the Global Economy (March 16)

- Reading:
- (#) Robert Gilpin, “The Nature of Political Economy”;
 - (#) Helen Milner, “Globalization, Development and International Institutions: Normative and Positive Perspectives”;
 - (*) Stephen Krasner, “State Power and the Structure of International Trade.”

C. How Many Worlds Divided? (March 18)

- Reading:
- Jackson and Sorensen, chapter 8
 - (*) Jessica Einhorn, “The World Bank’s Mission Creep.”

First Take-Home Exam Essay Due – Wednesday, March 18 (by 4:30 p.m. in my office)

VIII. The Argentina Economic Experience and Politico-Economic Theories (March 20-April 3)

Key questions: Why was Argentina’s financial collapse so unexpected? How are aspects of the collapse potentially connected to the dynamics of globalization and the role of emerging markets? How was Argentina’s economy structured during the early and mid-20th century? How did Carlos Menem alter the prevailing economic dynamics of the country in the early 1990’s? With what results? What external events began to raise concerns about Argentina’s path? What role did Argentina’s convertibility system play in deepening concerns? What faulty assumptions began to creep into the discussions of Argentina’s economic future? What were the emerging terms of conflict between Argentina and the IMF? What were the dilemmas faced internally by the IMF as it sought to deal with Argentina’s emerging problems? How did events in Russia and Brazil deepen these dilemmas? Why did some economists sound warnings about Argentina’s situation as early as 1997? Why did few listen? How did the early decisions of the de la Rúa administration begin to exacerbate the crisis situation? What factors were expanding Argentina’s debt burden? What steps did the IMF initiate in late 2000 to begin to address Argentina’s problems? What did the IMF choose not to do? Why? What did Argentina fail to do? Why? How was Washington beginning to influence economic dynamics in Argentina? Where did the idea for Argentina to engage in a “debt-swap” originate and what impacts did it have? How did Argentina respond financially to the failures of the “debt-swap”? How did the IMF respond? Why was Argentina’s banking system becoming an increasing concern? Why was Argentina intent on avoiding devaluation at all costs? Why did the IMF launch another rescue attempt in early fall 2001 when the odds of success seemed so slim? Why were the chances of success so long? What were the debates over in the IMF and the Bush administration? Why did these last measures fail? With what results – for Argentina, private creditors, the IMF, the larger global financial system? How did Argentina respond to collapse in terms of new policies? Why does Blustein believe the Argentine case matters when thinking about the future of the international financial system? Why does Blustein hold the IMF and Wall Street financiers as responsible for Argentina’s demise as the Argentine government? What constituencies lost the most in this crisis and how do these losses compare with their levels of responsibility? What has Argentina experienced economically and politically since the collapse played out in 2002-2003? What do economists believe the future holds for the country?

Key concepts: development model, import-substitution model, economic liberalization, statism, anti-statism, privatization, competitive advantage, corporatism, structural adjustment, globalization, austerity, political liberalization, bureaucratic authoritarianism, patron-clientelism, bureaucratic patrimonialism, civil society, sovereignty

Key terms: convertibility, *corralito*, emerging markets, Washington consensus, globalization, Dominigo Cavallo, Peronism, Carlos Menem, Asian financial crisis, Group of Seven, International Monetary Fund (IMF), EMBI-Plus, moral hazard, *riesgo pais*, Fernando de la Rúa, haircut, Plan Gamma, forced restructuring, devaluation, dollarization, short-selling, Paul O’Neill, David Mulford, debt swap, zero-deficit policy, orderly vs. voluntary restructuring, threading the eye of the needle, Sovereign Debt restructuring Mechanism (SDRM)

A. Instability in Global Financial Markets (March 20)

Reading: Blustein, pp. xvii-xxii, 1-38..

B. The Roots of the Argentine Crisis (March 23)

Reading: Blustein, pp. 39-60.

C. The Good Times Are Ending (March 25)

Reading: Blustein, pp. 61-114.

D. Shadows Deepen (March 27)

Reading: Blustein, pp. 115-157.

Final Draft of Second Written Assignment Due – Friday, March 27 (in class)

E. The Crisis Hits (March 30)

Reading: Blustein, pp. 158-207.

