

POSC 170-01: International Relations & World Politics

Syllabus

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

Friday: 9:40a.m – 10:40a.m

September 12 – November 16

Leighton Hall 304

The Department of Political Science
Carleton College, Northfield, MN

Tun Myint

Willis 415

Office Hours: MW 11:00a.m – 12:00 noon and T 10:00a.m. – 11:30a.m., and by appointment.

P: 507-222-7170, and 507-222-4117

E: tmyint@carleton.edu

W: <http://people.carleton.edu/~tmyint>

Course Goals

What does “the rise of China” mean to international relations and world politics? How can we understand the rise of violent non-state actors? How can we theorize the influence of non-violent non-state actors in world politics? How does WikiLeaks challenge states and statecentric international politics? How are multinational corporations influential in shaping world politics? Can universal peace 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 changes? What does globalization mean to you? These enduring questions are a source of motivation for the international relations scholars. As such, we will examine how the theories of international relations and world politics provide conceptual and theoretical tools to understand these questions.

This course introduces students to the practices and theories that explain and predict the origin, dynamics, and the future of international relations and world politics. Mainstream theories of international relations (IR) and world politics focus on explaining and predicting statecentric world politics. While the dominant theories of IR are powerful in explaining the origin and dynamics of world politics as long as states are central players, they are insufficient in explaining and predicting both the statecentric (monocentric) world politics and multi-actor-centric (polycentric) world polity.

In this course, it is important then to consider the subject of international relations and world politics from both monocentric and polycentric theories and concepts. With this premise, the

course's goals 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: Society of States
- Week 2: Theoretical Lens
- Week 3: Epistemic and Ontological 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: Polycentric Governance
- Week 9: Findings from Team Research
- Week 10: Conclusion

Required Texts:

John Baylis, Steve Smith, and Patricia Owens, *The Globalization of World Politics*, 5th ed., Oxford University Press, 2012.

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 course 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) Active reading questions (5%): Every Friday, you will receive active reading questions related to the following week's readings. There will be three sets of active reading questions per week for Monday, Wednesday, and Friday. You are required to answer any three sets of active reading questions during the term. Your answers must be submitted to the entire class by 5:00p.m. on the day before the class by sending to: posc170-01-f11@lists.carleton.edu. You cannot select a set of questions for the readings that have been discussed in class already. For example, if you select to respond to a set of questions for Monday, September 19, your responses to those questions have to be submitted to class listserv by 5 p.m. on September 18. Do not wait until the end of week nine.
- (3) Critical thinking essay (20%): 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 September 14 when I will have a sign-up sheet. You will pick the topic out of my suggested list. You can come up with your own topic and consult with me before writing the essay. The goal of the essay is to give you the opportunity to engage theories and concepts you learned from the assigned readings, lectures, and the discussion of current world politics. **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. The length of the essay should be between 1800 and 2000 words. **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-f11@lists.carleton.edu I may also use your essay for the illustrations and discussion in class as appropriate. See Appendix A for the guideline and grading rubric.
- (4) Team paper (35%): A group of five students will select one of eight case studies that will be discussed in throughout this course. The teams will be established by September 19. The paper should be between 6000 and 8000 words on double spaced pages. More details about the process and assignment guidelines for the project will be distributed on September 19 when we have established groups. The outline of the paper is **due on October 7 at 5:00p.m. (5 points)**. The first draft of the team paper is **due on October 21 (5 points)**. The final draft of the team paper is **due at noon on November 8 (10 points)**. You will submit the **final polished version**

of the team paper on November 19 at noon (15 points). At the end of the course, you will evaluate the participation of your team members throughout the project. I will use your evaluation of other team members as advisory opinion to assess course participation grade for the course which is described in assignment no. 1 above.

- (5) Team Presentation (20%): Each group will present the findings to the class beginning on November 9. Each team is required to submit Powerpoint slides before the day of presentation to me by email. Based on your team presentation and my reading of your final draft of the paper, I will provide written comments on your final draft submitted to me on November 8. Your presentation and my comments should prepare you to write the final team paper which is due at noon on November 19.

