

POSC 170-01 – International Relations & World Politics

Syllabus

Monday and Wednesday: 9:50a.m – 11:00a.m

Friday: 9:40 – 10:40a.m

Spring 2010: March 29 – June 2

Leighton Hall 304

The Department of Political Science
Carleton College, Northfield, MN

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Course Goals

This course will introduce students to the practices and theories that explain and predict the origin, dynamics, and the future of international relations and world politics. The mainstream theories of international relations (IR) and world politics focus on explaining and predicting statecentric world politics. The subject of IR and world politics, therefore, has been the political-economic and “legal” relationships among states. While the dominant theories of IR are powerful in explaining the origin and dynamics of statecentric politics, they are insufficient in explaining and predicting both the state-centric world politics and the multi-actor-centric world polity.

What does the economic and political influence of China mean to international relations and world politics? How can we understand the rise of violent non-state actors and the policy influence of non-violent non-state actors in world politics? To what extent are multinational corporations influential in shaping world politics? Can universal peace in the world polity be attained? Can nuclear-free world polity be achieved? Should the whole world be democratic? Can poverty be eradicated? Are human rights universal? How can humanity address the issue of global environmental and climate changes? These enduring questions are a source of motivation for the scholars of international relations and world politics. As such, we will examine how the theories of international relations and world politics provide conceptual and theoretical tools to understand these questions.

In this course, it is important then to consider the subject of international relations and world politics from both statecentric and non-statecentric theories and concepts. To understand and to advance the scholarship of international relations and world politics, it is necessary to examine beyond statecentric theories and views. With this premise, the course’s goals for students are: (1) to understand historical background of mainstream theories of international relations and world politics; (2) to analyze the validity and

insufficiencies of the mainstream scholarship in explaining and predicting the phenomena of world politics; and (3) to prepare for the challenges in the practice of world politics and to advance the scholarship of theory building on changing world politics and international relations. To achieve these goals, the course will follow the outline below.

Course Outline

- Week 1: International Relations and World Politics
- Week 2: Theoretical Puzzles and Analytical Lens
- Week 3: Epistemic Challenges
- Week 4: Structures and Processes
- Week 5: International and Global Society
- Week 6: Non-State Actors
- Week 7: Dynamics of World Politics
- Week 8: Multi-level and Polycentric Governance
- Week 9: Findings from Your Projects
- Week 10: Conclusion

Required Texts:

John Baylis, Steve Smith, and Patricia Owens, *The Globalization of World Politics*, 4th ed., Oxford University Press, 2008.

In addition to some chapters of this text, there will be e-reserve readings at the library. I may also use visual materials such as movies and documentary videos that will serve as illustration to the theories, concepts, and puzzles we struggle with in the course.

IMPORTANT: This is a provisional syllabus and subject to change depending on the ebb and flow of the course and surrounding worlds.

Course Assignments, Expectations, and Grade

There are five components for the course assignments. These five components will be used to evaluate your performance in this course. The percentage of each assignment for your final grade is in parentheses. The details are as follow:

