

POLS 285-1: Introduction to International Relations
Department of Political Science
Northern Illinois University
Spring 2019
Online

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I. Course Description

Can laws and treaties stem the proliferation of nuclear weapons? Does the rise of China present a security threat to the world? Why can't global leaders come to an agreement to effectively tackle climate change? Why is global cooperation so difficult, even when most of the world shares similar goals of peace and prosperity? This class will help students answer these questions and more.

This course is structured over two parts. Part one explores history and theory. It begins with a historical overview of the international system, from the Peloponnesian War to the Cold War to ground our collective understanding of global affairs. It then turns to number of theories – or analytical lenses – that international relations (IR) scholars and government policy-makers make use of to understand the world of global politics. Part two of the course turns attention to a number current debates, including those concerning nuclear deterrence, terrorism, global financial crises, human rights, climate governance, and the rise of China and the future of the world order.

Students will come away from the course with a set of analytic frameworks and a breadth of historical knowledge that will enable them to better understand current issues in global politics and will empower them to participate in the process of crafting solutions, whether that be as a future policymaker, an issue-advocate, or an engaged global citizen.

II. Online Course Notice

This course is offered online. This presents a number of issues. First, it places much of the onus on students to ensure they consult *all* the required course material and ensure they do so in a timely and effective way each week. Students must be continuously engaged with the course and on top of their work. *There is a relatively heavy required reading component to this class. This is mandatory for a chance at success.* Second, there is not the opportunity to work collectively with your Instructor and other students in the class. While we will have opportunity to discuss issues using a number of means, much of the learning will be self-driven.

If keeping up with reading and work day to day or week-to-week is not your forte and/or if you need consistent contact with an Instructor to excel, then it is advisable to consider taking a traditional classroom version of this course when next offered.

III. Learning Objectives

By the end of this course, students will:

- Be familiar with core theories of international relations (IR)
- Be familiar with current debates within the study of IR
- Be able to think critically about global politics and apply diverse analytical lenses to contemporary issues
- Be able to think critically about and critique scholarly work
- Be able to articulate their views confidently and competently in written work

IV. Requirements

1. **Discussion Board Participation (10 points):** This course will make use of a student-led Discussion Board for 10 weeks of the course. The following Modules require students to post a short response to a discussion question and respond to other students' posts.

Discussion Question Modules: 1, 2, 4, 6, 7, 9, 10, 11, 13, and 14

During each of these 10 Modules, all students are required to provide a substantively engaged response to a discussion question by **Thursday at 11:59pm** and to respond to at **least two** of other students' responses during the course of the Module, by **Sunday at 11:59pm**. Initial posts should be a short paragraph of 3-7 detailed sentences and follow up posts at least 1-3 sentences each.

Each of the 10 Module discussions will be scored out of 1.0 points in 0.25 increments based on discussion responses provided during the Module's time period (i.e. Monday at 12:00am to Sunday at 11:59pm, and no credit for additional discussion after the conclusion of the relevant Module will be awarded). 1 point = "excellent"; 0.75 = "good" but more detail and engagement required; 0.5 = "acceptable" but more detail and engagement required; <0.5 = "unacceptable". Discussion questions will be provided along with the details of each Module on Blackboard.

2. **Written Responses (5 x 6 points, 30 points):** Students will write five (5) short response papers throughout the course. Responses require critical reflection on required readings from one Module. No research beyond required research is required or expected. Response papers should be roughly 2-4 paragraphs, or 400 to 600 words. Do *not* exceed 600 words per Written Response. Written Responses must be clearly and ***formally cited*** (see below). Written Response prompts will accompany the respective Module and include additional instructions. Written Responses are due 1 week after the prompt is noted by 11:59pm. *No late submissions are accepted.* Late responses will be scored 0/6.

Response 1 Prompt: January 28; Due February 3

Response 2 Prompt: February 11; Due February 17

Response 3 Prompt: March 4; Due March 10

Response 4 Prompt: April 1; Due April 7

Response 5 Prompt: April 15; Due April 21

Written Responses will be graded out of 6 points in 0.25 increments using the following rubric:

Table 1. Written Response Rubric

Evidence of knowledge of reading material:	/ 2 points
Evidence of critical reflection and informed answer to question/prompt:	/ 2 points
Clear, cogent, and convincing writing style (<i>including citations</i>):	/ 2 points
Total:	/ 6 points

Note that **failure to cite** your work will lead to a **0/6** points. Problems with citation (e.g. not citing page numbers) will lead to 0/2 for that component. So, be sure to cite properly! For a useful guide to one excellent (and easy!) citation style, please see: http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html.

Short comments may be provided along with the score. Students can interpret their score and find means to improve by reference to the table below.

Table 2. Interpreting Written Response Scores

Points /6	Quality	General Comments and Means to Improve
6.0	Exceptional	Exceeds expectations in terms of both style and substance; demonstrates a mastery of material and polished writing.
5.75	Excellent	Complete response to the question/prompt; superior use of details and depth; superior demonstration of knowledge and clear logic; excellent and convincing writing style; proper citations; no major problems of style or substance. Keep up the great work!
5.25-5.5	Very Good	Complete response to the question/prompt; very good demonstration of knowledge and logic to response; clear writing; no lapses in citations; improvements possible by increasing clarity and conciseness of writing and/or offering more depth and detail to demonstrate knowledge of and critical engagement with reading material. Great work but some room to improve.
4.75-5.0	Good	Complete response to the question/prompt; good demonstration of knowledge and logic to response; adequate writing style; no major lapses in citations; improvements possible by increasingly the quality and clarity of writing, the depth and detail of substantive knowledge offered, and greater attention to your views and logic. Good work, but areas to improve upon.
4.0-4.5	Fair	Complete or nearly complete response to the question/prompt; limited demonstration of knowledge and logic to response; potential lapses in writing style and/or in citations; improvements possible by increasingly the quality and clarity of writing, the depth and detail of substantive knowledge offered, greater attention to your views and logic, and proper and complete citation. Good effort, but more needs to be done to improve.
3.5-3.75	Adequate	Limited response offering basic demonstration of familiarity with reading material and response to prompt; improvements possible with more time and attention to the response, including stronger levels of detail, depth and polish

of writing; lapses in citation likely a factor to be corrected. More attention and effort is required. Be sure to think through the entirety of the prompt and ensure polished and cited work is always produced.

≤ 3.5 Inadequate Major limitations and problems are apparent. Speak to instructor if unclear.

4. Tests (3 x 20 points, 60 points): Students will write three Tests. Each Test is comprised of two sections: Section A: Multiple Choice (20 questions x 0.4 points each = 8 points), and Section B: Short Answer (4 questions x 3.0 points each = 12 points). Each test will be scored out of 20 points.

Multiple Choice and Short Answer questions will be both randomly selected from a pool of questions. There will be no choice of which questions to answer (e.g. students will answer four of four Short Answer questions). Thus, each student will have unique Tests.

Multiple Choice questions ask about central topics and issues from the required readings and course material. Short Answer questions require students to define and describe key terms, issues, concepts, theories, or examples from course material. This requires students to explain the relevance of these aspects of the course as per our readings, offer empirical examples, and provide their own opinion as supported by evidence.

