

POLITICAL SCIENCE 1003: INTRODUCTION TO INTERNATIONAL POLITICS

Professor Caitlin Talmadge
The George Washington University
Fall 2012

Meeting Time: Wednesdays and Fridays, 2:20-3:10 pm
Location: Room 113, 1957 E Street, NW

Professor office hours: Fridays, 3:30 pm – 5:30 pm, or by appointment
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Please be sure to read the course email policy prior to emailing the teaching staff.

Description of Course: This course is an introduction to the character, causes, and consequences of international conflict and cooperation, in both military and economic affairs. It is not a history or current events course, but it does use past and present-day cases to examine theories of international politics and expand our understanding of the range of possible forms of international behavior. The course is organized chronologically, beginning with the Peloponnesian War, the European state system, imperialism, the spread of free trade, and the two world wars. It continues after 1945 with decolonization, the spread of democracy and human rights, trade liberalization, international law, and environmental cooperation, as well as sources of conflict such as the Cold War, nuclear proliferation, the control of oil, humanitarian intervention, and failed states. The major goal of the class is to be able to identify and explain continuity and change across these different issues and time periods using theories and concepts from the field of international relations.

This is a very challenging course with an above-average workload. You will find it more manageable if you commit to keeping up with the readings and attending the lectures each week: lectures will help you pick out the key points from the reading, and doing the reading will make it much easier to follow the lectures. The readings and lectures in this course are complementary, but they do vary significantly in content and emphasis. Over the course of the semester, you will be tested on information that appears in lecture but not in the readings, and in the readings but not in lecture. Everything in this class also builds on what came before it; you may be tested at the end of the semester on material assigned during the first week. The good news is that if you work hard, you will learn a lot!

Class Meetings: Lectures are given twice per week, on Wednesdays and Fridays. In addition, discussion sections will meet every week for 50 minutes, giving you a chance to review and critically engage the material from the previous week and to prepare for papers and exams. Attendance in sections is mandatory, and failure to attend and participate will substantially hurt your performance in the class.

Examinations: There will be two mid-term examinations and a final exam. The first exam will be a take-home essay distributed online through Blackboard at 3:10 pm on Friday, September 28. It will be due in hard copy, in class, the following Friday, October 5, at exactly 2:20 pm. If you think your watch might be slow, come early. You must also submit a copy of your paper prior to this time to SafeAssign, through the course website, which uses an electronic program to detect cheating. If you use a Mac, be aware that SafeAssign does not work with Safari, only Firefox. Your TA will provide further details on compliance with SafeAssign. Your exam is not turned in until it has been submitted both to SafeAssign and in hard copy. It will be counted late if either is missing.

The second exam will be given in class on Friday, November 9. It will consist of identifications and an essay question. More details will be provided closer to the test date.

The final exam will be held according to the university schedule. It will consist of identifications and two essays, one covering the material since the second midterm and one asking you to synthesize material from the entire course. All of the examinations in the course will test your ability to analyze history and facts using the theories and arguments we have covered.

Response papers: In order to help you prepare for section and exams, there will be three, 300-word, graded response papers due throughout the semester. The response papers will ask you to address your choice of questions sent out by the teaching staff. Always write the word count, your TA's name, your section time, and your name at the top of the first page of the paper. Your TAs will provide additional details about the writing, submission, and grading of these papers, which will be due in hard copy in your section meetings. The first response paper is due in section the week of September 10; the second one is due in section the week of October 22; and the third one is due in section the week of November 26. Because the purpose of response papers is to synthesize the material from lecture and readings on your own before attending section, absolutely no late response papers will be accepted. If the paper is not turned in on time, you will receive no credit and no opportunity to make up the assignment.

Readings: Most of the readings for this course are available on the course website or the Internet. Two books are required for purchase: Henry Kissinger, *Diplomacy* (1994), and Jeffry Frieden, *Global Capitalism: Its Rise and Fall in the Twentieth Century* (2007). They are also available at the university bookstore and online, as well as on two-hour reserve at Gelman Library.

Studying: It is a good idea to form study groups to generate summaries of the readings and definitions of key terms. The syllabus also provides weekly hints to help you read efficiently. These questions are not comprehensive and are meant only to help you prepare for lecture and section. However, if you can answer them and identify the key terms listed each week (based on the readings, not on what you find on Wikipedia!), you will be well on your way to a good performance on the exams. Lecture and section will also help you connect the different weeks of the course, beyond what is evident in the weekly reading questions. Try to do the readings in order each week.

Academic Integrity: If you are found to have cheated on any part of an assignment, you will automatically receive a failing grade on that assignment. You may also face further consequences for academic dishonesty at the professor's discretion. Please note that failure to cite sources you use in any written assignment (including response papers) is academic dishonesty and will be punished accordingly. If you are unsure how to cite, please ask your TA. It is your responsibility to review the university's policy on academic honesty, particularly plagiarism, prior to turning in your work: <http://www.gwu.edu/~ntegrity/code.html>.