NOTE: All written assignments should be double-spaced pages with 12 point Times New Roman font and with page numbers. Your three responses to active reading questions and your critical thinking essay have to be submitted to class listserv address: posc170-01-f11@lists.carleton.edu

Schedule of Assignments and Due Dates

- 9/12 - Return course survey (**graded as a part of class participation**)
- 9/14 - Sign up for the due dates for the critical thinking essay assignment (**graded**)
- 9/19 - Distribute assignments and guidelines for team project
- 9/30 - First team meeting should be conducted by today (**team participation grade**)

MIDTERM BREAK 10/15 – 10/17

- 10/7 - The outline of team paper is due at 5:00p.m. (**graded**)
- 10/21 - The first draft of term paper is due (**graded**)
- 11/8 - The final draft of term paper is due (**graded**)
- 11/9 - Team presentations
- 11/11 - Team presentations ... (**graded**)
- 11/14 - Team presentations ... (**graded**)
- 11/16 - Team presentations ... (**graded**)
- 11/19 - FINAL TEAM PAPER DUE at noon (**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.

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: SOCIETY OF STATES

September 12: Introduction to the Course

This syllabus

September 14: Sovereignty of States

Hobbes, Thomas. [1651] 1982. *Leviathan*, Penguin Books.

Part I: *Of Man*, pp. 183–239

September 16: Evolution of International Society

Anthony McGrew, “Globalization and Global Politics,” in *The Globalization of World Politics*, p. 15-30.

David Armstrong, “The evolution of international society” in *The Globalization of World Politics*, p. 35-48.

WEEK 2: THEORETICAL LENS

September 19: Realism and Liberalism

Tim Dunne and Brian C. Schmidt, “Realism,” in *The Globalization of World Politics*, p. 85-98

Tim Dunne, “Liberalism” in *The Globalization of World Politics*, p 101-112.

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>

September 21: Neo-Realism and Neo-Liberalism

Steven Lamy, “Contemporary mainstream approaches: neo-realism and neo-liberalism” in *The Globalization of World Politics*, p. 115-128.

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”

September 23: Constructivism and Systemic Views

Michael Barnett, “Social Constructivism,” in *The Globalization of World Politics*, p. 149-164.

Stephen Hobden and Richard Wyn Jones, “Marxist theories of international relations,” in *The Globalization of World Politics*, p. 131-145.

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 Team 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 AND ONTOLOGICAL CHALLENGES

September 26: Market(s) and Polycentricity of World Politics

Bstan-'dzin-rgya-mtsho, Dalai Lama XIV. 2005. *The Universe in a Single Atom: The Convergence of Science and Spirituality*, Morgan Roads Book.

Chapter 3: Emptiness, Relativity, and Quantum Physics, pp. 43–69

Milton Freedman, "Free to Chose: The Power of Market" [no reading for this but will watch a short video clip online at: <http://www.youtube.com/watch?v=D3N2sNnGwa4> It is an hour long and be prepared for that.

September 28: Assessing Challenges

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

Michael Cox, "From the cold war to the world economic crisis," *The Globalization of World Politics* p. 68-79.

September 30: Theorizing Globalization(s)

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

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.

WEEK 4: STRUCTURES AND PROCESSES

October 3: 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," in *The Globalization of World Politics*, p 312-324.

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.

October 5: International Law

Christian Rau-Smit, "International Law," in *The Globalization of World Politics*, p. 280-291.

Richard Little, "International Regimes," in *The Globalization of World Politics*, p. 294-307.

Case Study: The Global Climate treaties (Montreal Protocol), read text of the protocol from Article 2 to 10. See at: <http://ozone.unep.org/pdfs/Montreal-Protocol2000.pdf>

October 6: Movie screening at LIBE 305 at 7:30p.m.



On Our Watch

October 7: 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.