Multiple Choice responses are scored as 0 or 0.4 points (i.e. correct or not). Short Answer responses are scored as per Table 3 below.

Table 3. Interpreting Short Answer Test Scores

Points /6	Quality	General Comments and Means to Improve
3.00	Excellent	Exceeds expectations in terms clarity, content, and evidence; demonstrates a mastery of material and polished writing.
2.75	Very good	Complete response to the question/prompt; superior use of details and depth; superior demonstration of knowledge and clear logic; excellent and convincing writing style; no major problems. Keep up the great work!
2.50	Good	Complete response to the question/prompt; good demonstration of knowledge and logic to response; clear writing; improvements possible by increasing clarity and conciseness of writing and/or offering more depth and empirical details to demonstrate knowledge of and critical engagement with reading material. Good work but some room to improve.
2.25	Fair	Complete response to the question/prompt; fair demonstration of knowledge and logic to response; adequate writing style; improvements possible by increasingly the quality and clarity of writing, the depth and detail of substantive knowledge offered, and greater attention to your own views as supported by evidence.
2.00	Adequate	Basic response to the question/prompt; limited demonstration of knowledge and logic to response; potential lapses in writing style that greatly hindered clarity; improvements possible by increasingly level of empirical depth and detail of substantive knowledge offered, greater attention to your supporting your own views and logic with evidence from course materials, and greater clarity in writing. Good effort, but more needs to be done to improve.

≥ 1.75	Inadequate	Limited response offering only a basic demonstration of familiarity with reading material; improvements possible with more time and attention to the response, including stronger levels of empirical detail, depth and clarity of writing. More attention to course material and more effort are required. Very low scores indicate major limitations and problems are apparent. Speak to instructor if unclear.
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Students will have 60 minutes (1 hour) to complete each Test. Each Test will be available as noted below. *No alternative times are or will be made available.* So plan well in advance.

Each Test is cumulative, meaning that it draws on all material previously presented in the course. However, Test 2 will focus more directly on material from Modules 7-11, inclusive of Module 11. Test 3 will cover all material from the duration of the course with a particular focus on material presented from Modules 11-16, inclusive of Module 16. Test 1 focuses on all material from Modules 1-6, inclusive of Module 6.

Test 1: Available February 18 (12:00am) to February 24 (11:59pm)

Test 2: Available March 25 (12:00am) to March 31 (11:59pm)

Test 3: Available April 29 (12:00am) to May 5 (11:59pm)

V. Grade Distribution

The course grade is comprised of **100 course points**:

1. Discussion Board Participation (10x1 point): 10 course points
2. Written Responses (5x6 points): 30 course points
3. Tests (3x20 points): 60 course points

Final course grades will be translated into a letter grade according to this scale:

$\geq 93.00/100$	A	77.00 - 79.99	C+
90.00 - 92.99	A-	70.00 - 76.99	C
87.00 - 89.99	B+	60.00 - 69.99	D
83.00 - 86.99	B	≤ 59.99	F
80.00 - 82.99	B-		

VI. Submission of Assignments

Submission Files: All Written Responses are due electronically through Blackboard. They must be submitted as a **.doc** or **.docx** file.

File Titles: All students must use the following file title format for their submitted work:
POL285 [Last Name] Written Response [#].[file type]
E.g. POL285 Glas Written Response 2.doc; POL285 Smith Written Response 6.docx
Deviation will see a 0.5 of 6 assignment point reduction.

Email submission: Note that **no** submissions are accepted by email for any reason, including errors in submitting (e.g. submitting the wrong file).

Be careful with your submissions. Students must ensure the correct file is uploaded and that it is titled corrected and in the correct file format. This course does not allow for multiple attempts. Therefore, whichever document is uploaded the first time is the document assessed. Inability to read the file (e.g. if it is an incorrect format) will lead to 0/6 assignment points.

Citation: All Written Responses must be clearly and formally cited. A **bibliography** is only necessary if or when sources are used *beyond* the required readings (bibliography *does not* count towards word length restrictions). Failure to comply with proper citation style requirements risks a failure of the assignment and/or further sanctions (see Academic Integrity below).

Again, for a useful guide to one excellent (and easy!) citation style, please see:
http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html.

VII. Late Penalty and Extensions

A **late penalty of 5% per day** (including weekends) will be levied *up to three (3) days* at which point the assignment will not be accepted and will receive a **zero**.

Extensions and accommodations are unlikely. They are, however, possible only for documented medical or family emergencies, and when agreed upon with the Instructor in advance. If you think you need to delay taking a test or submitting a written assignment, you should talk to your Instructor generally at least *three weeks* before the test/due date. Extensions are never guaranteed. They will be based on University policy, the circumstances, and timeliness of the request (i.e. *the earlier the better*).

Note that no extensions will be possible for the Tests, outside of extremely extenuating and documented emergency circumstances.

VIII. Appeals and Incompletes

Grade appeals are possible. To appeal a grade, within one week of the return of the material *but not before 48 hours* students must provide an **email** to the Instructor which includes a written, clear, and *compelling* rationale for the request ('effort' is not compelling). The appeal should be detailed enough to justify the appeal and outline the particularities of the apparent disagreement. The Instructor will review the appeal and, if appropriate, undertake a detailed review of the graded material. The grade offered on appeal may increase, decrease, or maintain the original score. The grade offered on appeal will be final.

Requests for "Incomplete" designation of this course are only accepted under extenuating and documented circumstances, and only at the discretion of your Instructor.

IX. Academic Integrity

This course will take academic misconduct seriously. All work submitted must be a student's own in full and must be *cited* properly. Submissions will make use of SafeAssign to measure the originality of your assignment text.

Any student in this course found to have plagiarized (*accidentally* or otherwise) the work of another individual (including, but not limited to, other students or from existing scholarship) will receive a **failing grade** in this course and may be subject to additional sanctions by the University.

Students are expected to have read and to abide by NIU's Student Code of Conduct (<http://www.niu.edu/conduct/student-code-of-conduct>). This is your responsibility and a requirement of this course. Please take NIU's Online Tutorial on Academic Integrity to re-familiarize yourself if you have doubts or concerns (<http://www.niu.edu/ai/students/>).

If you have any questions throughout the course relating to academic practices, academic integrity, and issues of plagiarism and/or citation please speak to the Instructor and/or consult the links noted above. Failure to read or understand these requirements do not constitute excuses to deviate from them.

Note: With the above in mind, please ensure that all drafts, preliminary work, and research notes, as well as all *graded and returned* course assignments, are retained until course grades are finalized by the Registrar. Your Instructor may request to review either draft or finalized material at any point during the course and/or discuss assignments with students.

X. Course Materials

There are two required texts for the course. Please *note the editions*. Students must attain (buy, borrow, rent, etc.) each of these two required texts. Both are widely available online and through the NIU Bookstore while supplies last. It may be possible to utilize alternative editions of these textbooks for some readings. Students interested in doing so should consult the alternative editions to note and carefully manage discrepancies (i.e. some readings may not be within older editions and relevant page numbers will not align). Additional readings *beyond* these two texts will be provided via Blackboard (**BB** in the below schedule, and see the “Additional Readings” folder under “Content”) or via direct online links.