Extensions and Late Assignments: There will be no extensions or make-ups granted except in cases of 1) religious holiday observance, brought to the teaching staff's attention *within the first two weeks of the semester*, or 2) medical emergency confirmed *promptly* by a doctor who has seen you and judges that you were *physically unable* to complete the work for the course on time. To be clear, neither you nor your doctor needs to provide the teaching staff with details of your condition; that is your private business. But you do need medical documentation, provided in a timely manner, to certify that you were unable to fulfill your responsibilities in the class. Otherwise, if you miss an exam, you will receive a failing grade. Furthermore, for each day that a take-home assignment is late, it will be marked down 1/3 of a grade (e.g., a B would become a B-). The teaching staff reserves the right not to accept extremely overdue assignments.

Email Policy: Email tends to facilitate various pitfalls that students should avoid. First, students should communicate professionally with the teaching staff, avoiding informal salutations, casual language, and sloppy punctuation and spelling. Second, please check the course syllabus or ask a classmate prior to emailing the teaching staff with a question; often the answer has already been provided to you. Of course, you should never hesitate to ask legitimate questions, but in a course of this size email should be considered a last rather than a first resort. Third, when emailing the professor, always copy your teaching assistant unless you have a specific reason not to. Fourth, please keep your communications brief. If you have a complicated issue to discuss, it is best left to face-to-face interaction in office hours.

Disability: If you have a registered disability and require accommodations, please provide the professor with the necessary paperwork within the first two weeks of the term, and we will make arrangements accordingly. The teaching staff is committed to making the course a level playing field for all students.

Electronic devices in class: The use of laptops, cell phones, and other electronic devices in lecture and section is prohibited except in cases of documented medical need. While these devices can enhance some aspects of learning, they can also prove distracting to you and those seated around you. Please turn them off and put them away.

Grading: Your grade will stem from the take-home midterm (15%), the in-class midterm (25%), the final exam (40%), section attendance (5%), section participation (5%), and response papers (10%).

Grades in this course are not negotiable, but if you believe you have been subject to a grading error, you may appeal after a 24-hour waiting period. You must make your appeal in writing to your TA and submit your original exam or essay. Your TA will respond in writing. If you still believe your work has been misgraded, you may submit another appeal to the professor, along with your original appeal, your work, and your TA's response. Please bear in mind that appeals often result in lower rather than higher grades, and that respectful appeals tend to have more success. That said, the professor and teaching assistants are always happy to help you understand how you can perform at your best; please come see us if you need feedback or help.

The grading scale in this class is as follows: A: 94+; A-: 90-93; B+: 87-89; B: 84-86; B-: 80-83; C+: 77-79; C: 74-76; C-: 70-73; D+: 67-69; D: 64-66; D-: 60-63; and F: 59 and below. The course is not graded on a curve; you will receive whatever grade you earn. In previous iterations of the course, the average has been a B, which is a very good grade in a large survey course. Here is a qualitative sense of what the different grades mean:

A: The student performed well above the teaching staff's expectations. He or she displayed a thorough command of both the theoretical and empirical material in the course, as well as original analytical insights into that material. The student will be among the best in the Political Science major.

A-: The teaching staff was very impressed by the student's performance. The student demonstrated a thorough grasp of both the theoretical and empirical components of the course. He or she will do very well in the Political Science major.

B+: The student met all of the teaching staff's expectations in the course; the student will perform well in the Political Science major.

B: The student met most of the requirements of the course but had trouble with some of the theoretical and/or empirical components. The student still has the potential to do well in the Political Science major when these areas are remedied.

B-: The student demonstrated consistent weakness with respect to both the theoretical and empirical material in the course, but he or she clearly attempted to prepare for assignments. It is difficult to evaluate whether the student will succeed in the Political Science major.

C: There is little evidence the student learned anything in the course, and he or she demonstrated disregard for the course requirements. The Political Science major is not recommended.

D: There is no evidence the student has learned anything in the class. He or she student demonstrated blatant negligence in completing the course requirements. The Political Science major is not recommended.

F: The student did not attend class and/or turn in assignments. It is unclear whether the student will succeed in college.

PSC 1003 COURSE SUMMARY

Date	Lecture/Assignments
August 29	Introduction to PSC 1003
August 31	Analyzing International Relations: Theory and Evidence
September 5	Statecraft in the Ancient World: the Peloponnesian War
September 7	The Concert of Europe and Bismarckian Realpolitik
September 10	** Response Paper #1 due in section this week **
September 12	The Expansion of World Trade in the 19 th Century
September 14	European Imperialism before 1914
September 19	The Rise of Germany and the Path to World War I
September 21	International Relations Theory and the Causes of World War I
September 26	Collective Security and the League of Nations
September 28	The Great Depression and Interwar Political Economy ** Take-home midterm distributed through Blackboard **
October 3	The Origins of World War II
October 5	The Origins of the Cold War, 1943-1950 ** Midterm due in class and on SafeAssign at 2:20 pm **
October 10	International Trade and Finance after 1945
October 12	The United Nations and Decolonization
October 17	Wars of the Cold War: Korean and Vietnam
October 19	The Absolute Weapon: Nuclear Arms and Cold War Crises
October 22	** Response Paper #2 due in section this week **
October 24	The Middle East in World Politics
October 26	Oil and Other Commodity Cartels
October 31	The IMF, WTO, and World Bank
November 2	Globalization, Growth and Poverty Alleviation
November 7	Environmental Agreements: The Global Commons
November 9	** In-Class Midterm Exam **
November 14	The End of the Cold War and Its Consequences
November 16	Is the World Still Dangerous? Terrorism, WMD, and Failed States
November 21	** No Class **
November 23	** No Class **
November 26	** Response Paper #3 due in section this week **
November 28	Human Rights and Humanitarian Intervention
November 30	International Relations in an Age of Financial Crisis
December 5	The End of Realpolitik?
December 7	Review Session
December 10	Make-up Class if needed
TBD	** Final Exam **

WEEK 1: INTRODUCTION TO INTERNATIONAL RELATIONS (61 PAGES)

August 29

Lecture 1: Introduction to PSC 1003

No readings assigned.