WEEK 5: INTERNATIONAL AND GLOBAL SOCIETY

October 10: National Security and Human Security

Gareth Evans and Mohamed, "The Responsibility to Protect," *Foreign Affairs*, Vol. 81, No. 6 (Nov. - Dec., 2002), pp. 99-110

Alex J. Bellamy and Paul D. Williams, "The new politics of protection? Côte d'Ivoire, Libya and the responsibility to protect." *International Affairs*, 87: p. 825–850

Case Study: Crisis in Libya

October 12: Humanitarian Interventions 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 after Earthquake

October 14: 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 (handouts)

OCTOBER 15-17: MID-TERM BREAK

WEEK 6: NON-STATE ACTORS

October 19: 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

October 20: Documentary Screening at LIBE 305 at 7:30 p.m



Blood Diamonds (Diamonds of War)

October 21: 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

WEEK 7 DYNAMICS OF WORLD POLITICS

October 24: 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. 346-361.

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

October 26: 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.

October 28: No class, team meetings

WEEK 8: POLYCENTRIC GOVERNANCE

October 31: WikiLeaks, Social Media and Diplomacy

Nicolus J. Cull., "Wikileaks, public diplomacy, and the state of digital public diplomacy," *Place Branding and Public Diplomacy*, vol. 7(1): p. 1-8.

Ewen MacAskill., "Columbia students told job prospects harmed if they access WikiLeaks cables" guardian.co.uk, Sunday 5 December 2010 20.17 GMT.

November 2: Is Democracy as 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.

November 4: The End of Nation-State?

Francis Fukuyama and Samuel P. Huntington "The End of Nation-State" and "The Origin of Political Orders" [handouts]

WEEK 9: FINDINGS FROM TEAM RESEARCH

November 7: Knowledge, IR, World Politics, and Globalization

Scott, James C. "Vernaculars Cross-Dressed as Universals: Globalization as North Atlantic Hegemony," <http://digitalcommons.macalester.edu/cgi/viewcontent.cgi?article=1229&context=macintl>

Ian Clark, "Globalization and the post-cold war order," *The Globalization of World Politics*, p. 545-557.

November 9: TEAM PRESENTATIONS

November 11: TEAM PRESENTATIONS

WEEK 10: CONCLUSION

November 14: TEAM PRESENTATIONS

November 16: TEAM PRESENTATIONS

No final exam for the course.

Appendix A

Guidelines and Grading Rubric for Your Critical Thinking Essay

Direction: 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 September 14 when I will have a sign-up sheet. You can pick the topic out of my suggested list. You can also come up with your own topic and consult with me before writing the essay. The goal of the essay is to give you the opportunity to engage theories and concepts you learned from the assigned readings, lectures, and the discussion of current world politics. **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. The length of the essay should be between 1800 and 2000 words including the title of the essay. **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-f11@lists.carleton.edu I may also use your essay for the illustrations and discussion in class as appropriate.

The following is an evaluation of your position essay.

Assignment guidelines	Comments
A clear thesis or position statement	- Do you clearly state your thesis statement in the first paragraph of the essay? Are questions provided if the essay is driven by questions? Do you state your position if you argue for a position.
Clarity and organization	- Does your essay have the title and organization of ideas that follow nicely one after another? For example, you can provide the outline of your essay in the second paragraph after introducing your thesis or position statement in the first paragraph. You can say "In this essay, I will first clarify my position. Second, I will apply the concept of security dilemma to explain why my position is pertinent. Third, I will provide examples, data, and evidences supporting my position. Fourth, I will consider counterpoints. And finally, I conclude by arguing that my position is very valid....."
Appropriate language and control of errors	- Do you proofread and correct errors? Do you control the use of weasel words? "A weasel word and phrases aim at creating an impression that something specific and meaningful has been said, when in fact only a vague or ambiguous claim has been communicated."
Application of the concepts from the readings and class discussions	- Do you show that you can apply concepts and theories you learned from the class readings and discussion into your essay?
Critical thinking & creativity	- Do you demonstrate critical thinking in your essay? - Do you expect counterpoints? Do you critically examine direct counterpoints to your thesis or positions?
Use of concrete evidence or illustrations (qualitative and quantitative)	- Do you provide concrete examples? Do you illustrate your ideas and arguments using or citing credible sources of quantitative and qualitative measurements?
TOTAL Point	- Your grade points will be indicated here.