Karen A. Mingst and Ivan Arreguin-Toft. *Essentials of International Relations*, Seventh Edition. (Norton, 2016). (**EIR** in schedule)

Karen A. Mingst and Jack L. Snyder. *Essential Readings in World Politics*, Sixth Edition. (Norton, 2016). (**ERWP** in schedule)

Beyond the two required texts, students are expected to follow **current events**. It is therefore *required* that students stay up to date with current global affairs by following a major newspaper or online news source. I recommend The Guardian, Washington Post, New York Times, and The Economist. I highly recommend getting in the habit of reading the news every day and consulting more than one source as you do. CNN, Fox News and other cable-news outlets are generally *not* good scholarly sources of news, given the limited depth and detail of their online coverage.

Note that familiarity with current issues in global affairs will be a component of assessment in this course in a number of ways, including within the Written Responses and the Tests.

Recommended readings: a small number of recommended readings are noted in the outline below. These are *not* required reading material. They are provided for further reading should students so desire. Additional *recommended* readings and media may be posted on Blackboard through announcements. If any student desires additional recommended material, please let me know as I will happy to provide suggestions on any and all topics!

XI. Instructor Contact

Your Instructor and TA are both available via email to answer questions regarding course material and assignments. You must: (1) ensure the **course code** (POLS285) somewhere in the subject line of your email and (2) make use of your **official NIU email address** for all communications. Those two requirements help ensure that emails are received and read in a timely manner. A roughly 24-48-hour turnaround time should be anticipated (longer over weekends and holidays), so please do not leave questions to the last minute.

XII. Disabilities and Accommodation

NIU, and myself as your Instructor, are committed to making reasonable accommodations for persons with documented disabilities. If you believe any disability may impact your coursework or other academic requirements, please notify both your Instructor and the Disability Resource Center (Tel. 815-753-1303 / Email. drc@niu.edu) as soon as possible. The Center is located on the fourth floor of the Health Services Building.

To be considered for accommodation students are asked to do the following: (1) provide the required verification of the disability to the Disabilities Resource Center, (2) meet with the Disabilities Resource Center to determine appropriate accommodations, and (3) inform your Instructor of the need for accommodation. Please make arrangements and/or alert your Instructor of requests for accommodation in the *first two weeks* of the course.

XIII. Preferred Names and Pronouns

As your Instructor, I am committed to recognizing and addressing you as you desire, so please let me know if your identity deviates from its presentation to me as faculty. Note that class rosters and University data systems are provided to faculty with the student's legal name and legal gender marker. As a NIU student, you are able to change how your preferred/proper name shows up on class rosters. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. Again, as your Instructor, I am committed to using your proper name and pronouns as you prefer it. Should you want to update your preferred/proper name, you can do so by looking at the following guidelines and frequently asked questions:

<http://www.niu.edu/regrec/preferredname/index.shtml>

<http://www.niu.edu/regrec/preferredname/preferrednamefaq.shtml>

XIV. Online Resources

This course will use Blackboard as our course webpage. This webpage will host course materials (or links as appropriate). Students are **required** to check Blackboard regularly for announcements and updated course content. I recommend visiting the page **daily**.

Course learning Modules will be uploaded each Monday morning (see “Course Materials” tab). Each Module will include:

1. questions to focus on while reviewing material;
2. learning objectives;
3. activities
4. PowerPoint slides;
5. notice of assigned readings;
6. additional course materials if any (also see Course Announcements);
7. a list of *some* key terms of issues*

Additional information related to the Modules or course assignments and assessment may be provided through Announcements throughout the duration of the course.

***Note:** The list of terms and issues are *not* exhaustive of the important or testable material from each Module, but represents a good starting point for studying.

XV. Netiquette

This course relies on email and online communication and online Discussion Board posts. Please treat both as professional correspondence. Address emails to your Professor and your TA and online posts to your colleagues in the class in a professional manner (e.g. be respectful and formal, and proof-read). All email communication must be done from your NIU email address and must include the course code. All posts on the Discussion Board should be courteous and respectful of your colleagues in the class. Discussion Board posts should use proper punctuation and formal writing style.

XVI. Disclaimer

No changes to the course schedule or policies are anticipated. However, the content and policies of the course may be subject to change by your Instructor when necessary. Attention to Course Announcements is, therefore, essential.

XVII. Course Schedule:

<u>Module</u>	<u>Week of</u>	<u>Topic(s)</u>	<u>Assignment(s)</u>
<u>Part 1. History and Theory</u>			
1	Jan. 14	Introduction & Historical Context	Discussion Q1
2	Jan. 21	Thinking Critically About IR	Discussion Q2
3	Jan. 28	Classical Theory: Realism & Liberalism	Written Response 1
4	Feb. 4	Neo-Theory: Neorealism & Neoliberalism	Discussion Q3
5	Feb. 11	Social IR Theory: Constructivism & Feminism	Written Response 2
6	Feb. 18	Radical IR Theory: Marxism & Dependency Theory	Discussion Q4 Test 1
7	Feb. 25	Leaders and Foreign Policy-Making	Discussion Q5
<u>Part 2. Contemporary Challenges</u>			
8	Mar. 4	The Balance of Power & Nuclear Deterrence	Written Response 3
9	Mar. 11	Spring Break: Catch Up	Discussion Q6
10	Mar. 18	Human Security & Intra-State Conflict	Discussion Q7
11	Mar. 25	Terrorism	Discussion Q8 Test 2
12	Apr. 1	International Law & Institutions	Written Response 4
13	Apr. 8	International Political Economy	Discussion Q9
14	Apr. 15	Human Rights & Non-State Actors	Discussion Q10
15	Apr. 22	Climate Change	Written Response 5
16	Apr. 29	The Future of the World Order	Test 3

XVIII. Final Advice: How to set yourself up to do well in this class!

1. **Review and follow all instructions** and course policies
2. **Keep up with course material**, i.e. the *required readings* and lecture material each week
3. **Take notes** from required readings and lecture materials
4. **Familiarize yourself with the key terms** and issues from each Module as you review material, and be sure to know them well for the Tests
5. **Actively participate** in the student Discussion Board
6. **Ask questions** of your colleagues through the Discussion Board, and of the Instructor, by email, when you are in need
7. **Take your time** and proof-read Written Responses before submitting them
8. **Cite properly** in your Written Responses

XIX. Detailed Module Information

Course Part I. History and Theory

Module 1. Introduction & Historical Context

Questions:

- How is our course structured? What are the assignments? What are the policies?
- What is the sovereign state, and where did it come from?
- What are nations?
- What have been the driving trends of world history into the 20th century?

