

POLS 303-05: INTERNATIONAL RELATIONS

Fall 2013 semester

MWF 10:20-11:20 am in Learning Center room 272

Professor: Dr. Lucas McMillan
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Office Hours:

Mondays 11:20-11:50, 2:30-3:30 Tuesdays 8:45-9:45, 11:15-11:45
Wednesdays 11:20-11:50, 2:00-3:30 Thursdays 8:45-9:45, 11:15-11:45
For appointments only: Mondays & Wednesdays, 8:10-9:10

I am happy to make individual appointments with students. If I am not in my office, please leave me a voicemail message or send me an e-mail. Feel free to ask me questions about assignments and expectations. Students should bring the syllabus and the day's required readings to each class.



COURSE DESCRIPTION

This course helps students develop the ability to analyze contemporary world politics by examining the actions of nation-states, international organizations, and non-governmental organizations through the lenses of the major theoretical perspectives of international relations. It addresses questions of why nations go to war and how they make peace as well as looks at challenges posed by problems such as terrorism and weapons of mass destruction. Special attention is given to analysis of the hegemonic role of the United States in international relations.

**fulfills global issues/non-western studies general education requirement*

RATIONALE FOR THE COURSE

You may be taking this course for one of four reasons:

- to complete the three hour General Education requirement in global issues
- as a core course for your major in political science
- as a course for your minor in political science or international studies
- to learn about international relations, engage as a citizen, and/or develop your personal orientation toward politics.

This course is part of Lander's General Education program, designed to expose students to a wide variety of course content. The goals are for students to develop:

- university-level knowledge and comprehension shown specifically through identifying key officials, groups, and organizations in international relations (IR); understanding IR theories; and recognizing important chronology of events in IR.
- the ability to apply the information to specific situations and policy problems;
- the ability to analyze the information in comparative situations; and,
- the ability to communicate effectively and appropriately about the information.

COURSE OBJECTIVES

After taking this course, the student will be able to:

- *Describe* the main actors in world politics today and the major evolutions of world political and economic history that have contributed to changes since 1648.
- *Explain* the forces and processes behind globalization and the hegemonic role of the United States in international relations.
- *Apply* an understanding of the main theoretical perspectives to interpret current policy debates and international events.
- *Evaluate* solutions to dominant policy-making problems in international politics using your own theoretical understanding.

LANDER UNIVERSITY POLICIES

STUDENTS' CLASSROOM RESPONSIBILITIES:

All Lander students will...

- read and follow their professors' syllabi, including course guidelines and procedures, to be prepared for class
- check their Lander e-mail accounts daily and check Blackboard daily for class announcements, assignments, etc.
- be aware of each professor's absence and tardy policies
- communicate concerns about classes to their professors, including asking for clarification if the student does not understand an assignment or expectations
- be courteous to peers, professors, and the learning environment, avoiding the following disruptive classroom behaviors: sleeping, inappropriate talking, inappropriate laptop use, rudeness, doing homework for other classes, text messaging, or answering cell phones
- not give, use, or receive unauthorized aid in academic activities because these are serious violations of academic integrity
- know and accept the consequences of committing plagiarism, which could include receiving a failing assignment grade, failing the course, or being suspended from the University.

CELL PHONE POLICY: Cell Phones are to be turned off before entering the class and shall remain off for the duration of the class. If there is an extenuating circumstance which requires the cell phone to be on during a class, the student must obtain permission prior to the class from the instructor to leave the phone on vibrate. Cell phones are not to be visible or used at any time, especially during quizzes or exams. Each instructor reserves the right to further restrict use of cell phones in class and to determine the consequences of not following this policy.

ACADEMIC HONOR CODE AND PLAGIARISM: Lander University is reliant upon all members of its academic community to maintain proper standards of honesty. You are responsible for understanding the possible consequences of violating Lander's Academic Honor Code. I will strongly uphold the Academic Honor Code and any evidence of academic dishonesty or plagiarism will result in my pursuit of the *strongest* punishment—i.e. failing the course—under the guidelines explained in the [Lander University Student Handbook](#).