- (1) Participation (20%): Your participation in this class begins with reading assigned materials before the day of class for which readings are assigned. Raising questions, reflecting on lectures and your colleagues' discussion in class are all counted as participation. This course will be conducted mostly in interactive lecture style. There will also be group-led and group-based discussion sessions. What this means is that you will have many opportunities to participate during the lecture. To be an effective participant, paying attention to current day world affairs and thinking about them along with the readings will be important. This requires you to read news in hard and soft media. Visiting local, national, and international news websites regularly and seeking news on world politics will be helpful. Bring news reports and cases from these sources to class discussion. In sum, to be a good standing citizen of this course, you are required to: (1) have good attendance; (2) read assigned materials before the class; (3) have timely notification and communication with me when you have to be absent or if you need to request an extension for assignments with personal reasons; (4) exercise self-respect and responsibility as a student for success in the learning mission of this course and Carleton College as a whole; and (5) exercise your intellectual freedom in class discussions and assignments for the course. **Your participation in the group project described in the assignment #4 below is worth 5%** of the total class participation grade.
- (2) One critical thinking essay (15%): Each student is required to complete one critical thinking essay during the term. The due date for the essay is to be self-selected on March 31 when I will have a sign-up sheet. The aim of the essay is to give you the opportunity to engage theories and concepts you learn from the assigned readings, lectures, and the discussion of current world politics. This is the opportunity for you to develop your ideas into written and organized format. These ideas can be the ones you gained from the above participation component in class and you desire to develop further in written and organized format. **This essay must be a thesis driven or argumentative piece with a clear statement of position or thesis.** I encourage you to be specific in arguments and illustrations with examples including those from your life experiences and worldviews. Your essay can be in one of two formats. **First**, it can be a thoughtful piece articulating one concrete idea relating to the readings and class discussion. This idea can be the one you raised in class as a part of the above "participation" component or one you consider important but the class did not address. You desire to develop this idea further in written and organized format. An example for this format will be that you decide to argue for the position supporting a nuclear-free world. **Second**, the essay can be a critical review of the assigned readings that are due the day before your essay. If you decide to write critical review of readings, you should NOT summarize what the readings say, but jump directly to your critical responses in light of what you learn from the readings and lectures. The essay should be 3 to 4 double-spaced pages. **Your essay must be submitted to the listserv of the class on your self-selected due date by 5:00p.m.** The address for the listserv is: posc170-01-s10@lists.carleton.edu The class is entitled to analyze, comment, and respond to your essays in a respectful manner in the listserv or in class. While it is encouraged, it is not required for readers to respond. I may also use your essays for illustrations and discussion in class as appropriate. See Appendix A for the grading rubric and specific direction for the second format – the review of the readings.
- (3) One take-home exam (20%): There will be one take-home exam. You will be given two questions for the exam. You will choose one question out of the two. Your task is to respond to the selected question directly and answer the question. These questions are related to the course readings, lectures, and class discussion preceding this assignment. Your answers should be written between **5 and 6 double-spaced pages**. You are not allowed to discuss your selected question or the answer to the question with your classmates or anyone else. You may consult reading materials and your class notes. While you consider readings, lectures, class discussion, and your notes as appropriate bases for your answer, what I am looking for is your own ingenuity in answering the question. This is an honor exam. I expect you to be a conscientious citizen and honor this rule. **The take home exam will be distributed on April 21.** You will have five days in total to answer the selected question beginning from the end of class in which the

questions are distributed. If you desire, you may turn in your answer anytime within five days from the time you receive the question.

- (4) One group paper (30%): A group of five students will select one of eight case studies that will be discussed in throughout this course. There are three components to this assignment. First, each group will identify key issues, interests, and actors involved in the case. Second, discuss how key issues, interests, and actors interplay in the case. Third, analyze the case and identify important scholarly questions and theories we learned from the class and explain the case, how they are powerful in explaining the interplay of issues, interests, and actors, and what actors are influential and why so. The group paper should be between 18 and 20 double spaced pages. More details about the process and assignment guidelines for the group project will be distributed on April 5 when we have established groups. The first draft of the paper is **due on May 6 at 5:00p.m. (5 points)**. The final draft of the group paper is **due at noon on May 25 (10 points)**. You will submit the **final version of the group paper on June 4 at 5:00p.m (15 points)**.
- (5) Group Presentation (15%): Each group will present the findings to the class beginning on May 26. The groups are required to submit Powerpoint slides to me before the day of presentation. I suggest loading the Powerpoint slides before the presentation class so that you are ready to go at your designated time. Based on your group presentation and my reading of your final draft of the group paper, I will provide written comments on your final draft. Your presentation and my comments should prepare you to polish your final draft and write the final group paper which is due at 5:00p.m on June 4th.

NOTE: All written assignments should be double-spaced pages with 12 point Times New Roman font and with page numbers inserted. With the exception of critical thinking essay, your take home exam and final group papers have to be submitted to me in the hard copy in addition to the pdf electronic file for the record.