Learning Objectives:

- Gain familiarity with course policies, schedule, assignment details and requirements, and all additional information provided on the Syllabus
- Gain familiarity with the content and structure of the Blackboard website
- Gain familiarity with a basic grounding in world history
- Gain basic knowledge of *some* of the central terms, concepts and issues in the field of IR
- Begin to think critically about conflict and cooperation between states and people

Activities:

- Read required readings, including the syllabus in full
- Review lecture materials
- Participate in Discussion Forum

Assessments:

Participation in Discussion Forum

Reading:

Syllabus in full
EIR Chapter 2

Some Key Terms and Issues:

Treaties of Westphalia
Thirty Years War
Sovereignty
The (modern) state
Nation and Nationalism
Legitimacy
Great Powers
Balance of Power
Multipolar; Bipolar;
Unipolar
Concert of Europe
Colonialism Imperialism

Treaty of Versailles
Woodrow Wilson
The League of Nations
The Post-War International Order
The United Nations
Bretton Woods Conference &
Institutions
The IMF, World Bank,
GATT/WTO
The United Nations
Cold War
Containment
Proxy Wars

Module 2. Thinking Analytically About IR

Questions:

- What is theory? What are its components? (i.e. what does theory *do for us*?)
- Where does our IR theory come from?
- How will we use theory in IR in this class?
- What are the levels of analysis?
- What are the major theories we use in IR? What are the central similarities and differences between them?

Learning Objectives:

- Reinforce familiarity with the course policies, schedule, assignment details and requirements, and all information provided on the Syllabus
- Understand what theory is, how we use it IR, and a preview of the basic IR theories and levels of analysis we will explore and make use of in the course

Activities:

- Read required readings
- Review lecture materials
- Participate in Discussion Forum

Assessments:

Participation in Discussion Forum

Reading:

EIR 5-18; 71-76; 271-277

Jack Snyder, "One World, Rival Theories," from *Foreign Policy* (ERWP)

Recommended: David Singer (1961), "The Levels-of-Analysis Problem in International Relations" *World Politics* (BB)

Some Key Terms and Issues:

Theory

Theory as analytical lenses

Theory's analytic vs.

normative/prescriptive interests

Think: What examples/people did we look at?

e.g. Thucydides; Hobbes; Kant

What generalizable claims did they make and why?

Social Facts vs. Objective Facts

Source of Theory: History and Philosophy

Module 3. Classical Theory: Realism & Liberalism

Questions:

- What are the core assumptions and arguments of these theories?
- Who are the major thinkers associated with each?
- What are the similarities and differences between classical realist theory and classical liberal theory?
- Why are classical realist theorists pessimistic about the prospects for lasting peace between states, while classical liberal thinkers are more optimistic?
- What does the world of global politics look like when you ‘wear’ these analytical lenses? (i.e. how can you use these theories to explain global politics?)
- Which theory do you find more convincing and why? What evidence helps you make this assertion?

Learning Objectives:

- Understand the basics of the historical and philosophical foundations of these two classical theories
- Understand the assumptions that ground each theory’s *analysis* of global politics
- Understand the assumptions and argument that ground each theory’s *prescriptions* of what should be done in global politics
- Understand where and why there are similarities and differences between theories
- Be able to use both theories, yourself, as lenses to examine contemporary issues in global politics

Activities:

- Read required readings
- Review lecture materials
- Research and write Written Response 1

Assessments:

Written Response 1 (due February 3)

Reading:

A. Classical Realism

EIR 76-83

Thucydides, “Melian Dialogue,” from *The Peloponnesian War* (ERWP)

Thomas Hobbes, from *Leviathan* (ERWP)

Hans J. Morgenthau, “A Realist Theory of International Politics and Political Power,” from *Politics among Nations* (ERWP)

B. Classical Liberalism

EIR 83-89; 305-312

Woodrow Wilson, “The Fourteen Points,” Address to the U.S. Congress, 8 January 1918 (ERWP)

Immanuel Kant, “To Perpetual Peace: A Philosophical Sketch,” from *Perpetual Peace, and Other Essays on Politics, History, and Morals* (ERWP)

Recommended: Michael W. Doyle, “Liberalism and World Politics” (ERWP)

Some Key Terms and Issues:

Classical Realism

Human Nature

The State

Unitary Actor

Rationality

Anarchy

Some Key Thinkers: Thucydides;

Hobbes; Morgenthau

Classical Liberalism

Enlightenment

Human nature

Perpetual Peace

Woodrow Wilson

Fourteen Points

League of Nations

Collective Security

Some Key Thinkers: Kant; Wilson

Written Response 1 Prompt:

Available: January 28; Due February 3 by 11:59pm

Prompt: Classical realism and classical liberalism are two distinct theoretical traditions. Theorists and thinkers in each tradition see the world of global politics in very different ways. In particular, as we saw, they have divergent views of the possibility of lasting peace between groups or states. Why is this the case? What are the underlying assumptions of each theory that lead to this divergent view? By making reference to *one important example* of a crisis or war (e.g. World War II, the Cold War, or current US-North Korea tensions), which do you find more convincing, and why?

Reminders and Recommendations: Your Written Response should be 2-4 paragraphs, and must not be more than 600 words. Be clear and concise with your writing. Avoid repetition. It is *not* recommended that you rely on quotations. Instead, synthesize material in your own words. Be sure to cite your claims properly, including using page numbers. Failure to cite will result in a zero on this assignment. Problems with citation will drastically reduce your score. Be sure to address all elements or questions in the prompt. Impress your Instructor by demonstrating your knowledge of the *reading material* (rather than lecture material) and your ability to offer an informed viewpoint that is supported by cited evidence. If you use research beyond the required readings, ensure you provide a formal Bibliography. A Bibliography is *not* required if you use only course reading material noted on the Syllabus. No additional research is required or expected, and is entirely optional. Be sure to proof-read your Response. Ensure the correct file is submitted.

For this prompt, be sure to articulate the basics of each theory in some detail and make clear why they have divergent views as to the root of conflict and cooperation. For this prompt, it is advised that you write three paragraphs: one each surveying the central arguments and assumptions of each tradition under study, and one articulating your own view of which is more convincing with reference to *one example* discussed within the readings or beyond as you see fit. Where useful to your account of theory and/or argument, be sure to note specific theorists confronted in our readings for this Module.

For details regarding citations, expectations, and grading of your Written Response, as well as how to interpret your score, see the Syllabus.

Module 4. Neo-Theory: Neorealism and Neoliberalism

Questions:

- What are the core assumptions and arguments of these theories?
- Who are the major thinkers associated with each?
- What are the similarities and differences between these two theories? How are they similar and different from their “classical” variants?
- Why are neorealist theorists pessimistic about the prospects for lasting peace between states while neoliberal thinkers are more optimistic?
- What does the world of global politics look like when you ‘wear’ these analytical lenses?
- Which theory do you find more convincing and why? What evidence helps you make this assertion?
- Why are neorealist theories pessimistic about the prospects for lasting peace? Why are neoliberal theories more optimistic?