STUDENTS WITH DISABILITIES: If you have now or develop during this semester a physical or learning disability and you want me to make reasonable accommodations for that, you must contact the Lander University [Student Wellness Center](#) at 388-8885 or studentwellness@lander.edu. Once the Wellness Center has received appropriate documentation, they will inform your instructors. *Students with documented disabilities are required to meet with Dr. McMillan by the third week of the semester to review their requests for accommodation so that both parties can be clear.*

INCLEMENT WEATHER: I encourage you not to risk traveling to campus if weather conditions are hazardous and prevent safe travel. If you miss a class due to travel conditions and the University is not closed you are responsible for all material covered in class during your absence. Whenever classes are canceled, Lander will inform local TV and radio stations. In addition information will be posted at the [Lander website](#). A recorded message will also be provided at 864-388-8000.

SPECIFIC COURSE INFORMATION

REQUIRED READINGS

- Kegley, Jr., Charles W., and Shannon L. Blanton. 2013. *World Politics: Trend and Transformation*. 14th ed. Belmont, CA: Wadsworth/Cengage Learning.
- All assigned articles, essays and book chapters posted on [Lander Blackboard](#), or sent through Blackboard to student's e-mail accounts.
- [The New York Times](#). Sign up for a e-mail subscription of the "Daily Headlines" and read major stories related to international relations.

The [textbook's companion website for students](#) is an excellent source with many learning and study tools. The textbook is also linked to the [Carnegie Council on Ethics in International Affairs](#) and this [website](#) provides a *vast video resources program* that is linked to discussions in the Kegley and Blanton textbook.

GRADING

▪ Quizzes	15%
▪ Short paper about <i>The Godfather</i> and IR theories	10%
▪ Mid-Term Exam	20%
▪ Memo to the U.S. President or U.N. Secretary-General	20%
▪ Presentation to the class about memo topic	5%
▪ Class Participation	5%
▪ Final Exam	25%

Students are graded on the level of understanding they demonstrate. In all written assignments students should answer questions completely, providing facts and evidence, and constructing sound arguments that provide analysis and show critical thinking. Below is a breakdown of grades by percentage of points earned on assignments:

▪ A	90-100%	excellent understanding
▪ B	80-89%	good understanding
▪ C	70-79%	satisfactory understanding
▪ D	60-69%	poor understanding
▪ F	below 60%	marginal understanding

ASSIGNMENTS

Seven **online quizzes** will be given on Blackboard under the *Assessments tab*. These will usually consist of five questions covering main topics from assigned readings, previous class material, or a major relevant story in *The New York Times* from the previous week. If a student misses a quiz, a grade of zero is given.

A **short paper about how the 1972 film *The Godfather* and international relations theories** requires students to apply what they have learned about IR theories in examining the story presented in this award-winning film. In two to three pages of double-spaced text, students must make an argument about which particular IR theory or theories best explain *The Godfather*. This paper is more of a reflective piece than a research-oriented paper but requires students to describe and explain IR theories and their theoretical assumptions, avenues of analysis, and all relevant IR concepts.

A **mid-term exam and final exam** will consist of some multiple-choice questions, but primarily be composed of short answer and essay-style questions covering course material. Exams will be cumulative and should display a mastery of information and concepts from assigned readings and class discussions. All students are required to take the Final Exam.

The Memo to the U.S. President or U.N. Secretary-General is the major writing assignment for this course. It asks students to choose any topic or problem in international politics that they believe to be the most critical today. Students must then address either the President of the United States OR the Secretary-General of the United Nations and argue *why* and *how* either the U.S. or U.N. should address this pressing issue. Students will be *paired together to do research* on topics but must *develop their own arguments and write their own papers*. This team approach to research should strengthen all papers' research skills. After choosing a topic, students will choose their role for this assignment.