August 31

Lecture 2: Analyzing International Relations: Theory and Evidence

Note: These readings are some of the most difficult in the entire course, but they are also some of the most important. Do your best to get through them, focusing on the identifications listed below, and then we will “unpack” them more in class. If you come across a word or passage that you don’t understand, write down your question so that we can discuss it in lecture or section.

Readings:

- John Mueller, “War Has Almost Ceased to Exist: an Assessment,” *Political Science Quarterly*, vol. 124, no. 2 (summer 2009), pp. 300-303, 310-321.
- Jack Snyder, “One World, Rival Theories,” *Foreign Policy* (November/December 2005) 2004, pp. 55-62.
- Robert Gilpin, *War and Change in World Politics*, pp. 1-15.
- Dan Reiter, “Exploring the Bargaining Model of War,” *Perspectives on Politics*, vol. 1, no. 1 (March 2003), pp. 27, 29-30 (under “The causes of war”), 33-34 (under “Other theoretical perspectives” and under “Deterrence, the spiral model, and cognitive psychological biases”).
- Kenneth Waltz, *Man, the State, and War: A Theoretical Analysis*, pp. 1-15.

Reading questions: What are the causes of war and peace, and of major changes in the international system? What are the major trends in conflict and cooperation over the last 200 years? What are the differences between realist and liberal theories of international relations? Can war ever be the product of rational decision-making? Are the misperceptions that may lead to war always irrational? What do the spiral model and the deterrence model each identify as the major cause of war? What are the “levels of analysis” or “images” in international relations?

Identifications

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|--|---|
| <ul style="list-style-type: none"> • Norm against conquest • Democratic peace thesis • Realism • Liberalism • 1st, 2nd, and 3rd images • Bargaining model • Incentives to misrepresent | <ul style="list-style-type: none"> • Commitment problems • Issue indivisibility • Spiral model • Deterrence model • Hegemonic war • System equilibrium/disequilibrium |
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WEEK 2: WAR AND THE BALANCE OF POWER IN THE ANCIENT AND MODERN WORLDS (140 PAGES)

September 5

Lecture 3: Statecraft in the Ancient World: the Peloponnesian War

Note: Do the Roberts reading first to give yourself background on the Peloponnesian War. Then remember that much of the Thucydides reading consists of speeches, which you should be able to read quickly, without getting too hung up on the details. Focus on the speakers' general arguments.

Readings:

- Jennifer Tolbert Roberts, "Introduction," in Thucydides, *The Peloponnesian War*, trans. Walter Blanco, pp. xiii-xviii.
- Thucydides, *The Peloponnesian War* (Rex Warner, trans.), "The Dispute over Corcyra," "The Debate at Sparta and Declaration of War," and "Melian Dialogue," 24 pages total.

Reading questions: What were the basic similarities and differences between Athens and Sparta? According to Thucydides, what was the main cause of war between the two city-states? Which of the theories from last week seem most relevant to the explanation? Do you see anything relevant to modern international relations in this ancient history?

Identifications:

- Athens
- Sparta
- Corinth
- Corcyra
- Melos
- Helots

September 7

Lecture 4: The Concert of Europe and Bismarckian Realpolitik

Readings:

- Henry Kissinger, *Diplomacy*, "The Concert of Europe," "Two Revolutionaries," and "Realpolitik Turns on Itself," pp. 78-102, 103-136, 137-167, map pp. 324-5.
- Gordon Craig and Alexander George, "Balance of Power, 1815-1914: Three Experiments" in Craig and George, *Force and Statecraft: Diplomatic Problems of Our Time*, pp. 25-42.

Reading questions: How should we define international stability? Consider the three main periods discussed in the reading: 1815-1854 (the Concert of Europe), 1870-1890 (Bismarckian Realpolitik), and 1890-1914 (the pre-World War I era, which we will also study in more detail next week). Which era would you say was the most stable? What factors do you think increased or decreased stability during each era? Are any of the theories we discussed last week helpful in making this assessment?

Identifications:

- Metternich
- Napoleon III
- Bismarck
- Congress of Vienna
- Holy Alliance
- Quadruple Alliance
- Sovereignty
- Realpolitik
- Crimean War

WEEK 3: FREE TRADE AND IMPERIALISM IN THE 19TH CENTURY GLOBAL ECONOMY (154 PAGES)**** Response paper #1 due in section this week ******September 12****Lecture 5: The Expansion of World Trade in the 19th Century**

Note: The Frieden readings are long, so just focus on pulling out the main ideas and terms. Follow the details and examples to the extent that they help you understand concepts, but do not get bogged down. You may want to read the introduction and conclusions to his chapters first, before going back and reading the rest of the text.