Learning Objectives:

- Understand the basics of these two analytical lenses and some of the central debates in IR theory (e.g. the role of IOs; the driver of great power conflict, etc.)
- Understand how these neo-theories relate to their “classical” predecessors (i.e. what is ‘neo’ about these?)
- Understand the assumptions that ground each theory’s *analysis* of global politics
- Understand the assumptions and argument that ground each theory’s *prescriptions* of what should be done in global politics
- Understand where and why there are similarities and differences between theories
- Be able to use both theories, yourself, as lenses to examine contemporary issues in global politics including issues of great power conflict and cooperation and the role and importance of international organizations, such as the United Nations and the Bretton Woods Institutions

Activities:

- Read required readings
- Review lecture materials
- Participate in Discussion Forum

Assessments:

Participation in Discussion Forum

Reading:

A. Neorealism

EIR 109-116; 113-142; 275-277

+ Review EIR 76-83

John J. Mearsheimer, “Anarchy and the Struggle for Power,” from *The Tragedy of Great Power Politics* (ERWP)

+ Review Thucydides, “Melian Dialogue,” from *The Peloponnesian War* (ERWP)

B. Neoliberalism

EIR 116-118; 142-143

+ Review EIR 83-89

Recommended: Robert Axelrod and Robert O. Keohane (1988), “Achieving Cooperation Under Anarchy” (BB)

Some Key Terms and Issues:

Neorealism

Domestic vs. International Politics

Anarchy

Security Dilemma

Defensive vs. offensive neorealism

Distribution of Power

Multipolarity; Bipolarity; Unipolarity

Some Key Thinkers: Kenneth Waltz; John

Mearsheimer

Neoliberal Institutionalism

Anarchy

Relative vs. absolute gains

Cooperation under anarchy

The role of organizations/institutions

Prisoner's Dilemma

Some Key Thinkers: Robert Keohane

Module 5. Social Theories of IR: Constructivism and Feminism

Questions:

- What are the core assumptions and arguments of these theories?
- Who are the major thinkers associated with each?
- What are the similarities and differences between these two theories?
- What does the world of global politics look like when you ‘wear’ these analytical lenses?
- Which theory do you find more convincing and why? What evidence helps you make this assertion?
- What makes these two *social* theories so different from the neo-theories?
- How do constructivists explain cooperation and conflict among states?
- What kinds of questions does feminist IR scholarship ask? What answers do these scholars offer?

Learning Objectives:

- Understand the basics of these two analytical lenses
- Understand what is similar between these *social* theories and what makes them distinct from the *rationalist* neo-theories of Module 4
- Understand the assumptions that ground each theory’s *analysis* of global politics
- Understand the assumptions and argument that ground each theory’s *prescriptions* of what should be done in global politics
- Be able to use both theories, yourself, as lenses to examine contemporary issues in global politics including the role of ideas and social facts

Activities:

- Read required readings
- Review lecture materials
- Research and write Written Response 2
- Review for Test 1

Assessments:

Written Response 2 (due Feb. 17)

Reading:

A. Constructivism

EIR 92-95; 144-145

Alexander Wendt, “Anarchy Is What States Make of It: The Social Construction of Power Politics” (ERWP)

Recommended: Ba and Hoffmann (2005), “Making and Remaking the World for IR 101” (BB)

B. Feminist IR

EIR 95-97

J. Ann Tickner, “Man, the State, and War: Gendered Perspectives on National Security” (ERWP)

Some Key Terms and Issues:

Constructivism

Norms and ideas

Social fact (vs. objective fact)

Logic of appropriateness vs. logic of consequence

The constructivist understanding of anarchy

Some Key Thinkers: Alexander Wendt

Feminist IR theory

Gender

Patriarchy

Some Key Thinkers: J. Anne Tickner; Cynthia Enloe

Rationalist vs. Social theories of IR

Think: what is similar between constructivism and feminism vs. neo-theories?

Written Response 2 Prompt:

Available: February 11; Due February 17 by 11:59pm

Prompt: Anarchy is a central concern for neorealist theory and is understood as *the* structuring or ordering principle of the international system. Constructivists have a very different view of how we, as scholars of IR, should understand anarchy. Explain how both theoretical traditions understand anarchy. Which is more convincing to you, and why?

Reminders and Recommendations: Your Written Response should be 2-4 paragraphs, and must not be more than 600 words. Be clear and concise with your writing. Avoid repetition. It is *not* recommended that you rely on quotations. Instead, synthesize material in your own words. Be sure to cite your claims properly, including using page numbers. Failure to cite will result in a zero on this assignment. Problems with citation will drastically reduce your score. Be sure to address all elements or questions in the prompt. Impress your Instructor by demonstrating your knowledge of the *reading material* (rather than lecture material) and your ability to offer an informed viewpoint that is supported by cited evidence. If you use research beyond the required readings, ensure you provide a formal Bibliography. A Bibliography is *not* required if you use only course reading material noted on the Syllabus. No additional research is required or expected, and is entirely optional. Be sure to proof-read your Response. Ensure the correct file is submitted.

For this prompt, be sure to articulate the basics of each theory's understanding of anarchy in some detail. Make clear why they have divergent views of this important concept. To do this, it is advised that you write three paragraphs: one each surveying how neorealism and then how constructivism understands anarchy. Be sure to make clear where and why there is variation. Be attentive to the underlying assumptions in each theory that shape how they understand what anarchy is and how it affects states as actors in global politics. Then, spend one paragraph articulating your own view of which is more convincing and why. Be sure to explain why one appears more convincing than the other in your view. That will require some use of historical cases addressed in the readings and/or from your knowledge of current affairs.

For details regarding citations, expectations, and grading of your Written Response, as well as how to interpret your score, see the Syllabus.

Module 6. Radical Theories of IR: Marxism and Dependency Theory

Questions:

- What are the core assumptions and arguments of these theories?
- What makes the “radical” as compared to other IR theories?

Learning Objectives:

- Understand the differences between Marxism as a political ideology, and Marxist IR theory (including dependency theory) as an analytical lens we use to explain global politics
- Understand the basics of Marxist IR theory (including dependency theory) and why it represents a “radical” departure from liberal, realist, and social theories we have explored
- Understand the assumptions that ground Marxist theory’s *analysis* of global politics
- Understand the assumptions and argument that ground Marxist theory’s *prescriptions* of what should be done in global politics and why
- Be able to use Marxist IR theory, yourself, as lenses to examine contemporary issues in global politics

Activities:

- Read required readings
- Review lecture materials
- Review for Test 1
- Sit Test 1
- Participate in Discussion Forum

Assessments:

- Participation in Discussion Forum
- Complete Test 1 (Note: material is *inclusive* of Modules 1-6, i.e. including Module 6)

Reading:

EIR 89-92; 143-144

Vincent Ferraro, “Dependency Theory: An Introduction,” in *The Development Economics Reader*, ed. Giorgio Secondi (London: Routledge, 2008), pp. 58-64.

Available online: <https://www.mtholyoke.edu/acad/intrel/depend.htm>

V. I. Lenin, from *Imperialism, The Highest Stage of Capitalism (ERWP)*

Some Key Terms and Issues:

Marxism vs. Marxist IR Theory

Class

Hierarchy (vs. Anarchy)

Dependency Theory

Systems Theory

Core & Periphery

Some Key Thinkers: Marx; Lenin; Hobson;

Raul Prebisch; Immanuel Wallerstein

Module 7. Foreign Policy-Making and the role of Leaders

Questions:

- How do differing models of foreign policy decision-making explain policy outcomes?
- Where are the key points of difference, and why?
- Do individuals matter for global politics? How, and under what conditions?
- When and what kind of individual leaders are likely to matter most? Why?