Schedule of Assignments and Due Dates

- 4/2 - Sign up for the due dates for the essay assignment (**graded**)
- 4/5 - Distribute assignments and guidelines for group project
- 4/21 - Distribute take-home assignment (**graded**)
- 5/27 - Take-home assignment is due at noon.
- MIDTERM BREAK 5/1 – 5/3**
- 5/6 - First draft for the group paper is due at 5:00p.m. (**graded**)
- 5/25 - The final draft of group paper is due (**graded**)
- 5/26 - Group presentations (**graded**)
- 5/28 - Group presentations ... (**graded**)
- 5/31 - Group presentations ... (**graded**)
- 6/2 - Group presentations and conclusion (**graded**)
- 6/4 - FINAL GROUP PAPER IS DUE at 5:00p.m. (**graded**)

No final exam for the course.

Course Conduct

In term of how we conduct in this course, the most important thing for you to be successful as a student and for me as a teacher is timely and effective communication between you and me.

a. Attendance: Attendance is required for this course. If you need to be absent from the class, it is your responsibility to notify me in advance. When you are absent, it is to your benefit to borrow notes from your classmate or ask your classmates to learn what you missed. If you wish, I will be available during office hours or by appointment at your request to meet with you and go over what you missed while you were absent. For the record, I will have attendance markup-sheet for every class.

b. Plagiarism: There is zero tolerance for plagiarism. A summary of the College's policy on plagiarism states: "At Carleton College, an act of academic dishonesty is therefore regarded as conflicting with the work and purpose of the entire College and not merely as a private matter between the student and an instructor; all cases involving such dishonesty are referred for appropriate action to the Academic Standing Committee (ASC) via the Associate Dean of Students or the Associate Dean of the College." For more information on Carleton's policy on academic honesty, please consult http://apps.carleton.edu/campus/dos/handbook/academic_regs/?policy_id=21359

c. Late assignments: Assignments are due on the dates specified in this syllabus or in the assignment sheet. There will be one point reduction per late day for late work. If you are unable to complete an assignment on time due to illness or personal emergency, you can request an extension with the supporting documents such as a medical note from a doctor or the Wellness Center.

d. Special needs: If you require special accommodation due to a documented physical or medically classified different learning capacity, please come see me or inform The Wellness Center during the first week of class or any time throughout the semester to discuss how I might best assist you in meeting the objectives and requirements of this course.

IMPORTANT: The key for you to be successful as a student and for me as a teacher in this course is timely and effective communication between you and me. In addition, Carleton offers numerous resources for you to excel your learning. If you do not know them, do not be shy to ask. Make good use of resources on campus!

Schedule of Readings

WEEK 1: INTERNATIONAL RELATIONS AND WORLD POLITICS?

Essential Readings

March 29: Introduction to the Course

This syllabus

March 31: Evolution of International Society

David Armstrong, "The evolution of international society" in *The Globalization of World Politics*, p. 36-53.

Ian Clark, "Globalization and the post-cold war order," *The Globalization of World Politics*, p. 560-575.
740.

April 2: The End of the Cold War

Michael Cox, "From the cold war to the war on terror," in *The Globalization of World Politics*, p. 70-89.

Rey Koslowski and Friedrich V. Kratochwil. "Myths, Modernization, and Post Gorbachev World," in Richard N. Lebow and Thomas Risse-Kappen, eds, *The International Relations Theory and the End of Cold War*, Columbia University Press, 1995.

WEEK 2: THEORETICAL LENS

Essential Readings

April 5: Realism and Liberalism

Tim Dunne and Brian C. Schmidt, "Realism," in *The Globalization of World Politics*, p. 90-107

Tim Dunne, "Liberalism" in *The Globalization of World Politics*, p 108-123.