Students must back up their arguments with evidence from relevant and substantiated research from books, magazines, and other current news sources. These three page memos will be written in *single-spaced* format and will be graded on their structure and grammar but also on their use of evidence to support the argument that is presented. For one example of a memo, see the memo by Richard Haass, president of the Council on Foreign Relations, to President Barack Obama from 2008. The full citation is below.

Haass, Richard N. 2008. "The World That Awaits." *Newsweek*. Nov. 3.
<http://www.newsweek.com/id/165648> (November 4, 2008).

An ***oral presentation to the class*** about the subject addressed in the memo writing assignment will provide students with an opportunity to explain what they believe to be the most critical problem in international relations today. These presentations will take place during the last week of class and will allow students to have a debate about the future of world politics and what problems and issues the primary actors in the world should focus upon. This assignment will hopefully build oral communication skills and is worth 5% of the final grade.

More information about the two writing assignments, such as all format details (style, citation methods) will be provided by the professor throughout the semester. I recommend using [Lander's Writing Center](#) for assistance with papers. Visit their website or Learning Center room 347 for more information. Additional help may be received by contacting Lander's [Academic Success Center](#) at 388-8817 or visiting it in Genesis Hall.

CLASS PARTICIPATION & COURSE EXPECTATIONS:

Students are expected to be present for all classes and to complete assigned readings prior to class meetings. Students should come to class prepared to discuss all assigned material and are strongly encouraged to participate in class discussions. It is vital that students actively engage in class discussions because it will help you (and others) better understand course material and amounts to 5% of the final grade. The professor reserves the right to add up to *two additional points* to the course average for those students who consistently participate in all discussions and debates.

Students are expected to keep up with major current events in international relations through periodic reading of [The New York Times](#). Other sources are strongly encouraged such as (a) watching a news program, (b) reading news magazines, and/or (c) listening to [National Public Radio \(NPR\)](#). For a global perspective, I recommend [BBC News](#) or [The Economist](#). Other resources are available online and in the [Jackson Library](#). I will occasionally send e-mails to students' Lander e-mail accounts with reminders about assignments. Therefore, students should check Blackboard and Lander e-mail *regularly*.

ATTENDANCE

- Class begins promptly at 10:20am and students are accountable for all learning that takes place. Students are expected to attend all classes and are responsible for all coursework, lectures, announcements, and assignments whether present or not.

- After missing 15% of classes (6 classes or two weeks), a student's final grade will be penalized by a loss of two points off their final grade with each absence thereafter. *Students are responsible for keeping up with their absences.*
- Students who engage in behavior disruptive to the learning process will be asked to leave the classroom. Depending upon the nature of the offense, students may be required to see a member of the student affairs staff before returning to class. Any absence due to the obstruction of academic instruction results in a student being counted *absent*.
- Students with one absence or less may drop their two lowest quiz grades.

LATE POLICY & MAKE-UP ASSIGNMENTS:

- Students are not allowed to take make-up exams *or* turn in assignments late without either (1) an excuse pre-approved by the professor or (2) an extraordinary circumstance such as an illness or family emergency. Students should make every effort to inform the professor about such circumstances *before* the day of the scheduled exam or when assignment deadline. In these causes, the burden of proof rests with the student, and the decision to give a make-up exam or accept a late assignment is within the professor's discretion.
- Written assignments will typically be collected in class after the role is called.

SPECIAL EVENTS & SPEAKERS: Lander periodically offers special events and speakers discussing topics related to politics in general or specifically international politics. When events arise, I will make the class aware of them and may offer some *extra credit* points for response papers to the topics of discussion.

MY TEACHING PHILOSOPHY

International relations is a fascinating subject constantly in the news, but not always adequately understood. An appreciation for world history and knowledge about the actors and processes involved in international politics will build a greater understanding. We will confront many challenges and controversies in world politics and some views that you have at the beginning of the semester may be challenged. I seek to create an environment in which students rigorously examine the readings and apply current events to course topics.