Learning Objectives:

- Understand varied models of foreign-policy making
- Understand the debate around how, or if, individual leaders ‘matter’ for global politics
- Apply different models of policy-making to contemporary security issues
- Develop ability to think critically using varied models and perspectives about individual leaders and offer insight into contemporary global political and US foreign policy issues
-

Activities:

- Read required readings
- Review lecture materials
- Participate in Discussion Forum

Assessments:

Participation in Discussion Forum

Reading:

A. Models of Foreign Policy Decision-Making

EIR 162-169

B. Individual Psychology

EIR 181-207

Robert Jervis, “Hypotheses on Misperception” (ERWP)

Some Key Terms and Issues:

Rational Model of Foreign Policy-Making

Organizational Politics model

standard operating procedures

Bureaucratic Politics model

satisficing

Pluralist model

Alternative models Marxist view

Constructivist view of decision-making

Strategic culture / norms

Conditions under which leaders matter most

Critical Junctures

Role of institutions or organizations

Which leaders matter most and why?

Independent vs. Participatory

How leaders think and act:

Belief systems

Cognitive consistency/dissonance

Evoked Set

Mirror Imaging

Group Think

Satisficing (again)

Course Part II. Issues and Application

Module 8. The Balance of Power and Nuclear Deterrence

Questions:

- How can we explain the emergence of the Cold War? Why did allies turn adversaries? What do our IR theories tell us?
- What were the core tenants of US grand strategy during the Cold War? Why?
- How can we explain the end of the Cold War? Why did the balance of power break without great power war? What are the different accounts of the end of the Cold War according to differing IR theories?
- How can we explain the proliferation of nuclear weapons and their limited use?
- How can we manage the proliferation of nuclear weapons according to neorealists? How can we manage it according to liberal theory? Why are these prescriptions different?

Learning Objectives:

- Understand the history and debates around the origins and end of the Cold War, as well as US grand strategy during the Cold War
- Apply diverse IR theories to offer explanation of the origins and end of the Cold War
- Be able to apply our theoretical 'lenses' to issues of great power competition, balance of power, and both nuclear proliferation and deterrence
- Critically explore debates around nuclear proliferation and apply lessons from the Cold War to current debates regarding North Korea and Iranian nuclear weapons programs

Activities:

- Read required readings
- Review lecture materials
- Research and write Written Response 3

Assessments:

Written Response 3 (due March 10)

Reading:

A. Great Powers in the Cold War

EIR 58-59 (and review EIR 44-56)

George F. Kennan ("X"), "The Sources of Soviet Conduct" (ERWP)

Hans J. Morgenthau, "The Balance of Power, Different Methods of the Balance of Power, and Evaluation of the Balance of Power," from *Politics among Nations* (ERWP)

Consult the following page to visualize the size and destructive power of contemporary and historical nuclear weapons: "NUKEMAP" by Alex Wellerstein, **Available Online:** <http://nuclearsecrecy.com/nukemap/>

Recommended: G. John Ikenberry, from *Liberal Leviathan: The Origins, Crisis, and Transformation of the American World Order* (ERWP)

B. The Nuclear Age

Robert Jervis, "Cooperation under the Security Dilemma" (ERWP)

Kenneth N. Waltz, "Why Iran Should Get the Bomb: Nuclear Balancing Would Mean Stability" (ERWP)

Some Key Terms and Issues:

Security Dilemma

Rollback vs. Containment

George Kennan

Balance of Power

Deterrence

Confrontations Proxy Wars

Korean War; Vietnam War;

Afghanistan War

Cooperation and Collective Security

Detente

Arms Control; SALT I and SALT II

Big question(s): How can we explain the start of the Cold War? How about the end of the Cold War? What do our differing IR theories tell us and why?

Written Response 3 Prompt:

Available: March 4; Due March 10 by 11:59pm

Prompt: The end of the Cold War is a hotly debated issue. According to many, the rationalist theories, like neorealism, were unable to predict that the Soviet Union would collapse absent a great power war and thus are not suited to explain this important change. Others contend that we can best explain the end of the Cold War by examining changing ideas that impacted Soviet policy-makers' behaviors as individuals. Making reference to at least two IR theories and no more than three, how can we best explain the end of the Cold War? In making your claim, explain which IR theory you think offers the best insight into this change and why.

Reminders and Recommendations: Your Written Response should be 2-4 paragraphs, and must not be more than 600 words. Be clear and concise with your writing. Avoid repetition. It is *not* recommended that you rely on quotations. Instead, synthesize material in your own words. Be sure to cite your claims properly, including using page numbers. Failure to cite will result in a zero on this assignment. Problems with citation will drastically reduce your score. Be sure to address all elements or questions in the prompt. Impress your Instructor by demonstrating your knowledge of the *reading material* (rather than lecture material) and your ability to offer an informed viewpoint that is supported by cited evidence. If you use research beyond the required readings, ensure you provide a formal Bibliography. A Bibliography is *not* required if you use only course reading material noted on the Syllabus. No additional research is required or expected, and is entirely optional. Be sure to proof-read your Response. Ensure the correct file is submitted.

For this prompt, choose two or three IR theories. Summarize how each explains the end of the Cold War. To do this, it is advised that you write three or four paragraphs: one each surveying how each theory offers an explanation of the end of the Cold War, and one that defends your view as to which theory offers the most convincing explanation. If you think more than one theory is needed to explain the end of the Cold War, use this final paragraph to explain this and be clear as to how the convincing theoretical arguments are related. To explain why one or more theory appears more convincing than another/others in your view use of historical evidence addressed in the readings.

For details regarding citations, expectations, and grading of your Written Response, as well as how to interpret your score, see the Syllabus.

Module 9. Spring Break: Catch-Up

Questions:

None.

Learning Objectives:

- This week is intended as a catch-up. Students should use the time to review material they may have missed or not adequately understood.

Activities:

- Catch up on required readings
- Catch up on lecture materials
- Participate in Discussion Forum

Assessments:

Participation in Discussion Forum

Reading:

None. Use time to catch up missed material or review those you are less confident with.

Some Key Terms and Issues:

None.

Module 10. War: Old, New and Just War

Questions:

- What is war? How can we categorize war and violence?
- Has war changed over time? What is unique about war today?
- What makes a war just?
- Can or has US and NATO interventionism been just?

Learning Objectives:

- Develop a competence in studying violence by familiarizing ourselves with scholarly definitions
- Explore trends in war and violence in the 20th and 21st centuries
- Explore the just war tradition in order to assess the ‘justice’ of current conflicts and humanitarian intervention
- Develop the substantive and theoretical competence to evaluate and engage in contemporary debates regarding US foreign policy and interventionism

Activities:

- Read required readings
- Review lecture materials
- Participate in Discussion Forum
- Watch the first 7 (of 18) minutes to visualize ‘total war’: <https://vimeo.com/128373915> (the whole video is well worth watching!)

