

**Introduction to International Relations
INTS 100-04 CRN 19538**

Rhodes College, Fall 2008

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Course Description

This course will assist students in developing the knowledge and analytic skills for understanding the contemporary international political, military, and economic systems. The course will focus on 1) the development of the international system and the major state and non-state actors comprising it; 2) theoretical approaches used to explain international patterns and foreign policy, and the contemporary debate on globalization; 3) the contemporary international military situation, including theories on the causes of war, nuclear deterrence, the proliferation of weapons of mass destruction, and terrorism; 4) the role of international law and international organizations in the contemporary system; 5) the international political economy, including monetary and trade relations among states, economic development, international economic organizations, and environmental issues; and 6) the possible changes to the international system following the end of the Cold War.

This syllabus is subject to change during the course of the semester. Please check WebCT regularly for any announcements to this effect.

Course Objectives:

1. Learning fundamental principles, generalizations and theories related to International Relations.
2. Learning to analyze and critically evaluate ideas, arguments, and points of view.
3. Acquiring an interest in learning more about world politics by asking questions and seeking answers.

Required Texts:

– Bruce Russett, Harvey Starr and David Kinsella, *World Politics: The Menu for Choice* (8th

Edition), Thomson Wadsworth, 2006.

– Karen Mingst and Jack Snyder, *Essential Readings in World Politics, 3rd Ed*, Norton, 2008.

– PDFs of additional readings available in my public folder and marked with an asterix (*) in this syllabus.

– Additional readings not listed in this syllabus may be assigned as the course progresses, as the professor deems necessary.

Evaluation:

Attendance and Participation --	10%
Map Quiz –	5%
Pop-Quizzes –	10%
Mid-Term --	20%
Simulation Paper --	10%
Mini-research Paper --	20%
Final Examination --	25%

The **simulation paper** is a group assignment and *must not exceed 10 pages*. The assignment is described at the end of this syllabus, and additional details of the simulation assignment will be sent to you via e-mail.

Possible topics for the **research paper** assignment are included at the end of this syllabus, along with instructions.

There will be **6 pop-quizzes**, of which 5 will count. If you are absent from class (and did not clear the absence with me ahead of time) when a pop-quiz is given, you will get a ‘zero’ for that quiz and I will assume that this is the quiz that does not count (no re-takes).

The **mid-term** will consist of multiple-choice questions.

The **final exam** will consist of identifications (short essays) and longer essay questions.

Other Course Requirements

News media: Students must keep abreast of current international events. Print media such as the *New York Times*, *Washington Post*, *The Economist*, and *The Guardian* are all useful sources. BBC World News or CNN International (more so than North American CNN) also provide useful broadcast media information. Various news radio sources, especially NPR, may also prove informative.

Films: Several films will be shown outside of class time during the semester (details on showing

time and location will be announced as soon as they are available). Some of these films will be required for the course, while others will simply be recommended. Some films will be major Hollywood productions available in video stores (such as *Thirteen Days*), while others will be harder to find documentaries or foreign films. If you plan to view a required film on your own, you should first check to see if it will be available from the video store.

Academic Integrity: All provisions of the *Rhodes Honor Code* will be vigorously enforced. Definitions of *plagiarism* will be reviewed in class, and any students having additional questions (such as proper citation practice in essays) are encouraged to see me during office hours or by appointment.

Classroom Etiquette: Active student participation is essential and greatly encouraged. At the same time, everyone (including the course's professor) must try to remain humble about their opinions, courteous to their fellows, curious, and eager to engage in polite debate. Uncivil discourse, personal attacks, or disruptions to the classroom atmosphere (cell phones, consistent tardiness or leaving early, etc.) will not be tolerated.

Attendance: 10% of the course mark will be based on class attendance and in-class participation. Any student who receives below a 'C' in any of the class assignments must thereafter attend all classes without exception; failure to do so will provoke referral to the Dean of Students and may lead to a failing mark in the course. Unexcused absences from an examination will lead to a failing mark (0%) for that examination (no make-ups). Excused absences (illness, death in the family, and jury duty, for example, but not personal travel arrangements, participation in athletic events, and other extra-curricular activities) are subject to approval from the course instructor. Students who, in the professor's opinion, miss too many classes may also be asked to follow the same attendance policy as those with a grade below 'C' on an assignment.