While reading assigned material, students should constantly ask themselves these questions:

- *What is the major theme or purpose of this writing?*
- *What is the argument and how compelling is it?*
- *What relevant historical events, concepts and information apply?*
- *How can the readings be related together?*

Lectures will be used to explain complex material and raise questions to consider, but I hope students will generously participate in discussions to provide new insights about how international politics works and why various decisions are reached. Active learning can increase our general interest and understanding. With class discussions, I hope students will leave the course with the ability to think critically about the challenges faced by policymakers and apply the concepts we learn to make policy assessments and recommendations.

IMPORTANT DATES TO REMEMBER

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|--|----------------------------|
| ▪ Online quizzes | Announced by professor |
| ▪ Short paper on <i>The Godfather</i> and IR theories is due | Wed., Sept. 25 |
| ▪ Mid-Term Exam | Fri., Oct. 11 |
| ▪ Memo to the President or U.N. Secretary-General is due | Mon., Nov. 18 |
| ▪ Student Presentations | Mon, Dec. 2 & Wed., Dec. 4 |
| ▪ Final Exam | Mon., Dec. 9, 11:00-1:00 |

Please always feel free to ask me questions about assignments and expectations.

*This Course Schedule gives an overview of the topics we will consider each week and all assigned readings. Students are expected to have read assigned material and bring questions and examples of how current events relate to the course. Students are divided into **two reading groups** (Groups A and B) to increase participation in class discussions.*

COURSE SCHEDULE* *Subject to change with prior notice by the professor.
(BB) = posted on Lander Blackboard

**PART I: THEORIES OF INTERNATIONAL RELATIONS
AND ACTORS IN WORLD POLITICS**

Week 1: Course Introduction and Basic Concepts of IR

- Sept. 2 Syllabus Overview and Introduction to the Course
- Sept. 4 How Perceptions Influence Images of Global Reality, Actors in World Politics
 Kegley and Blanton, Chapter 1 – Exploring World Politics, 2-14
- Sept. 6 Levels of Analysis, Big Questions to Consider
 Kegley and Blanton, Chapter 1 – Exploring World Politics, 14-20
 Theories of International Relations, Realism
 Kegley and Blanton, Chapter 2 – Theories of World Politics, 21-28

Week 2: Thinking Theoretically about International Relations

- Sept. 9 Liberalism and Constructivism
 Kegley and Blanton, Chapter 2 – Theories of World Politics, 28-41
- Sept. 11 Feminism, Marxism, and Comparing IR Theories
 Kegley and Blanton, Chapter 2 – Theories of World Politics, 41-51
 Jack Snyder. 2004. “One World, Rival Theories.” *Foreign Policy*. No. 145 (November/December). 53-62. (BB) [[Web](#)]
- Sept. 13 How do we Make Sense of International Relations?
 Stephen M. Walt. 1998. “International Relations: One World, Many Theories.” *Foreign Policy*. No. 139 (Spring), 29-32; 34-46. (BB) [[Web](#)]
 Group Exercise on “Name That Theory”

Week 3: Understanding IR Theories using *The Godfather*

- Sept. 16* Watch *The Godfather* (1972 film that received Academy Awards for Best Picture, Best Actor, and Best Adapted Screenplay)
- Sept. 18* Finish watching *The Godfather*
- Sept. 20 Discuss how *The Godfather* relates to IR theories

Week 4: Decision Making Theories; World Wars in the 20th Century

- Sept. 23 Models of Decision Making by Transnational Actors; Rational Choice vs. Bureaucratic Politics
 Kegley and Blanton, Chapter 3 – Theories of International Decision Making, 52-68
- Sept. 25 The Impact of Leaders; Domestic and Global Determinants of Foreign Policy
 Kegley and Blanton, Chapter 3 – Theories of International Decision Making, 68-82

Dana Milbank. 2013. "All in the White House Family." *The Washington Post*. June 5. (BB) [[Web](#)]

