

International Politics
Le Moyne College
PSC 361
Spring 2011
Tuesdays and Thursdays, 4pm-5:15pm

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Office Hours: Tuesdays and Thursdays, by appointment

Course Description and Objectives

This course has two major goals. One is to introduce students to some of the major conceptual frameworks – or theories – used to make sense of world politics. These theories and frameworks provide us with concepts and lenses with which to not only understand but to deliberately shape those political processes. A second major goal is to provide some background knowledge regarding major issues in world politics which students are likely to confront in their lives as citizens. In particular, we will be examining US foreign policy, global geopolitics and resource conflicts, and the role of international institutions and social movements.

In sum, students will leave this course with not only knowledge of the many issues of today's international relations but also the tools to analyze them. While the course seeks to present students with a broad selection of topics, students will also be encouraged to discuss and debate each topic in depth.

Course Materials

There is a required textbook for the class:

Goldstein, Joshua S., and Jon C. Pevehouse. *International Relations*, 9th Edition.
New York: Pearson/Longman, 2009.

This text provides a solid overview of the main topic we will cover in class, and a good, consolidated source to turn to in learning about these topics. However, the text is only a starting point for addressing and analyzing the themes and issues we will consider in this class. In addition to the chapters in this text, we will be reading more in-depth and varied work by different authors. In this regard, the textbook is meant to provide a foundation of understanding while the additional readings we will consider will provide us with a more complete view of the topics of the course and serve as a springboard for our class discussions. These selections will challenge you. They will expose you to unfamiliar terms and concepts. They will advance arguments with which you may disagree. I expect you to have *some* reaction to what you have read—even if that reaction is befuddlement—and to contribute your reactions to our class discussions.

These readings will be posted in the course blackboard site or distributed in class. All assigned readings are required and should be completed before class meets on the day indicated in the “Course Outline” section below.

In addition to discussing the assigned topic for each class and its corresponding readings, we will begin each class with a discussion of current events. Students are encouraged to explore connections between the material we will be discussing in the class and the current world issues that are unfolding daily.

Students are welcome to raise any topic of interest to them during this time as long as it is related in some way to international politics. We all benefit from discussing topics of which we are unfamiliar, so students are encouraged to seek out that which they find interesting to share with the class.

Students should consult a reliable news source on a daily basis such as *The New York Times* (www.nytimes.com), the BBC (<http://news.bbc.co.uk/>), *The International Herald Tribune* (www.ihf.com), BBC World Service (<http://bbc.co.uk/worldservice/>), the *Washington Post* ([washingtonpost.com](http://www.washingtonpost.com)) and *The Wall Street Journal* (<http://online.wsj.com>). Good sources of news commentary come from *Slate* (Slate.com), *The Nation* (thenation.com) and *Foreign Policy* (foreignpolicy.com).

Students are also encouraged to seek out sources of information on specific issues of interest or media from different countries. Suggestions for relevant websites can also be found on the textbook’s companion website, www.internationalrelations.net

Finally, I recommend following these IR blogs: duckofminerva.blogspot.com, walt.foreignpolicy.com, drezner.foreignpolicy.com, lawyersgunsmoneyblog.com

If you know of any other good sources that members of the class should consider, please feel free to share.

Course Requirements and Policies

Class Attendance and Participation – 25%

Students are expected to come to each class prepared to discuss the assigned readings. Your contributions to class discussions are essential to the success of the class. Come to class with something to say. Have an opinion. Ask detailed questions. Make explicit reference to key passages in the readings. Agree or (respectfully) disagree with the points raised by your classmates, and explain why. The small size of the class affords us the opportunity to conduct a seminar style class focused on discussion. Students will be graded on class participation based on attendance and the quality of their contributions to the class. Students may also choose to lead discussion or bring in outside materials they feel would be valuable to the class.

Weekly Discussion Board Postings – 25%

In order to enhance our discussions of the readings (and to make sure that everyone does the readings), each week everyone in the class will post a comment on the readings on the Discussion Board section of the course Blackboard site. It should be about a paragraph and must address a specific aspect of the readings, while tying this issue to the week's topic more generally. Comments should be posted by 8pm on Monday night. By Friday night at 8pm, each student must remark on a post on the message board (in a few sentences), returning to these posts after we have discussed the readings in class. Students are also encouraged (but certainly not required) to cite or link to outside sources (for example, a recent stories in the news) in their posts.