F. Crisis ... and Recovery?? (April 1)

Reading: Blustein, pp. 207-235;
(#) Martin Wolf, “From *Why Globalization Works*”;
(#) Moises Naim, “The Five Wars of Globalization”;
(*) David Held et al., “Globalization;”
(*) Thomas Friedman, “The Backlash.”

G. Comparisons with Today (April 3)

Reading: TBA.

Second In-Class Exam -- Monday, April 6

IX. Thinking About International Politics -- The Politico-Social Domain (April 8-13)

Key questions: What are the roots of international environmental concern? What are the key overriding debates and questions regarding the environment at the international level? What are the competing explanations for a state’s participation in international environmental cooperation?

Key concepts: civil society, culture, ideology, balance of ideologies, progress, carrying capacity, sustainable development, tragedy of commons, demographic transition

Key theoretical approaches: modernism, eco-wholism, human needs theory

Key terms: laissez innover, technology transfer, technological mercantilism, privatization, collective regulation, microenvironment, macroenvironment

A. Modernism and Eco-wholism (April 8)

Reading: Jackson and Sorensen, pp. 248-261;
(*) Matthew Paterson, "Green Politics" in Scott Burchill, ed., Theories of International Relations 3rd edition. (New York: Palgrave Macmillan, 2005), pp. 235-257;
(*) Barry Hughes, "Modernism and Eco-Wholism".

B. Technology and Human Interactions (April 10)

Reading: (#) Thomas Friedman, "The First Law of Petropolitics";
(*) Garrett Hardin, "The Tragedy of the Commons," Science (December 13, 1968), pp. 1243-1248.

C. Environmental Constraints (April 13)

Reading: (#) Michael Ross, "Oil, Drugs and Diamonds: The Varying Roles of Natural Resources in Civil War";
(*) Lester Brown and Brian Halweil, "Breaking *Out* or Breaking *Down*."

X. International Relations Theory Encounters Climate Change (April 15-22)

Key questions: What are the proximate and structural factors impeding cooperation among states on climate change? How does inequality drive noncooperative behavior between North and South on climate change? What role does mistrust play in this dynamic and how is mistrust fostered? How do climate disasters unfold today and what factors influence the disparate vulnerabilities among states to such calamities? What factors best account for national patterns of suffering from climate change? How are the characteristics of a state's political economy associated with suffering from climate change? How is responsibility for the problem of climate change best measured and apportioned? Who participates in environmental agreements and what factors account for a state's willingness to ratify environmental treaties? Why are the best designed climate agreements of today potentially insufficient for addressing the problem of climate change? What factors must be better addressed by global negotiators in order to craft more effective and comprehensive future climate change agreements?

Key theoretical approaches: eco-wholism, modernism, rational choice institutionalism, structuralism

Key concepts: climate justice, global division of labor, sustainable development, ecological debt, offshoring, credibility, environmental imperialism, mistrust, core, periphery, semi-periphery, ecologically unequal exchange, risk aversion, hard vs. soft law

Key terms: United Nations Framework Convention on Climate Change (UNFCCC), Kyoto Protocol, Berlin Mandate, Byrd-Hagel resolution, Annex I parties, Washington Consensus, emissions trading, carbon intensity, Alliance of Small Island States (AOSIS), Clean Development Mechanism (CDM), Intergovernmental Panel on Climate Change (IPCC), Hurricane Mitch

A. North-South (Non) Cooperation (April 15)

Reading: Roberts and Parks, pp. 1-66.

Second Take Home Exam Essay Due – Wednesday, April 15 (by 4:30 p.m. in my office)

B. Not the Day After Tomorrow: Assessing Risk (April 17)

Reading: Roberts and Parks, pp. 67-132.

C. Fueling Injustice and Inaction (April 20)

Reading: Roberts and Parks, 133-210.

D. Roads to Justice After Kyoto (April 22)

Reading: Roberts and Parks, pp. 211-242.

XI. The Future and the Utility of Existing, Emerging Theory (April 24-27)

Key questions: What are the major international concerns facing us in the coming years? What challenges and opportunities exist in the coming years? In the politico-strategic realm? The politico-economic realm? The politico-social realm? What has been the utility of international relations theory in terms of explanation and understanding when seeking insights into recent regional and global changes? What is the future utility of theory in international relations? What are the possible trade-offs necessary to make international relations theory more policy and practical world relevant?