Readings:

- Jeffrey Frieden, *Global Capitalism*, Chapters 1, 2, 4, and 5, pp. 13-55, 80-123.
- Arthur Stein, "The Hegemon's Dilemma: Great Britain, the United States, and the International Economic Order," *International Organization*, vol. 38, no. 2 (1984), pp. 355-372.

Reading questions: What is globalization? What factors were most important in the rise of globalization in the 19th century? What is Frieden's argument about the relationship between nations' integration into the global market and their economic development? What is a hegemon, and what does Stein mean when he speaks of a "hegemon's dilemma"? Does globalization prevent international conflict?

Identifications:

- Globalization
- Repeal of the Corn Laws
- Cobden-Chevalier Treaty
- Gold Standard
- Specialization/division of labor
- Comparative advantage
- Mercantilism
- Hegemonic Stability Theory
- Most-Favored-Nation Status

September 14**Lecture 6: European Imperialism before 1914**Readings:

- John Hobson, "Imperialism: A Study" in H. Wright, ed., *The 'New Imperialism'*, pp. 5-34, 36-39.
- Ronald Robinson and John Gallagher, "The Partition of Africa," in *The 'New Imperialism'*, pp. 151-158.
- Nicolas Mansergh, "Diplomatic Reasons for Expansion," in *The 'New Imperialism'*, pp. 114-124.

Reading questions: What are the main arguments made in each article about the causes of imperialism? Are these causes mutually exclusive?

Identifications:

- Imperialism
- The Scramble for Africa
- Sectional/sectoral interests

WEEK 4: THE CAUSES AND CONDUCT OF THE GREAT WAR (77 PAGES)

September 19

Lecture 7: The Rise of Germany and the Path to World War I

Readings:

- Kissinger, *Diplomacy*, “A Political Doomsday Machine” & “Into the Vortex,” pp. 168-217, map p. 326.

Reading questions: Was World War I inevitable? Was it rational? (Consider the bargaining model and the spiral model from the first week.) What factors were most important in the outbreak: structural causes related to the balance of power (Waltz’s third image) or domestic causes such as misperceptions (Waltz’s second image)? If the war was destined to occur, what factors kept it from happening before 1914?

Identifications:

- Alsace-Lorraine
- Splendid isolation
- The Reinsurance Treaty
- Schlieffen Plan
- The low countries
- Crowe Memorandum
- Offense-defense balance
- Kaiser Wilhelm
- Triple Entente
- Triple Alliance
- Franz Ferdinand
- July crisis

September 21

Lecture 8: International Relations Theory and the Causes of World War I

Note: The Jervis reading is particularly challenging, but it is also very important. Do your best to focus on his main ideas, which are usually stated in the first sentence or two of each paragraph. Do not worry about terms or examples you do not understand; instead, do your best to consider his points in light of the World War I history covered in Kissinger. We will discuss Jervis in more detail in lecture.

Reading:

- Robert Jervis, “Cooperation Under the Security Dilemma,” *World Politics*, vol. 30, no. 2 (1978), pp. 167-70, 181-194 (start at the paragraph beginning “How a statesman interprets...”), 199-203, 211-214 (focus on the examples related to the world wars, rather than the paragraphs about nuclear weapons).

Reading questions: Same as for last lecture.

Identifications:

- Security dilemma
- Offense-defense balance

WEEK 5: INTERWAR COOPERATION AND CONFLICT (126 PAGES)**September 26****Lecture 9: Collective Security and the League of Nations**Readings:

- Henry Kissinger, *Diplomacy*, “The New Face of Diplomacy,” “The Dilemmas of the Victors,” and “Stresemann and the Re-emergence of the Vanquished,” pp. 218-245, 246-265, 266-287; map p. 321.
- Woodrow Wilson, Speeches: “Peace Without Victory” (22 January 1917); “Fourteen Points,” (8 January 1918), 9 pages total.

Reading questions: What were the main features of the Treaty of Versailles? Why did the great powers experience deadlock and eventually disaster in implementing it? If you could go back in time and design a different post-World War I security system, what features would it have?

Identifications:

- Treaty of Versailles
- Collective Security
- League of Nations
- Fourteen Points
- Self-determination
- Gustav Stresemann

September 28**Lecture 10: The Great Depression and Interwar Political Economy**

**** Take-home midterm distributed on Blackboard at 3:10 pm ****

Readings:

- Jeffrey Frieden, *Global Capitalism*, Chapters. 6 and 8, pp. 127-154, 173-194.
- Arthur Stein, “A Hegemon’s Dilemma: Great Britain, The United States, and International Economic Order,” *International Organization*, vol. 38, no 2. (1984), pp. 373-376.
- OPTIONAL: Charles Kindleberger, “An Explanation of the 1929 Depression,” in *The World in Depression* (1983), pp. 288-305.

Reading questions: What caused the Great Depression? What were its main features? What role did the gold standard play in the Great Depression? According to Hegemonic Stability Theory, how could the Great Depression have been avoided or shortened?

Identifications:

- The Gold Standard
- John Maynard Keynes
- Smoot-Hawley Tariff
- Reciprocal Trade Agreements Act
- Lender of Last Resort
- The Great Depression

WEEK 6: IDEOLOGY AND CONFLICT: WORLD WAR II AND THE COLD WAR (108 PAGES)**October 3****Lecture 11: The Origins of World War II**Readings:

- Henry Kissinger, *Diplomacy*, “The End of the Illusion” and “Stalin’s Bazaar,” pp. 288-318, 332-349.