Midterm Exam – 25%

Students will be tested on their understanding of the material covered, with an emphasis on the student's ability to discuss and analyze various issues in an in-depth way. The exam will focus heavily on short answer identification questions and a smaller number of longer essay questions. Students will also be given choices regarding which questions they answer. The instructor will go over the test format prior to each exam and students will have the opportunity to submit questions. The midterm will be given in class on Thursday, March 3.

Final Exam

The final exam for the class will be a take-home paper in which students will answer essay questions, similar to those on the midterm (there will be no short answer questions on the final, as it is take home). The exam will be cumulative in that it will ask students to draw from readings and concepts discussed throughout the semester. Students will be able to choose from several questions and will also be able to submit questions. There will be a review for the final exam on the last day of class. Students will have one week to complete the exam, which will be sent to students on Friday, May 6 and will be due on Friday, May 13.

Grading Scale:

A	93% and up	C	73-76.9%
A-	90-92.9%	C-	70-72.9%
B+	87-89.9%	D+	67-69.9%
B	83-86.9%	D	63-66.9%
B-	80-82.9%	D-	60-62.9%
C+	77-79.9%	F	Below 60%

Attendance Policy

Students are expected to attend all classes. Although students may miss three classes without an excuse, students are strongly encouraged to see the instructor to find out what material they have missed. Unexcused absences that occur after the student has already missed three classes will have a negative impact on the student's grade.

Note: As stated, the class will involve a great deal of discussion, both about current events and our assigned topics. Said topics and issues will often be controversial, either inherently or because people in the class will have different opinions about them. Because the issues we will discuss are important and often normative in nature, I do not expect that students discuss each issue in a detached, objective way. These are issues that people should have opinions about. However, it is imperative that students come to each class open to new information and treat both their classmates and their ideas with respect. Students can of course expect the same from their instructor.

Class Policies

- **Respect:** Students are expected to be respectful of one another. Because this is a class that will address contemporary political issues, students are encouraged to express their (preferably informed) thoughts on these matters, but are expected to do so in a manner that is respectful of others and tolerant of divergent perspectives. Students can expect the same level of respect from myself.
- **Computers and Cell Phones:** Electronic distractions such as Internet or cell phone use during class are unacceptable. As such, there will be no laptop or cell phone use during class. If you would strongly prefer to take notes on your computer, please come talk to me about this.
- **Communication with Instructor:** Besides speaking with me before or after class, or during office hours, email is the best way to reach me. Office hours are by appointment, but I am generally available any time on Tuesdays and Thursdays, though the afternoon is best. Students should also frequently check the blackboard site for the course, which will be updated frequently with announcements and documents.
- **Disability Policy:** If any student has a disability that affects their class work please let the instructor and the appropriate arrangements will be made with the academic support center. Such issues are of course confidential. Any student who feels they need additional help should not be afraid to discuss the matter with the instructor.
- **Academic Honesty:** In short, passing off the ideas of someone else as your own will not be tolerated. Please note that in this course we follow Syracuse University's Academic Integrity policy on academic honesty, which can be found at: http://supolicies.syr.edu/ethics/acad_integrity.htm (If you can successfully navigate Le Moyne's webpage and find a similar policy, let me know) Students caught using the ideas or research that are not their own without appropriate attribution or documentation will be subject to disciplinary action ranging from a re-write of the assignment in question to failure of the course, at the instructor's discretion. To avoid the problem of plagiarism (presenting someone else's words, ideas, opinions as your own), be sure to *attribute* all information, data, arguments, and language – even if paraphrased – borrowed from sources to the original author and to *document* the source fully.
 - **Attribution** = “According to Daniel Yergin...”
 - **Documentation** = source citation in foot- or end-note form or using parenthetical citation: (Goldstein & Pevehouse, 92). Parenthetical citation requires a “Works Cited”

list at the end of the paper.

If students are unsure of whether something should be cited it is always best to air on the side of caution or ask the instructor. No one will be penalized for too much citation. It is worth mentioning here that plagiarism is surprisingly easy to catch. Don't do it.

There is no required citation style for this course. However, students must use a standard citation style, rather than citing sources in an indiscriminate format. Students may find different citation formats at the following sites:

- MLA citation: <http://www.library.cornell.edu/resrch/citmanage/mla>
- Chicago-style citation:
http://www.chicagomanualofstyle.org/tools_citationguide.html
- APA citation: <http://www.library.cornell.edu/resrch/citmanage/apa>

COURSE OUTLINE

Note: All readings that do not appear in the Goldstein and Pevehouse textbook will be either posted on the course blackboard page or distributed in class.