Assessments:

Participation in Discussion Forum

Reading:

EIR 263-284; 291-293

Sigal Samuel, “What If There Is No Ethical Way to Act in Syria Now?” *The Atlantic*.

Available Online: <https://www.theatlantic.com/international/archive/2018/04/syria-trump-intervention-moral-philosophy/557750/>

Some Key Terms and Issues:

War

Total vs. limited war

Conventional War

Unconventional War

Asymmetric conflict

Guerrilla warfare

The Just War tradition

jus ad bellum

jus in bello

Module 11. Terrorism

Questions:

- What is terrorism? Is it new?
- What motivates terrorism as a form of violence?
- How can it best be combated?

Learning Objectives:

- Explore the scholarly definition of terrorism, its motivations, and the debate regarding how to best combat it
- Develop the ability to critical appraise acts of violence internationally and recognize what constitutes terrorism, and how best to design US and international policy to respond to it

Activities

- Read required readings
- Review lecture materials
- Review for Test 2
- Sit Test 2

Assessments:

Test 2 (Note: Test 2 material is *inclusive* of Modules 1-11, with a particular focus on Modules 7-11, i.e. including Module 11)

Reading:

EIR 284-291
Andrew H. Kydd and Barbara F. Walter, "The Strategies of Terrorism" (**ERWP**)

Some Key Terms and Issues:

Asymmetric conflict (again)
Terrorism defined
Motivations
Strategies
Combating terrorism (i.e. various strategies)

Module 12. International Law & Institutions

Questions:

- Why have states formed and continue to support international organizations?
- Do international organizations, such as the United Nations, matter for global politics?
- How has the UN's organization and mandate evolved and with what effect?
- Where has international law come from, and does it shape how states act? Does it matter?

Learning Objectives:

- Establish a basic understanding of the role IOs, including the UN and regional international organizations like the AU, ASEAN and EU play in global politics
- Establish a basic familiarity with the history and function of the UN
- Explore where international law comes from and what consequence it is for global politics today
- Apply diverse theoretical lenses to explore if or how the UN and other IOs matter for global politics

Activities

- Read required readings
- Review lecture materials
- Research and write Written Response 4

Assessments:

Written Response 4 (due April 7)

Reading:

EIR 208-246
Samantha Power, "Bystanders to Genocide: Why the United States Let the Rwandan Tragedy Happen" (ERWP)

Some Key Terms and Issues:

International Organizations

Definition

Functions

Examples

United Nations (again)

UN's origins

UN's original mandate

UN's institutional design

UN's changing mandate

peacekeeping

responsibility to protect

Role of history and violence (i.e.

genocide and crimes against

humanity)

Regional organizations

EU; ASEAN; AU

International Law

Hugo Grotius

Think: what is it, where did it come from, and does it 'matter'?

Written Response 4 Prompt:

Available: April 1; Due April 7 by 11:59pm

Prompt: As we have seen, many theories of IR tell us that international organizations (IOs) do *not* matter much in global politics. Classical and neo-realists both tell us great power states do what they will, regardless of what organizations or lesser powers wish. Different theorists in the liberal IR theory tradition disagree. Most starkly, neoliberal institutionalists tell us that IOs shape the behavior of states by allowing them to rationally cooperate under the conditions of anarchy. Constructivists see IOs as consequential actors in global politics as well, but for different reasons. In your view, is the United Nations an important actor in global politics? Why or why not? What does this tell you about IR theory?

Reminders and Recommendations: Your Written Response should be 2-4 paragraphs, and must not be more than 600 words. Be clear and concise with your writing. Avoid repetition. It is *not* recommended that you rely on quotations. Instead, synthesize material in your own words. Be sure to cite your claims properly, including using page numbers. Failure to cite will result in a zero on this assignment. Problems with citation will drastically reduce your score. Be sure to address all elements or questions in the prompt. Impress your Instructor by demonstrating your knowledge of the *reading material* (rather than lecture material) and your ability to offer an informed viewpoint that is supported by cited evidence. If you use research beyond the required readings, ensure you provide a formal Bibliography. A Bibliography is *not* required if you use only course reading material noted on the Syllabus. No additional research is required or expected, and is entirely optional. Be sure to proof-read your Response. Ensure the correct file is submitted.

For this prompt, you need to have a clear and empirically-supported argument that engages with IR theory. It is recommended you have three paragraphs. Use your first and second paragraph to explain, with evidence, why the UN matters for global politics or why it does not. Show that it has impacted the behaviors of states and/or peoples in important ways if you believe it has, or that its effects are not important and/or not attributable to the UN as an actor if you disagree. Then, spend the third paragraph explaining how your argument relates to IR theory. To do this, think: if you think the UN matters and shapes the behavior of states, what does that mean for neorealist theory that tells us *only* states matter? If you think the UN matters because it helps states *rationally cooperate*, does this offer evidence in support of neoliberal theory? Does the UN have affect because of *norms*? If so, what does this tell you about IR theory? This is open-ended. But be sure to comment on which theory you think fits your account of the UN and why, and thus which do not and why. You need only mention *two or three* IR theories to do this well.

For details regarding citations, expectations, and grading of your Written Response, as well as how to interpret your score, see the Syllabus.

Module 13. International Political Economy

Questions:

- How is the international global economic system governed? How did this system originate?
- What is international development and how have the efforts of IOs changed over time?
- How can we understand international financial crises? How can they be prevented? Are they inevitable?

Learning Objectives:

- Gain familiarity with central issues in IPE, including the origins and functions of the Bretton Woods Institutions and contemporary debates regarding international financial crises
- Be able to apply different IR theoretical lenses to issues of IPE, particularly the causes and solutions to financial crises
- Be able to think critically about current issues in the global economy

Activities

- Read required readings
- Review lecture materials
- Participate in Discussion Forum
- Watch a quick video for a description of one World Bank project in Myanmar: <http://www.worldbank.org/en/news/video/2017/05/03/community-driven-development-planning> (World Bank)
- Watch an even quicker summary video regarding the management of the international economic system <https://www.youtube.com/watch?v=IN3qrFA4jXc> (CNBC)

Assessments:

Participation in Discussion Forum

Reading:

EIR 316-359

Daniel W. Drezner, "The Irony of Global Economic Governance: The System Worked" (ERWP)

Some Key Terms and Issues:

Bretton Woods Institutions

International Bank for Reconstruction and Development & World Bank

IMF

GATT & WTO

Conditionalities

Structural Adjustment Policies

Washington Consensus

Financial Crises and the nature of crises

(what do differing theories tell us?)

Conditionalities

SAPs

The global response to 2008; (i.e. 'the system worked' according to Drezner)

Module 14. Human Rights & Non-State Actors

Questions:

- What are human rights? Where have they come from and why?
- How do non-state actors impact the promotion and protection of human rights?
- Can and should states intervene to protect human rights?