Students With Disabilities: If you have a disability recognized by Rhodes College, I encourage you to register with Student Disability Services (843-3994) to help me accommodate your needs as well as possible.

Schedule M/W/F 14:00 – 14:50 Buckman 216

Week 1 One World, multiple understandings

Readings: 1. *Essential Readings* textbook: Jack Snyder, "One World, Rival Theories".

8/27 Introduction

8/29 Introduction (Cont'd)

Week 2 **Levels of analysis and thinking about world politics**

- Readings:*
1. *World Politics* textbook, pp.3-26.
 2. *J. D. Singer, "The Level of Analysis Problem," *World Politics*, October 1961.

9/1 ***Labour Day – no class***

9/3 Lecture

9/5 Discussion

Week 3 **Nationalism and The Nation-State**

- Readings:*
1. *World Politics* textbook, pp.49-72.
 2. **The Encyclopedia of the Developing World*, 2006, entry on "Ethnicity: Impact on Politics and Society," pp.629-634.
 3. *Susanne Hoeber Rudolph and Lloyd I. Rudolph, "Modern Hate: How Ancient Animosities Get Invented," *The New Republic*, March 22, 1993.

9/8 Lecture

9/10 Lecture

9/12 Discussion

Week 4 **Paradigms of International Relations**

- Readings:*
1. *World Politics* textbook, pp. 27-48.
 2. *B. Buzan, "The Timeless Wisdom of Realism," in S. Smith et al, eds., *International Theory: Positivism and Beyond*, Cambridge University Press, 1996:47-65.
 3. *Essential Readings* textbook: Hans Morgenthau, "A Realist Theory of International Politics" and "Political Power."

9/15 Lecture

9/17 Lecture

9/19 Discussion

Week 5 **Paradigms of International Relations (Cont.)**

- Readings:*
1. *M. Zacher and R. Matthew, "Liberal International Theory," in C. Kegley, ed., *Controversies in International Relations Theory*, St. Martins, 1995:117-139.
 2. *Essential Readings* textbook: Michael W. Doyle, "Liberalism and World Politics"; Alexander Wendt, "Anarchy is What States Make of It"; J. Ann Tickner, "Man, the State and War: Gendered Perspectives on National Security".

9/22 Lecture

9/24 Lecture

9/26 Lecture

Week 6 The World System; Structure and Polarity

- Readings:*
1. *World Politics* textbook, pp.73-101.
 2. *Essential Readings:* Hans Morgenthau, "The Balance of Power," "Different Methods of the Balance of Power" and "Evaluation of the Balance of Power."

9/29 Lecture

10/1 Lecture

10/3 *Map Quiz.* Discussion

Week 7 Power, Influence and Relations Between States

- Readings:*
1. *World Politics* textbook, pp. 102-132.
 2. *Essential Readings:* John Mearsheimer, "Anarchy and the Struggle for Power."

10/6 Lecture

10/8 Lecture

10/10 Discussion

Week 8 Review and Film

Readings: _____ None – work on simulation assignment

10/13 Catch-up, review, discussion

10/15 **Mid-Term Exam**

10/17 Film – Dr. Strangelove (to be viewed on your own via Moodle)

Fall Recess begins Oct.17 5 p.m. until Oct.22 8 a.m.

Week 9 Domestic Sources of Foreign Policy

Readings: 1. *World Politics* textbook, pp. 133-162.
2. *M. Evangelista, “Domestic Structure and International Change,” In Doyle and Ikenberry, eds., *New Thinking in IR Theory*, 202-225.

10/20 *No class (Fall Recess)*

10/22 Lecture

10/24 Lecture and discussion

Week 10 Individuals, Roles, Perceptions and Decision Making

Readings: 1. *World Politics* textbook, pp. 163-192.
2. *G. Allison, *The Essence of Decision*, Reprinted in R. Mathews, ed., *International Conflict and Conflict Management*, Prentice Hall, 1984:105-17.
3. *Essential Readings* textbook: Robert Jervis, “Hypotheses on Misperception.”
4. *J. Stoessinger, *Why Nations Go to War*, St. Martin’s Press, 1990:1-26.