Reading questions: Was World War II just a continuation of World War I? Do you think the war would have occurred without Nazi ideology or Hitler’s leadership? How and why did the allies “appease” Hitler in the years leading up to World War II? Were their decisions rational given the information available to them at the time? Do you see the spiral model or the deterrence model as more relevant in explaining the outbreak of the war?

Identifications:

- Maginot Line
- Anschluss
- Lebensraum
- Sudetenland
- Rhineland
- Axis Powers
- Allied Powers
- Molotov-Ribbentrop Agreement

October 5**Lecture 12: The Origins of the Cold War****** Midterm due in class and on SafeAssign at 2:20 pm ****Readings:

- John Lewis Gaddis, “The Return of Fear,” in *The Cold War: a New History*, pp. 6-47.
- George Kennan, “The Long Telegram,” February 22, 1946, available at <http://www.gwu.edu/~nsarchiv/coldwar/documents/episode-1/kennan.htm>, 9 pages.
- “The Novikov Telegram,” Sept. 27, 1946, available through the Cold War International History Project, 8 pages.

Reading questions: Was the Cold War inevitable given the geopolitical realities facing the US and USSR in post-WWII Europe? Or were ideology and personality the key factors in fomenting hostility? Do you think “commitment problems” of the type we discussed in the bargaining model from the first week were relevant (you may wish to refer to the Reiter reading, p. 30)?

Identifications:

- Yalta
- Potsdam
- George Kennan
- Novikov Telegram
- Containment
- Iron Curtain
- Spheres of Influence
- NSC-68
- Cominform
- NATO
- Truman Doctrine
- Korean War

WEEK 7: THE POSTWAR ORDER (103 PAGES)**October 10****Lecture 13: International Trade and Finance After 1945**Readings:

- Jeffrey Frieden, *Global Capitalism*, Chapters 11 and 12, pp. 253-300.
- Robert Keohane, "A Functional Theory of International Regimes," in *After Hegemony*, pp. 85-97, 107-9, 135-139.
- Arthur Stein, "A Hegemon's Dilemma: Great Britain, The United States, and International Economic Order," *International Organization*, Vol. 38:2 (1984), pp. 376-386.
- Address by General George C. Marshall, Secretary of State of the United States, June 5, 1947, pp. 1-3, available at <http://www.historyplace.com/speeches/marshall.htm> ; audio recording available at <http://www.hpol.org/record.php?id=7>

Reading questions: Is international economic cooperation in the postwar era best explained by Western security concerns about Soviet bloc, United States hegemony, or domestic political conditions? What is an international regime? According to Keohane, why did such regimes emerge after World War II?

Identifications:

- Marshall Plan
- Bretton Woods System
- International Monetary Fund
- World Bank
- GATT
- European Coal and Steel Community
- European Economic Community
- OECD
- Transaction costs

October 12**Lecture 14: The United Nations and Decolonization**Readings:

- Jeffrey Frieden, *Global Capitalism*, Chapter 13, pp. 301-320.
- The United Nations Charter, Preamble, Chapter I, and Chapter VII, available at: <http://www.un.org/en/documents/charter/>

Reading questions: How does the United Nations' collective security system differ from the rules established in the earlier League of Nations? According to Frieden, why did many newly-independent governments in Asia and Africa choose import-substituting industrialization as a development strategy in the postwar era?

Identifications:

- UN Security Council
- UN General Assembly
- Uniting for Peace Resolution
- United Nations Emergency Force
- Suez Canal crisis
- Import-substituting industrialization
- Export-oriented industrialization

WEEK 8: CONFLICT DURING THE COLD WAR (117 PAGES)

October 17

Lecture 15: Wars of the Cold War: Korea and Vietnam

Note: You may wish to review Gaddis' discussion of the Korean War, pp. 40-7, from the reading for Lecture 12.

Readings:

- Fredrik Logevall, *The Origins of the Vietnam War* (Pearson: New York, 2001), pp. 58-82.
- Yuen Foong Khong, "The Lessons of Korea and the Vietnam Decisions of 1965," in George Breslauer and Philip Tetlock, *Learning in US and Soviet Foreign Policy*, pp. 302-334, 336-344.

Reading questions: Compare and contrast the accounts of U.S. intervention given by Logevall and Khong. Why did the United States intervene in Korea and Vietnam? Out of Waltz's three images, which seems most important in explaining U.S. decision-making in these wars? How well does the bargaining model account for the wars?

Identifications:

- | | |
|----------------------------|-------------------|
| • Ngo Dinh Diem | • Rolling Thunder |
| • Ho Chi Minh | • Tet Offensive |
| • Strategic Hamlet Program | • Robert McNamara |
| • Gulf of Tonkin | • Domino Theory |
| • Pleiku | |

October 19

Lecture 16: The Absolute Weapon: Nuclear Arms and Cold War Crises

Readings:

- Robert Jervis, *The Meaning of the Nuclear Revolution*, chapter 1, pp. 1-46.
- Ernest R. May and Philip D. Zelikow, eds., *The Kennedy Tapes: Inside the White House During the Cuban Missile Crisis, The Concise Edition*. pp. 60-65, 106-108.