Barack H. Obama "Remarks by the President at the Acceptance of the Nobel Peace Prize," December 10, 2009, available at

<http://www.whitehouse.gov/the-press-office/remarks-president-acceptance-nobel-peace-prize>

April 7: Neo-Realism and Neo-Liberalism

Steven Lamy, "Contemporary mainstream approaches: neo-realism and neo-liberalism" in *The Globalization of World Politics*, p. 124-141.

American Political Science Association, "U.S. Standing in the World: Causes, Consequences, and the Future," http://www.apsanet.org/media/PDFs/APSA_TF_USStanding_Long_Report.pdf

Case study: The United States' standing in the world"

April 9: Constructivism and Systemic Views

Michael Barnett, "Social Constructivism," in *The Globalization of World Politics*, p. 160-173.

Stephen Hobden and Richard Wyn Jones, "Marxist theories of international relations," in *The Globalization of World Politics*, p. 143-159.

Joseph S. Nye, "China's Re-emergence and the Future of the Asia-Pacific," *Survival*, 39, p. 65-79, Winter 1997-98.

Case study: The rise of China

Suggested Readings for Group Project:

Charles Horner, "China and the Historians," *The National Interest*, 63, pp. 86-96, Spring, 2001.

Aaron Friedberg, "The Future of U.S.-China Relations: Is Conflict Inevitable?" *International Security*, 30(2): 7-45, Fall 2005.

Gary Schmidt, "Confucian Say – Caveat Emptor," *The Weekly Standard*, 011(31), May 1, 2006.

WEEK 3: EPISTEMIC CHALLENGES

Essential readings

April 12: Academics and Practitioners

Steve Smith and John Baylis, "Introduction" in *The Globalization of World Politics*, pp. 1-13

Stephen M. Walt, "International relations: One world, many theories." *Foreign Policy*, Spring 1998.

James N. Rosenau, "Many Globalization, One International Relations," *Globalizations*, 1(1): 7-14, 2004.

April 14: Theories and Practices

Daniel Maliniak; Amy Oakes; Susan Peterson; Michael J. Tierney "Inside The Ivory Tour," *Foreign Policy*, Mar/Apr 2007, 159: p62-68.

Fonseca, Gelson, "Can academic study and research contribute to the conduct of international relations," *UN Chronicle*, 36(4): 71-75. http://findarticles.com/p/articles/mi_m1309/is_4_36/ai_61693396

Andrew Linklater, "Globalization and the transformation of political community," in *The Globalization of World Politics*, p. 542-724.

April 16: Evaluating dominant theories and assessing challenges

Amitav Acharya and Barry Buzan, "Why is there no non-western international relations theories," *International Relations of Asia-Pacific*, 7: 287-312. August 7, 2007.

Steve Smith and Patricia Owens, "Alternative approaches to international theory," in *The Globalization of World Politics*, p. 174-191.

WEEK 4: STRUCTURES AND PROCESSES

Essential readings

April 19: The United Nations in the World Politics

The International Human Rights Clinic at Harvard Law School, *Crimes in Burma*, Report by the International Human Rights Clinic at Harvard, May 2009.

<http://www.law.harvard.edu/programs/hrp/documents/Crimes-in-Burma.pdf> [read p. 37-86]

Paul Taylor and Devon Curtis, "The United Nations," *The Globalization of World Politics*, p 312-329.

Weiss, Thomas G. Weiss, 'The illusion of UN Security Council reform', *The Washington Quarterly*, 26(4): 147-161, 2003.

Case study: The Case of United Nations handling Burma issue

Suggested Readings for Group Project:

Wayne Bert, "Burma, China and U.S.A." *Pacific Affairs*, 77(2): 263-282, Summer 2004.

Malik, J. Mohan, "Security Council Reform: China Signals Its Veto," *World Policy Journal*, XXII(1): 19-29, Spring, 2005.

Andrew Seth, "Burma and Superpower Rivals in the Asia-Pacific," *Naval War College Review*, 55(2): 43-60, Spring, 2002.

Donald M. Seekins, "Burma-China Relations: Playing with Fire," *Asian Survey*, Vol. 37(6): 525-539, June 1997.