Week 1 – January 25 and 27

Tuesday, January 25 – Introduction and overview

Thursday, January 27 – Introduction to Service learning, Introduction to IR theory

- Visit from Sr. Joan Kerley to discuss service learning

To Do:

- Read through syllabus, get textbook, look into service learning options
- Read: Goldstein and Pevehouse - Chapter 1

Unit 1: IR Theory

Week 2 - February 1 and 3

Tuesday, February 1 –Realism as a timeless guide to understanding practical politics

- Simulating IR theory: “Prisoner’s Dilemma”

To Do:

- Read: Goldstein and Pevehouse - Chapter 2;
- Read: The “Melian Dialogue (Bb);

- Read: Machiavelli, *The Prince*, excerpts

Thursday, February 3 – Realism as modern Scientific Theory (aka “Neo-Realism” or “Structural Realism”)

To Do:

- Read: Mearsheimer - *The Tragedy of Great Power Politics*, Chapters 1 and 2; (Bb)
- Read: Mearsheimer – “Hans Morgenthau and the Iraq War – Realism vs. Neoconservatism; (Bb)

Week 3 - February 8 and 10

Tuesday, February 8 – Liberalism/Institutionalism

To Do:

- Read: Goldstein and Pevehouse – p82-93
- Read: Wilson – “The World Must be Made Safe for Democracy” (Bb);
- Read: Declaration of Independence, 1776 (Bb)

Thursday, February 10 – Liberalism/Institutionalism Continued

To Do:

- Read: “The Promise of International Institutions” (1995) by Robert Keohane and Lisa Martin
- Read: Nye, “Recovering American Leadership” (Survival, Feb-March, 2008)
- Read: Smith: “A Critical Look at the Forced Spread of Democracy” (Bb);

- Simulation: Prisoner’s Dilemma, part II

Week 4 - February 15 and 17

Tuesday, February 15 - “Constructivist” approaches: Social Identity and the Power of Ideas

To Do:

- Read: Fierke - “Constructivism” (Bb);
- Read: Goldstein and Pevehouse – p121-127;
- Read: “Norms Constituting Interests: Global Racial Equality and U.S. Sanctions Against South Africa” (1995) by Audie Klotz; “A Realist Reply” (1995) by John Mearsheimer

Thursday, February 17 – Marxism

To Do:

- Read: Goldstein and Pevehouse – p128-131;
- Read: Hobden and Wyn Jones “Marxist Theories of International Relations”;

- Karl Marx and Friedrich Engels, *The Manifesto of the Communist Party*, section I, “Bourgeois and Proletarians,” pp. 1-12

Week 5 - February 22 and 24

Tuesday, February 22 - Feminism

To Do:

- Read: Goldstein and Pevehouse – p136-151;
- Read: Pettman - *Worlding Women*, Introduction, Chapter 1;
- Susan Faludi, “Precious Little Jessi” (pp. 165-195 from *The Terror Dream*).
- Recommended:
 - Read: Enloe - *Bananas, Beaches, and Bases*, Chapter 1;

Thursday, February 24 – Postcolonialism

- S. Huntington, “Clash of Civilizations” (*Foreign Affairs*, summer, 1993)
- S. Krishna, “Postcolonial Encounters: Islamic ‘Terrorism’ and Western Civilization” (pp. 131-154 from *Globalization and Postcolonialism*, 2009)
- Brett Bowden, “Reinventing Imperialism in the Wake of 9-11” (*Alternatives*, summer 2002).
 - Recommended: Read: “The Post-Colonial Moment in Security Studies” (2006) by Tarak Barkawi and Mark Laffey

Week 6 - March 1 and 3

Tuesday, March 1 – Spillover/Review Day

To Do: Go through your readings and notes and think of questions to ask in class and/or submit to be included in the midterm exam.

Thursday, March 3 – In-class midterm

To Do:

- Study

Week 7 – No class – Spring Break

To Do:

- Be safe.

Week 8 – March 15 and 17

Unfortunately, during this week I will not be in class, as I will be presenting a paper on global health, issue emergence, and transnational civil society at the annual meeting of the International Studies Association in Montreal. (<http://www.isanet.org/montreal2011/>)

In order to make up for this, I would like you to watch two films: *Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb* (1964) and *The Last of the Mohicans* (1992). I will be distributing short assignments associated with each of these films.