Reading questions: According to Jervis, how have nuclear weapons changed international politics? What is the stability-instability paradox, and does it help explain the outbreak of wars in Korea and Vietnam? Did Soviet missiles in Cuba actually change the nuclear balance with the United States? If not, why was the United States so concerned about them?

Identifications

- | | |
|---------------------------------|------------------------|
| • The Nuclear Revolution | • Deterrence |
| • Mutually Assured Destruction | • Compellence |
| • Second-strike capability | • The Long Peace |
| • Stability-Instability Paradox | • Cuban Missile Crisis |

WEEK 9: THE MIDDLE EAST AND OIL IN POSTWAR POLITICS (113 PAGES)**** Response paper #2 due no later than section this week ******October 24****Lecture 17: The Middle East in World Politics**Readings:

- Paul Salem, "The Middle East: Evolution of a Broken Regional Order," Carnegie paper no. 9, June 2008, pp. 3-10.
- Gregory Gause, "The Persian Gulf as a Security Region," in *The International Relations of the Persian Gulf* (New York: Cambridge University Press, 2010), pp. 1-2, 12-14.
- Daniel Yergin, "The Oil Weapon" and "Bidding for Our Life," in *The Prize: The Quest for Oil, Money and Power*, pp. 588-597, 602-609, 613-632.
- President Richard Nixon and Henry Kissinger, "Memorandum of Conversation, subject: Middle East War," October 17, 1973, 2 pages.

Reading questions: Why did war break out in the Middle East in 1973? Did Arab domestic politics play a role in the origins of the war, and if so, what was that role? What explains U.S. actions during the war? What were the most important international consequences of the war? More generally, what have been the most important factors driving U.S. behavior in the Middle East during the last several decades?

Identifications:

- | | |
|----------------|------------------------------|
| • Gamal Nasser | • Iranian revolution |
| • Anwar Sadat | • Oil embargo |
| • King Faisal | • 1967 Arab-Israeli War |
| • Golda Meir | • Yom Kippur War/October War |

October 26**Lecture 18: Oil and Other Commodity Cartels**Readings:

- Jeffrey Frieden, *Global Capitalism*, Chapter 16, pp. 363-391.
- Joan Spero and Jeffrey Hart, "Oil, Commodity Cartels, and Power," in *The Politics of International Economic Relations*, 5th ed., pp. 276-306.
- "OPEC Moves to Bridge Saudi-Iran Rivalry," *USA Today*, June 14, 2012, available at <http://www.reuters.com/article/2012/06/29/us-opec-oil-survey-idUSBRE85S0TW20120629> (2 pages)

Reading questions: What were the causes and consequences of the oil embargo? What factors have affected OPEC's power in the ensuing decades? Why were southern countries unable to capitalize on their "commodity power" during the 1970s and 80s? In other words, why is it so difficult to make cartels work? Do you see any similarities between the difficulty of organizing cartels and the challenges of other forms of international cooperation that we have studied?

Identifications:

- | | |
|---------------------|------------|
| • The Seven Sisters | • Monopoly |
|---------------------|------------|

- Oligopoly
- Cartel
- Nationalization
- OPEC
- Swing producer
- Stagflation
- Volcker plan
- Operation Ajax

WEEK 10: THE EVOLVING POST-WAR ECONOMIC ORDER (101 PAGES)**October 31****Lecture 19: Beyond Bretton Woods: the IMF and WTO**Readings:

- Jeffrey Frieden, *Global Capitalism*, Chapter 20, pp. 457-472.
- Joseph Stiglitz, *Globalization and its Discontents*, (New York: Norton, 2002), Chapter 1, pp. 3-22.
- Kenneth Rogoff, "The IMF Strikes Back," *Foreign Policy*, no. 134 (Jan/Feb 2003), available at <http://www.imf.org/external/np/vc/2003/021003.htm>, 6 pages.

Reading questions: What explains why people view globalization and its attendant institutions, such as the WTO, so differently? What is the Mundell dilemma, according to Frieden? How do global institutions address or fail to address the problems associated with this dilemma? What are Stiglitz's main criticisms of the IMF? What are Rogoff's responses? Whom do you think is right?

Identifications:

- | | |
|-------------------------------|----------------------------|
| • Globalization | • World Trade Organization |
| • Mundell dilemma | • Conditionality |
| • International Monetary Fund | • Sequencing |
| • World Bank | • Washington Consensus |
| • GATT | • The Battle of Seattle |

November 2**Lecture 20: Globalization, Growth, and Poverty Alleviation**Readings:

- Jeffrey Frieden, *Global Capitalism*, Chapter 19, pp. 435-456.
- David Dollar and Art Kraay, "Spreading the Wealth," *Foreign Affairs*, Vol. 81, No. 1, January/February 2002, pp. 120-133.
- Oxfam, "Running into the Sand: Why Failure at the Cancun Trade Talks Threatens the World's Poorest People." *Oxfam Briefing Paper 53*, August 2003, pp. 7-18, 23-28.
- William Easterly, "The Handouts that Feed Poverty," *Los Angeles Times*, April 30, 2006, 2 pages.
- Jeffrey D. Sachs, "Foreign Aid Skeptics Thrive on Pessimism," *Los Angeles Times*, May 7, 2006, 1 page.