Reading: Jackson and Sorensen, pp. 265-278;
(#) Francis Fukuyama, "The End of History?";
(#) William R. Thompson, "Systemic Leadership, Evolutionary Processes and International Relations Theory: The Unipolarity Question";
(#) William Easterly, "The Healers: Triumph and Tragedy";
(#) Laurie Garrett, "The Coming Plague";
(*) William Wohlford, "The Stability of a Unipolar World";
(*) John Lewis Gaddis, "International Relations Theory and the End of the Cold War," International Security (Winter 1992-93), pp. 5-58.

Third Paper Assignment Due – Monday, April 27 (by 4:30 p.m. in my office)

Cumulative Final Exam – Wednesday, May 6, 8-11 a.m.

The College of Charleston Model United Nations Conference

Friday, April 10-Saturday, April 11

What is it? The Model United Nations simulates a meeting of various committees and the General Assembly of the actual United Nations over a two-day period.

How do I participate? Together with other students, you form delegations of three to six people (they can be formed with people from the class as well as students outside the class) who will represent a specific country. You will be able to choose the country you represent (in consultation with the planning committee of the Model). Your group will take on the character of your chosen country and will adopt the role of its representatives at the United Nations. This means you will pursue and seek to protect the interests of your country as you participate in all committee and General Assembly debates. As such, you will need to become familiar with the history, culture, economy and politics of your country. You will also need to research the issues before the UN in this session (draft resolutions on Human Security in the New Millennium; Women's Rights, Empowerment and Gender Equality in the New Millennium; and Linking Reform of the Global Financial and Economic Architecture to Development) and become familiar with the processes and norms of the United Nations as an organization.

How do I prepare? Once you have formed your delegation and had it approved to participate in the model, you will begin working with Planning Committee faculty – including me – and student trainers to learn about your country, your region, the issues under consideration at the model and how to be a diplomatic representative at the United Nations (including the process rules and norms of the body). One to two students in each delegation will be assigned to each of the three committees and will begin work on one of the three specific resolutions (the one assigned to that particular committee). The goal in each case is to prepare your country to vote on the draft resolutions at the General Assembly meeting. These resolutions will first be debated in committee, then transmitted to the General Assembly for final action. Thus, you will want to prepare yourself (and the rest of your delegation) to take part in committee debates, amendment processes and also participate in the General Assembly consideration that will follow – this means drafting amendments in advance of the committee meetings, debating their merits in committee, and then assessing and voting on the full content of the resolution at the General Assembly session (where different sets of rules and procedures apply).

Student trainers will school you outside of class on the rules and procedures of the United Nations. You will also receive a delegation handbook early in the semester that will accompany your work. Members of the Planning Committee – most notably me – will help school you on the substance of your country and support you in thinking through the implications of resolutions. This assignment will entail significant work outside of class over the months of February and March to prepare, both individually and with other group members.

What is the schedule for the Model itself? The committees connected to each of the three resolutions will meet Friday afternoon April 10 following an opening plenary session (the entire Friday commitment is from 4-7 p.m.) and again on Saturday morning, April 11. The General

Assembly session will be held Saturday afternoon. You will be committed to participate Saturday from 9 am-6 pm.

What is provided for me and my fellow delegates? Training in the processes and norms of the United Nations will be provided, along with guidance for your individual and collective work on the substance of the resolutions under consideration. ***All food and materials for the weekend sessions are provided free of charge.***

How will I be evaluated? Your grade for the Model UN will be based on your level of participation (including training sessions arranged), the care with which you prepare materials for the Model, the quality of the representation you provide for your country (do you stay in character, actively participate in sessions and debates, seek to protect your country's interests, etc?). You will also write a brief reflection on your delegation's accomplishments, your individual participation in the simulation and the ways this exercise relates to the content of POLS 360 at the conclusion of the Model.

When must I choose to participate? You will be asked to choose this option or the option of taking a cumulative final exam in the second week of class and choices will be locked in by the end of the third week. You will not have the option to revisit your choice of the Model later in the term – if you choose this option and then do not participate, you will be evaluated accordingly; there is no option of taking the final exam in lieu of failing to see through a commitment to the Model UN.