10/27 Lecture

10/29 Lecture

10/31 *Halloween – Professor promises to scare the class. Discussion.*

Week 11 War as an Instrument of Policy, the Security Dilemma and Nuclear Weapons

Readings: 1. *World Politics* textbook, pp. 230-267.
2. *Essential Readings* textbook: Carl von Clausewitz, “War as an Instrument of Policy”; Thomas C. Schelling, “The Diplomacy of Violence”; Robert Jervis, “Cooperation under the Security Dilemma”; Scott D. Sagan, “How to Keep the Bomb from Iran”; John Mueller, “From *Retreat from Doomsday: The Obsolescence of Major War*”.
3. *Edward Luttwak, “Give War a Chance,” *Foreign Affairs* 78:4, July/August 1999:36-44.
Required film (13 Days – Kevin Costner Drama :-), not the documentary) available from AV Reserves.

11/3 *Simulation Paper due in class.* Lecture

11/5 Lecture

11/7 Discussion

Week 12 Violent Conflict in a Globalized World

Readings:

1. *World Politics* textbook, pp. 195-229.
2. *T. Homer-Dixon, "Appendix to a Typology of Common Theories of Conflict," *Environmental Change and Violent Conflict*, 1990:25-31.
3. *Essential Readings* textbook: Robert A. Pape, "The Strategic Logic of Suicide Terrorism"; Max Abrahms, "Why Terrorism Does Not Work"; Michael L. Ross, "Oil, Drugs and Diamonds: The Varying Roles of Natural Resources in Civil War."

11/10 Lecture

11/12 Lecture

11/14 Discussion

Week 13 Globalization, International Law, and Limits to State Sovereignty

Readings:

1. *World Politics* textbook, pp. 268-339.
2. *Essential Readings*: Erik Voeten, "The Political Origins of the UN Security Council's Ability to Legitimize the Use of Force"; Margaret E. Kecik and Kathryn Sikkink, "Transnational Advocacy Networks in International Politics" and "Human Rights Advocacy Networks in Latin America."
3. *Johnson, James Turner, *Can Modern Wars Be Just?* (New Haven: Yale University Press), 1984:11-29.

11/17 Lecture

11/19 Lecture

11/21 Discussion

Week 14 International Relations in Popular Media

Readings: None (do your research paper)

11/24 *Film (may be viewed on your own via Moodle)*

Thanksgiving Recess begins Nov. 25 10 p.m. until Dec.1 8 a.m.

11/26 *No class (Thanksgiving)*

11/28 *No class (Thanksgiving)*

Week 15 **International Political Economy, Interdependence and Development**

Readings: 1. *World Politics* textbook, pp. 343-408.
2. *Essential Readings* textbook: Robert Gilpin, “The Nature of Political Economy”;
Moises Naim, “The Five Wars of Globalization”.

12/1 *Research Paper due in class.* Lecture

12/3 Lecture

12/5 Discussion

Week 16 **What New World?**

Readings: 1. *Essential Readings* textbook: Samuel P. Huntington, “The Clash of
Civilizations?”; Yahya Sadowski, “Political Islam: Asking the Wrong Questions?”

12/8 Discussion

12/10 *Last day of class, course review – exam period Dec.12-17*

Final Exam Friday December 12 at 17:30.

Simulation Essay Assignment

Students will be divided into groups of 7 (or in some cases 6). They will play the game *Diplomacy* on the web – <http://phpdiplomacy.net/> This will require each student to create an on-line account (please use your first and last name if possible, so that I can recognize you). For the first practice game, you should form your own groups by the second week of classes and start a game with a 24-hour turn period, so as to complete it quickly. You will make 1 move every 24 hours.

The rules for the game are available on the website as well as on the following Wiki site: [http://en.wikipedia.org/wiki/Diplomacy_\(game\)](http://en.wikipedia.org/wiki/Diplomacy_(game)) (Please note that this site describes rules for the board game, which are essentially the same as for the on-line variant you will play. The site also describes the game in general).

After everyone has completed 1 practice game, additional instructions will be given to you for your official class game, for which the professor will divide you into playing groups of 6 or 7 each. After the game is completed, each group will prepare and submit *one* 10-page essay for grading. Everyone in the group will receive the same essay grade, with some adjustments according to how well each player did in the game. Players may not be kicked out of a group – failure to contribute to the essay, failure to agree on the content of the essay, or other similar ‘sins’ need to be worked out within each group. Players who fail to make their moves within the 24-hour time limit will not do well in the game, and I will have evidence of such failure from the map print-outs each group submits to me (see below). The class participation mark also includes the simulation, of course.