Reading questions: Does globalization place downward pressure on states to equalize social and environmental practices at the "lowest common denominator"? Or instead, are there instances when globalization actually increases these standards? Besides globalization, what other factors seem important in efforts to alleviate global poverty?

Identifications:

- Anti-globalization movement
- Agricultural dumping
- Easterly vs. Sachs
- The resource curse

WEEK 11: PROTECTING THE ENVIRONMENT (51 PAGES)**November 7****Lecture 22: Environmental Agreements: The Global Commons**Readings:

- Garrett Hardin, "The Tragedy of the Commons," *Science*, vol. 162, no. 3859, December 13, 1968), pp. 1244-5.
- Gareth Porter and Janet Welsh Brown, "The Development of Environmental Regimes: Nine Case Studies," "Conclusion," and "Trade and the Environment," in Porter and Brown eds., *Global Environmental Politics*, (1996), pp. 67-96, 105-106, 129-141.
- "Confronting the Crisis of International Climate Policy: Rethinking the Framework for Cutting Emissions," Policy Brief, Lowy Institute for International Policy, July 2010, pp. 2-7.

Reading questions: What is the tragedy of the commons, and how can it be overcome? The readings this week discuss the "tragedy" with respect to the environment, but can you think of how it might apply to other topics studied in the course? Porter and Brown point to the 1987 Montreal Protocol as a successful international regime designed to solve the problem of ozone depletion, but international cooperation to solve climate change has been much less successful. Why?

Identifications:

- | | |
|--------------------------|-------------------------|
| • Tragedy of the commons | • Montreal Protocol |
| • Free-rider problem | • Copenhagen conference |

November 9**Lecture 21: ** In-Class Midterm Exam ****

**** There will be no make-up exams except in cases of religious holidays with advance notification, or promptly documented instances of medical emergency. ****

WEEK 12: COOPERATION AND CONFLICT AFTER THE COLD WAR (87 PAGES)**November 14****Lecture 23: The End of the Cold War and Its Consequences**Reading:

- James Davis and William Wohlforth, "German Unification," in *Ending the Cold War*, Richard K. Herrmann and Richard Ned Lebow, eds. (New York: Palgrave, 2004), pp. 131-153.
- Stephen Van Evera, "Primed for Peace: Europe after the Cold War," *International Security*, Vol. 15, No. 3 (Winter 1990/91), pp. 7-10.
- John Mearsheimer, "Back to the Future: Instability in Europe after the Cold War," *International Security*, Vol. 15, No. 1 (summer 1990), pp. 5-8, 10-28.
- James Goldgeier, *Not Whether But When: the U.S. Decision to Enlarge NATO* (Washington: Brookings Press, 1999), pp. 1-5.
- Barry Posen, "Emerging Multipolarity: Why Should We Care?" *Current History*, November 2009, pp. 347-352.

Reading questions: What caused the end of the Cold War? Evaluate the relative importance of shifting power, ideas, individual leaders, and domestic politics. What did Van Evera and Mearsheimer each predict would happen in Europe after the end of the Cold War? What were the assumptions behind the two sets of predictions? Why has NATO expanded rather than disappeared in the post-Cold War era? In what ways do you think the period since the end of the Cold War has been similar to or different from the other post-war periods we have studied?

Identifications:

- Mikhail Gorbachev
- German unification
- Soviet economic decline
- Bipolarity
- Multipolarity
- Unipolarity
- Constructivism
- NATO expansion

November 16**Lecture 24: Is the World Still Dangerous? Terrorism, WMD, and Failed States**

Note: The list below is long, but the individual readings are very short!

Readings:

- Bruce Hoffman, *Inside Terrorism*, 2006, pp. 41-44.
- Jessica Stern, *The Ultimate Terrorists*, 1999, 5-11.
- *U.S. National Security Strategy*, September 2002, chapter V, 4 pages.
- Owen Cote, "Weapons of Mass Confusion," *Boston Review*, April/May 2003, 7 pages.
- "Terrorism: John Mueller Says Threat Is Overblown," *Rochester City Newspaper*, January 23, 2007, pp. 1-6.
- Robert Pape, "Blowing Up an Assumption," *New York Times*, May 18, 2005, 1 page.
- James Traub, "Think Again: Failed States," *Foreign Policy*, July/August 2011, pp. 1-7.

Reading questions: How would you define terrorism? Do our theories of international relations

adequately account for terrorist actors and/or states' responses to them? Why or why not? What do you see as today's greatest security threats, and how dangerous are they compared to past threats we have studied? Are terrorism, WMD, and failed states inextricably linked, or are they distinct? What is Pape's argument about the strategic logic of suicide terrorism, and do you think it is correct?