Unit 2 - Foreign Policy

Week 9 - March 22 and 24

Tuesday, March 22 - US Foreign Policy

To Do:

- Read: Goldstein and Pevehouse – p93-119;
- Read: Bush - Speech to West Point and address to the United Nations;
- Read: Annan - “Address to the United Nations General Assembly”;
- Read: Bacevich - *The New American Militarism*, Introduction and Chapter 1

Thursday, March 24 – US Foreign Policy Continued

To Do:

- Read: Zakaria - “The Rise of the Rest”;
- Mearsheimer and Walt - “The Israel Lobby and US Foreign Policy
- Read: Bacevich: *The Limits of Power*, Introduction and Conclusion (Bb)
 - Recommended: Read: Hoffman (Stanley) - “The High and Mighty”

Unit 3 - International Conflict

Week 10 - March 29 and 31

Tuesday, March 29 – War and it’s Causes

To Do:

- Read: Goldstein and Pevehouse - Chapter 6;
- Hedges - *War is a Force that Gives Us Meaning*, Introduction and Chapter 1
- Film Clip: *The Fog of War*

Thursday, March 31 - Intervention and Just War

To Do:

- Read: Koffi Annan – “Two Concepts of Sovereignty”;

- Read: Camus - “Neither Victims nor Executioners”
- Read: B. Obama, “Nobel Acceptance speech”
- Read: Bacevich, “Obama’s Sins of Omission”
- Read: Margaret Mead – “Warfare is Only an Invention, not a Biological Necessity”;

Week 11 - April 5 and 7

Tuesday, April 5 - Terrorism

To Do:

- Read: Goldstein and Pevehouse - Chapter 6;
- Read: Hoffman (Bruce) – “The Logic of Suicide Terrorism”;
- Read: President George W. Bush, “President Discusses War on Terror at National Endowment for Democracy” (October 6, 2005).
- Read: O. Bin Laden, “Letter to America” (*Observer*, Nov. 24, 2002)

Unit 4: International Institutions and International Development

Thursday, April 7 - International Institutions and Supranationalism/ International Human Rights and Global Civil Society

To Do:

- Read: Goldstein and Pevehouse - Chapter 7 and Chapter 10
- Read: United Nations Universal Declaration of Human Rights; Thomas Franck - “Are Human Rights Universal?”
- Read: Finemore - *National Interests in International Society*, Preface and Chapter 1 (Bb)

Week 12 - April 12 and 14

Tuesday, April 2 – International Development and Poverty

To Do:

- Read: Goldstein and Pevehouse, Chapter 12 and 13
- Read: Sen - *Development as Freedom*, Chapters 1 and 4
 - Recommended: Read: Sachs - *The End of Poverty*, Chapter 1, 2, 18;

Thursday, April 14 - Globalization

To Do:

- Read: Goldstein and Pevehouse, Chapter 9
- Read: Stiglitz - Globalization and its Discontents, Chapter 1;
- Stiglitz - *Making Globalization Work*, Preface and Chapter 1;
- Marcuse - “The Language of Globalization”

- Film: *Latin America: Life and Debt*

Week 13 - April 19 and 21

Tuesday, April 19 – Resource Wars (Oil)

To Do:

- Read: Klare - *Resource Wars*, Chapter 1;
- Read: Bacevich - *The New American Militarism*, Chapter 7
- Read: Lisa Margonelli, “A Spill of Our Own,” *The New York Times*, May 1, 2010, <http://www.nytimes.com/2010/05/02/opinion/02margonelli.html>
- Read: Julia Baird, “Oil’s Shame in Nigeria,” *Newsweek*, July 18, 2010 <http://www.newsweek.com/2010/07/18/oil-s-shame-in-africa.html>

Thursday, April 21 – No class (Easter break)

To Do:

- Enjoy the holiday weekend.

Week 14 - April 26 and 28

Tuesday, April 26 – Resource Wars (Water)

To Do:

- Read: Gleick, P.H. (2006) “Water and Terrorism,” *Water Policy* 8, p. 481-503.
- Read: Wolf, A. (1998) “Conflict and Cooperation along international Waterways,” *Water Policy* 1:2, p. 251-265. (Bb)
- Read: Friedman - “The Greening of Geopolitics”

Thursday, April 28 – The Environment and Sustainability

To Do:

- Read: Goldstein and Pevehouse - Chapter 11;
- Read: Gilding - “Scream Crash Boom”;
- Yunus - *Creating a World Without Poverty*, Prologue, Chapter 1
 - Recommended: Read: Hart - *Capitalism at the Crossroads*, Prologue, Chapter 1

Week 15 - May 3 and 5

Tuesday, May 3 – Spillover Day/ Discussion of Service Learning

Thursday, May 5 – Review for Final Exam/Turnitin instructions

To Do: Go through your readings and notes and think of questions to ask in class and/or submit to be included in the midterm exam.

Final Exam: Distributed on Friday, May 6 and due via Turnitin on Blackboard on Friday, May 13.