Learning Objectives:

- Understand the historical origins and contemporary normative and legal existence of international human rights
- Understand how NGOs and transnational advocacy networks have advanced this cause
- Be able to use our theoretical lenses to explore these actors and ask if NGOs or if human rights themselves matter for global politics
- Develop the substantive and theoretical competence to explore issues of human rights promotion and protection beyond the confines of the course
- Develop the substantive and theoretical competence to evaluate and participate in contemporary debates regarding humanitarian intervention

Activities

- Read required readings
- Review lecture materials
- Participate in Discussion Forum
- Watch a short video regarding Amnesty International:
<https://www.youtube.com/watch?v=cfzxfzDT5U> (Amnesty International)
- Optional review: <http://www.bbc.com/news/uk-43770102>

Assessments:

Participation in Discussion Forum

Reading:

EIR 247-258; 360-395
Margaret E. Keck and Kathryn Sikkink, “Transnational Advocacy Networks in International Politics” (ERWP)
Recommended: Amartya Sen, “Human Rights and Capabilities” (ERWP)

Some Key Terms and Issues:

<i>Human Rights</i>	<i>NGOs</i>
<i>History and definition</i>	<i>Definition & Common characteristics</i>
<i>UN Universal Declaration of Human Rights (1948)</i>	<i>Modern and growing phenomena</i>
<i>Civil and Political Rights vs. Economic and Social Rights</i>	<i>Functions</i>
<i>Cultural Relativism</i>	<i>TANs</i>
<i>United Nations</i>	<i>Definition; function; examples</i>
<i>Responsibility to Protect</i>	<i>Humanitarian Intervention</i>
	<i>Just War tradition (again)</i>

Module 15. Climate Change: Security and Governance

Questions:

- What is climate change? What are its causes and its effects?
- Why is climate change a threat in terms of global politics?
- Why has addressing or governing this issue been such a challenge for states and the international community?

Learning Objectives:

- Understand the basic science of climate change
- Understand the myriad ways a changing climate presents challenges to states and peoples
- Understand how climate change relates to ‘traditional’ security issues and inter- and intra-state conflict
- Understand the inter-state governance challenges of responding to and managing climate change
- Develop the substantive and theoretical competence to evaluate and engage in debates regarding the effects and governance of climate change

Activities

- Read required readings
- Review lecture materials
- Research and write Written Response 5
- Watch: <https://www.youtube.com/watch?v=EtW2rrLHs08> (4 minutes, starring a science guy)

Assessments:

Written Response 5 (due April 21)

Reading:

A. Climate Change and the Climate as a Security Issue

EIR 397-417

Robert Kaplan, “The Coming Anarchy” (BB)

Recommended: Thomas Homer-Dixon (1994), “Environmental Scarcities and Violent Conflict” (BB)

Recommended: For useful background on the science of climate change, review:

(A) Climate Science Basics (per the 2016 EPA):

https://19january2017snapshot.epa.gov/climatechange_.html

(B) Global Limits TED Talk:

http://www.ted.com/talks/johan_rockstrom_let_the_environment_guide_our_development

B. Climate Change Governance

Garrett Hardin, “The Tragedy of the Commons” (ERWP)

Scott Barrett, “Why Have Climate Negotiations Proved So Disappointing?” (ERWP)

Recommended: Steve Prins and Gwyn Rayner (2007), “The Wrong Trousers: Radically Rethinking Climate Policy” Available online: <http://eureka.sbs.ox.ac.uk/66/>

Some Key Terms and Issues:

Climate Change Definition

Causes; causes of causes

Climate Change and Global Politics

Conflict and “the Coming Anarchy”

Resource scarcity

Climate and Political Economy

Climate and Migration issues

Governance

Ozone Depletion and the Montreal Protocol

Tragedy of the Commons

Climate Change as a ‘wicked’ problem

Multilateral agreements: Kyoto (1997) and

Paris (2015)

Written Response 5 Prompt:

Available: April 15; Due April 21 by 11:59pm

Prompt: Climate change is seen by a number of scholars, such as Robert Kaplan, as an emerging security threat both within the developing world and for the United States itself. Explain the logic and evidence that links a changing global climate to the security of the US. Do you agree that climate change is a security threat to US security? Why or why not?

Reminders and Recommendations: Your Written Response should be 2-4 paragraphs, and must not be more than 600 words. Be clear and concise with your writing. Avoid repetition. It is *not* recommended that you rely on quotations. Instead, synthesize material in your own words. Be sure to cite your claims properly, including using page numbers. Failure to cite will result in a zero on this assignment. Problems with citation will drastically reduce your score. Be sure to address all elements or questions in the prompt. Impress your Instructor by demonstrating your knowledge of the *reading material* (rather than lecture material) and your ability to offer an informed viewpoint that is supported by cited evidence. If you use research beyond the required readings, ensure you provide a formal Bibliography. A Bibliography is *not* required if you use only course reading material noted on the Syllabus. No additional research is required or expected, and is entirely optional. Be sure to proof-read your Response. Ensure the correct file is submitted.

For this prompt, you need to have a clear and empirically-supported argument that engages with the readings from this Module. It is recommended you have three paragraphs. Use your first and second paragraph to explain, with evidence, how the readings for this Module link climate change and ‘security’ threats. Impress the Instructor by showing off your detailed knowledge of the readings and, optionally, cited evidence from your knowledge of current affairs beyond the readings. Be sure to articulate what security means in this context. Then, use a third paragraph to offer your view. Think: does your account of security relate to inter-state or intra-state war, does it relate to the movement of people internationally, does it relate to economic issues? Your view must be supported by evidence.

For details regarding citations, expectations, and grading of your Written Response, as well as how to interpret your score, see the Syllabus.

Module 16. The Future of the World Order

Questions:

- What are the biggest drivers of conflict ‘today’ (i.e. in the post-Cold War era)?
- What are the biggest challenges to the primacy of the US and its liberal world order?
- Will US leadership and the liberal world order survive?
- What will characterize global politics of the future?

Learning Objectives:

- Attain familiarity with three competing visions of the future of the world order
- Think critically about the future of international organizations and norms
- Be able to competently engage in on-going debates regarding US leadership and the challenges to traditional US foreign policy interests and behavior

Activities

- Read required readings
- Review lecture materials
- Review for Test 3
- Sit Test 3

Assessments:

Test 3 (Note: Test 3 is *inclusive* of Modules 1-16, with a particular focus on Modules 12-16, i.e. including Module 16)

Reading:

Francis Fukuyama “The End of History?” (ERWP)
Samuel Huntington “The Clash of Civilizations” ERWP)
John G. Ikenberry (2018), “The end of liberal international order?” (BB)
Recommended: John G. Ikenberry (2008), “The Rise of China and the Future of the West: Can the Liberal System Survive?” (BB)

Some Key Terms and Issues:

Fukuyama’s “End of History”

*Who wins? Who loses? And, why?
What complicates this argument?*

Huntington’s “Clash of Civilizations”

*Civilizations
Fault lines*

Torn countries

What complicates this argument?

Ikenberry’s Changing liberal world order

*Where are the challenges according
to*

Ikenberry? Why?

What complicates this argument?

*Think: Are these three competing visions of
the future? How do they differ? Where are
similarities? Which do you think better
explains the world today and in the future?
Why?*