Identifications:

- Non-state entity/actor
- Terrorism
- WMD
- Bush Doctrine
- Failed states
- Strategic logic of suicide terrorism

**** There is no class November 21 or 23 due to Thanksgiving. ****

WEEK 13: COOPERATION AND CONFLICT AFTER THE COLD WAR, CONTINUED (77 PAGES)**** Response paper #3 due in section this week ******November 28****Lecture 25: Human Rights and Humanitarian Intervention**Readings:

- Michael Walzer, "Interventions," in *Just and Unjust Wars*, ch. 6, pp. 86-91.
- Samantha Power, "Bystanders to Genocide," *Atlantic Monthly* (September 2001), pp. 84-108, available at <http://www.theatlantic.com/doc/200109/power-genocide>.
- Benjamin Valentino, "The True Costs of Humanitarian Intervention," *Foreign Affairs*, vol. 90, no. 6 (November/December 2011), pp. 60-73.
- Alan Kuperman, "False Pretense for War in Libya?" *Boston Globe*, April 14, 2011, 2 pages, available at http://www.boston.com/bostonglobe/editorial_opinion/oped/articles/2011/04/14/false_pretense_for_war_in_libya/
- "Summary of Lee Kuan Yew speech on Asian Values and Democracy," *The Straits Times*, Nov. 21, 1992, 3 pages.
- SKIM: "African Human Rights Charter," <http://www1.umn.edu/humanrts/instree/z1afchar.htm>

Reading questions: Why is humanitarian intervention a more prominent issue today than it was during the Cold War? Under what conditions does Michael Walzer believe that one nation has the right to violate another's sovereignty? What is the difference between his view and Samantha Powers' view (hint: think about the difference between a right vs. a duty/obligation to intervene)? Why is Valentino skeptical about humanitarian intervention? What is Kuperman's explanation for NATO intervention in Libya? Is there a universal conception of human rights? If not, what are some of the possible implications of the international promotion of human rights based on a particular model? Are there important differences between intervention in places such as Rwanda and Libya, and intervention in places such as Iraq, which we discussed last week?

Identifications:

- | | |
|----------------------|---|
| • Sovereignty | • Moral hazards of intervention |
| • Self-determination | • Asian values debate |
| • Rwanda | • Universal Declaration of Human Rights |

November 30**Lecture 26: International Relations in an Age of Financial Crisis**Reading:

- Menzie Chinn and Jeffrey Frieden, "Reflections on the Causes and Consequences of the Debt Crisis of 2008," *La Follette Policy Report*, vol. 19, no. 1 (fall 2009), pp. 1-5.
- Jeffrey Frieden, "The Crisis and Beyond: Prospects for International Economic Cooperation," *PEGGED Policy Paper No. 5* (December 2009), pp. 1-9.
- "A Second Wave," *The Economist*, June 18, 2011, pp. 29-31.
- Martin Feldstein, "The Failure of the Euro: the Little Currency That Couldn't," *Foreign Affairs*, January/February 2012, pp. 105-113.

- Charlie Kupchan, “The Euro Can Be Saved—Can the E.U.?” *Washington Post*, June 1, 2012, available at http://www.washingtonpost.com/opinions/the-euro-can-be-saved-can-the-eu/2012/06/23/gJQApYSc7U_story.html (2 pages)

Reading questions: What are the main causes and consequences of the current global financial crisis? Compare today’s crisis and the response to it to the experience of the Great Depression—what is similar, and what is different? Why do nations find it politically difficult to respond to financial crises? How does the current debt crisis in Europe reflect the Mundell dilemma we studied earlier in the course? Does it suggest that there are fundamental limits to economic openness? What solution would you recommend for Europe’s current economic problems?

Identifications:

- Capital flow cycle
- Monetary policy
- Fiscal policy
- Deficit countries
- Surplus countries
- Sectoral interests
- Maastricht summit
- Tradeable goods
- Devaluation-and-default

WEEK 14: THE FUTURE OF WORLD POLITICS (66 PAGES)**December 5****Lecture 27: The End of Realpolitik?**

Note: The Fukuyama reading is particularly difficult. Do your best to understand its main points, even if some passages are confusing. We will discuss the main ideas further in lecture and section.

Readings:

- Francis Fukuyama, "The End of History," *The National Interest*, vol. 16 (Summer 1989), pp. 3-18.
- Samuel P. Huntington, "The Clash of Civilizations?" *Foreign Affairs*, vol. 73, no. 3 (Summer 1993), pp. 22-49.
- John Mearsheimer, "The Gathering Storm: China's Challenge to U.S. Power in Asia," Fourth Annual Michael Hintze Lecture in International Security, August 4, 2010, pp. 1-12.
- Andrew Moravcsik, "Europe, the Second Superpower," *Current History*, March 2010, pp. 91-98.

Reading questions: Which authors are more optimistic and which more pessimistic regarding the future of international relations? Which authors seem to embrace realism and which ones liberalism? What do Fukuyama and Huntington each predict about the sources and likelihood of future international conflict? Of the two, whom do you think has done a better job explaining the real-world course of global politics in the last twenty years? Are their views mutually exclusive? How does John Mearsheimer's view of China relate to the earlier readings in the course about the security dilemma and the bargaining model (especially commitment problems)? What does Andrew Moravcsik believe that today's Europe reveals about the future of international relations? How does Moravcsik's description of Europe in 2010 compare with the predictions about Europe's future that we read in Week 12?

Identifications:

- The end of history
- Clash of civilizations
- Signaling of intentions
- Rise of China
- Regional hegemony
- European Union
- Hard power
- Convergence of state preferences

December 7**Lecture 28: Review session**

There is no prepared lecture material for this class session. Come to class with any questions you have in preparation for the final exam.