April 21: International Law

Christian Rau-Smit, "International Law," in *The Globalization of World Politics*, p. 278-295.

Richard Little, "International Regimes," in *The Globalization of World Politics*, p. 396-311.

Sebastian Oberthür, Linkages between the Montreal and Kyoto Protocols *Enhancing Synergies between Protecting the Ozone Layer and the Global Climate*

Case Study: The Global Climate treaties (Montreal and Kyoto Protocols)

April 23: Group Project Meetings

I will be at the Mid-West Political Science Association Meeting. This date is reserved for group project meetings.

WEEK 5: SECURITY IN WORLD POLITICS

Essential readings

April 26: What is security and for whom?

David D. Baldwin, "The concept of security," *Review of International Studies*, 23: 5-6, 1997.

John Baylis, "International and global security" in *The Globalization of World Politics*, p. 226-241.

April 27: Movie screening at LIBE 305 at 7:30p.m.



On Our Watch

April 28: National Security and Human Security

P. H. Liotta, "Boomerang Effect: the Convergence of National and Human Security," *Security Dialogue*, 33(4), pp. 473-488, 2002.

Roland Paris, "Human Security: Paradigm Shift or Hot Air?" *International Security*, 26(2): 87-102, Fall 2001.

Case Study: Crisis in Darfur

Suggested readings for group project:

CBCNews, "The crisis in Darfur, a timeline" <http://www.cbc.ca/news/background/sudan/darfur.html>

Jendayi Frazer, "Prospect for Peace in Darfur," <http://www.state.gov/p/af/rls/rm/2006/66498.htm>

Gwen Thompkins, "Sudan Faces Difficult Road to Democracy,"

<http://www.npr.org/templates/story/story.php?storyId=9955598>

April 30: Nuclear Weapons

Harald Muller "The Future of Nuclear Weapons in Interdependent World," *The Washington Quarterly*, 31(2): 63-75, Spring, 2008.

Kenneth M. Waltz, "The Spread of Nuclear Weapons: More May Be Better," *Adelphi Papers*, no. 17 (1): (1981)

George P. Shultz, William J. Perry, Henry A. Kissinger And Sam Nunn, "A World Free Of Nuclear Weapons," *The Wall Street Journal*, January 4, 2007.

Case Study: The Obama Administration's approach to nuclear weapons

MAY 1-3: MID-TERM BREAK

WEEK 6: ENVIRONMENT AND DEVELOPMENT

Essential readings

May 5: Aid and Incentives in World Politics

Caroline Thomas, "Poverty, development, and hunger," in *The Globalization of World Politics*, p. 468-488.

Alex J. Bellamy and Nicholas J. Wheeler, "Humanitarian intervention in world politics," in *The Globalization of World Politics*, p. 522-539.

Case study: Reconstruction of Haiti and international community

May 7: Global Regulatory Regimes?

Michael Goldman, "The Birth of a Discipline: Producing Authoritative Green Knowledge, World-Bank Style," *Ethnography*, 2(2): 191-216, 2001.

Case Study: Nam Theun 2 Dam Lao P.D.R. See: www.namtheun2.com , more group project readings will be distributed.

May 9: Documentary Screening at LIBE 305 at 7:30 p.m



Blood Diamonds (Diamonds of War)

WEEK 7 NON-STATE ACTORS

Essential readings

May 10: The Influence of Non-State Actors

Peter Willetts, "Transnational Actors and international organizations in global politics," in *The Globalization of World Politics*, p. 330-345.

Virginia Haufler, "The Kimberley Process Certification Scheme: An Innovation in Global Governance and Conflict Prevention," *Journal of Business Ethics*, Springer 2010

Case Study: The Kimberley Process on diamond trade

May 12: The Limits of International Treaties

Charnovitz, Steve, "Two Centuries of Participation: NGOs and International Governance," *Michigan Journal of International Law*, 18: 183-286, 1997.

John Vogler, "Environmental Issues," in *Globalization of World Politics*, p. 350-366.