You are expected to relate how the simulation brings out (or fails to illustrate) paradigms or theories of international relations covered in this course, via the structure, rules, and conditions for victory in the game. I suggest that you choose one paradigm and 2-4 of its theories (hint: balance of power and its effects is a theory, while *realism* is a paradigm containing within it many theories) that the game brings out well, and cover these in the first 5-6 pages of your essay (part of the first page can also introduce your essay in general -- but move on to the analytical “meat” of the assignment quickly). The following 4-5 pages should discuss some paradigms or theories which you feel are important to understanding the international system or world, but which are not reflected in the game. Present your ideas of what changes to the rules, structure or conditions for victory in the game (if any) could be made to better reflect these alternate views of international relations. You may wish to conclude with some additional creative remarks on the simplifying nature of models, theories, paradigms and simulations in understanding an infinitely complex world.

During the official game, each group should print out 1 copy of the game map each turn, and submit this with their essay.

Essays must be *double spaced* and *may not exceed 10 pages double-spaced with a 12 pt font and a minimum 1" margins* (not including bibliography). Please refer to the *Chicago Manual of Style* <http://www.libs.uga.edu/ref/chicago.html> for guidelines on footnote and bibliography styles – please use footnotes as per the “documentary-note” style (make sure to include page numbers in each footnote) and use only this style consistently throughout your paper. Include a bibliography

of sources you cited in the paper. The bibliography does not count towards your word/page limit for the paper.

No inducements, agreements, incentives or other interactions outside the framework of the game are permitted -- for example, you can not offer another player money or personal favors, or threaten to never sit next to them again in class, in order to influence their actions in the game. You can, however, make alliances or agreements that do not refer to factors outside the game – for instance, agree to support play ‘x’s’ attack on ‘y’ in return for their support for one of your initiatives -- but remember that in a system of anarchy, no higher authority (including your professor) exists to enforce such contracts and alliances.

For the official class game, incentives will be put in place for students who win the game or are not eliminated from the game, so learn how to play as well as you can during your practice game!

Research Paper Topics

The following are some examples of topics students can choose for their second essay assignment. *Students not selecting one of these topics should check with me regarding their topic.*

1. Are human rights just a cover to allow strong states to interfere in the affairs of weak states?
2. Are “just wars” possible? What about “Justice in war” (*jus ad bellum*)?
3. Has the world’s respect for state sovereignty declined since the end of the Cold War?
4. Was the U.S. invasion of Iraq embarked upon in the realist theoretical tradition of international relations or the liberal tradition?
5. Is there an “International Political Economy of Terrorism?” What might we mean by such a term?
6. Is the world more accurately described as “a society of states” or “an anarchical system”?
7. If we accept Tad Homer Dixon’s “Common Theories of Conflict”, describe what a resulting “Appendix of Common Theories of Peace or Stability” should look like.

These are just some possible topics. In general, you must pose a question, a puzzle, for this essay. Your paper attempts to provide a solution to the puzzle, via critical analysis, citations of evidence from other sources to back up various arguments, and regular logic. *Your essay should grapple with issues from the course in some sense*, as well as go to outside sources for more specific and extensive material on the issue. Library staff and writing center staff are also available to assist you.

Essays must be *double spaced* and *may not exceed 5 pages double spaced with a 12 pt font and a minimum 1" margins* (not including bibliography). Please refer to the *Chicago Manual of Style* <http://www.libs.uga.edu/ref/chicago.html> for guidelines on footnote and bibliography styles – please use footnotes as per the “documentary-note” style (make sure to include page numbers in each footnote) and use only this style consistently throughout your paper. Include a bibliography of sources you cited in the paper. The bibliography does not count towards your word/page limit for the paper.

Five pages is not much to make a good argument, so try to make every single word and sentence count. You want clear, effective language and excellent structure to get your point across. In many ways, short papers like this are more difficult to write well than longer papers.

A late penalty of 2% per weekday will be levied on papers turned in after the due date, and no paper shall be accepted after the last day of class. *For every typo, grammar, spelling, or punctuation error that I notice, 1% will be deducted from the paper’s mark. E-mailed, faxed or on-line submissions of assignments will not be accepted.*