Case study: The International Water Tribunal in the Rhine [no readings].

May 14: Democracy Deficit in the World Politics

Nye, Joseph S., "Globalization's Democratic Deficit: How to Make International Institutions More Accountable," *Foreign Affairs*, July/August 2001.

Dahl, Robert A. "Can International Organization be Democratic: Skeptic View," in Ian Shapiro and Casiano Hacker-Cordón, eds, *Democracy's Edges*, Cambridge University Press, 1999.

WEEK 8 DEMOCRACY AND WORLD POLITICS

Essential Readings

May 17: Democratic Peace: The Statecentric View

Condoleezza Rice, "The Promise of Democratic Peace: Why Promoting Freedom Is the Only Realistic Path to Security", *Washingtonpost*, December 11, 2005.

Thomas Carrothers, "The Backlash against Democracy Promotion," *Foreign Affairs*, pp. 55-68, March/April, 2006.

Fareed Zakaria, "The Rise of Illiberal Democracy," *Foreign Affairs* 76(6): 22-43, November/December 1997. <http://www.fareedzakaria.com/articles/other/democracy.html>

May 19: Is Democracy a Universal Value?

Sen, Amartya K. "Democracy as a Human Value," *Journal of Democracy* 10(3): 3-15, July, 1999. <http://muse.jhu.edu/journals/jod/v010/10.3sen.html>

Robert D. Kaplan, "Was Democracy Just a Moment?" *The Atlantic Monthly* 280(6): 55-80, December, 1997. <http://www.theatlantic.com/past/docs/issues/97dec/democ.htm>

Larry Diamond, "Universal Democracy?" *Policy Review*, June & July, 3-25, 2003.

May 21: Multilevel and Polycentric Governance

Anthony McGrew, "Globalization and Global Politics," in *The Globalization of World Politics*, p. 15-32

Amos Sawyer, "Emerging Patterns in Liberia's Post-Conflict Politics: Observations From The 2005 Elections,"

Case Study: International actors in the processes of democratization in Liberia

WEEK 9: YOUR RESEARCH FINDINGS

Essential Readings

May 24: Internationalization and Globalization of World Politics

No readings

May 25: Final draft of group papers is due at noon today.

May 26: Group presentations

May 28: Group presentations

WEEK 10: CONCLUSION

May: 31 Group presentations

June: 2 Group presentations

No final exam for the course.

Appendix A – Grading Rubric for Your Critical Thinking Essay

POSC170 – International Relations & World Politics
 Spring 2010
 Carleton College
 Northfield, MN

The following is an evaluation of your position essay.

| Assignment guidelines | Comments |
|--|--|
| A clear thesis or position statement | - My comments will be inserted in this column. |
| Clarity and organization | - |
| Appropriate language and control of errors | - |
| Application of the concepts from the readings and class discussions | - |
| Critical thinking & creativity | - - |
| Use of concrete evidence or illustrations (qualitative and quantitative) | - |
| TOTAL Point | - Your grade points will be indicated here. |

Direction for the second format: If you choose to write critique of readings, you will have to review all the readings assigned for the next day after your essay is due. You cannot review readings that have been already discussed in class. For example, if your essay is due on April 11, you will have to review all the readings assigned for April 12. In the review, you will identify specific points you plan to focus and justify why you plan to focus on those points. You are, of course, required to present your personal opinion and informed opinion based on class readings and discussion prior to the selected readings under your review.

Appendix B – Grading Rubric for Your Take Home Exams

POSC170 – International Relations and World Politics
 Spring 2010
 Carleton College
 Northfield, MN

| Assignment Guidelines | Comments |
|---|--|
| Clarity of answers and application of the directions for the exam | - I insert my comments in this column. |
| Organization of analysis and arguments | - |
| Use of evidences and worldviews | - |
| Appropriate language and control of errors | - |
| Application of the concepts from readings and class discussions | - |
| Anticipating counterpoints | - |
| TOTAL Points | Your grade points are shown here. |