*****Short papers on The Godfather and IR theories due**

- Sept. 27 Relations Among the Great Powers; World War I and World War II
Kegley and Blanton, Chapter 4 – Rivalries and Relations Among the Great Powers, 84-98
Margaret MacMillan. 2010. "Ending the War to End All Wars." *The New York Times*. Dec. 26. WK15. (BB) [[Web](#)]

Week 5: The Cold War, Hegemony, and the Global North vs. Global South

- Sept. 30 The Cold War, "Unipolar Moment," and "The Rise of the Rest"
Kegley and Blanton, Chapter 4 – Rivalries and Relations Among the Great Powers, 98-115
David Ignatius. 2013. "A Power Test for the U.S. and China." *The Washington Post*. May 31. (BB) [[Web](#)]
Fareed Zakaria. 2013. "China is Not the World's Other Superpower." *The Washington Post*. June 5. (BB) [[Web](#)]

- Oct. 2 Colonization and Decolonization, Indigenous Peoples, and the Aftermath
Kegley and Blanton, Chapter 5 – The Global South in a World of Powers, 115-125
Jeffrey Gettleman. 2011. "After Years of Struggle, South Sudan Becomes a New Nation." *The New York Times*. July 10. A6. (BB) [[Web](#)]

- Oct. 4 Development Divides, Theoretical Debates, and Foreign Aid
Kegley and Blanton, Chapter 5 – The Global South in a World of Powers, 125-146
Check out the status of three UN Millennium Development Goals at the [MDG website](#)
Hunger Banquet illustration

Week 6: IGOs: The United Nations, Bretton Woods Institutions, and EU

- Oct. 7 IGOs: The United Nations, WTO, World Bank, and IMF
Kegley and Blanton, Chapter 6 – Nonstate Actors in the Quest for Global Community, 147-162
David Brooks. 2008. "Missing Dean Acheson." *The New York Times*. Aug. 1. (BB) [[Web](#)]

- Oct. 9 Regional IGOs and the European Union
Kegley and Blanton, Chapter 6 – Nonstate Actors in the Quest for Global Community, 162-170
Review for the Mid-Term Exam

- Oct. 11 **Mid-Term Exam**

Week 7: NGOs in World Politics: The Good, the Bad, and the Ugly

Fall Break—no classes Oct. 14-15

- Oct. 16 Nonstate Nations, Religious Movements, Multinational Corporations, and Transnational Advocacy Networks
Kegley and Blanton, Chapter 6 – Nonstate Actors in the Quest for Global Community, 170-186

Group A Reading:

Richard Wachman and Nick Fletcher. 2010. "Standard and Poor's Downgrade Greek Credit Rating to Junk Status." *The Guardian*. April 27. (BB) [[Web](#)]

Group B Reading:

Nicholas Kristof. 2010. "Winning the Worm War." *The New York Times*. April 29. A31. (BB) [[Web](#)]

- Oct. 18 Terrorist Groups and Transnational Crime Organizations
Kegley and Blanton, Chapter 6 – Nonstate Actors in the Quest for Global Community, 186-193

Week 8: Transnational Relations, Globalization, and Egypt Today

- Oct. 21 Power, Interdependence, Sensitivity, and Vulnerability
Robert O. Keohane and Joseph S. Nye. 2001. *Power and Interdependence*. 3rd ed. New York: Longman. 7-19. (BB)
- Oct. 23 Transnational Relations and Realism vs. Complex Interdependence
Robert O. Keohane and Joseph S. Nye. 2001. *Power and Interdependence*. 3rd ed. New York: Longman. 20-32. (BB)
- Oct. 25 Democratization and War; Egypt Today; Constructs of Democracy
Edward Mansfield and Jack Snyder. 1995. "Democratization and War." *Foreign Affairs*. Vol. 74, No. 3. 79-97. (BB) [[Web](#)]
David D. Kirkpatrick. 2013. "Army Ousts Egypt's President; Morsi is Taken Into Military Custody." *The New York Times*. July 4. A1. (BB) [[Web](#)]

Group A Reading:

David D. Kirkpatrick and Ben Hubbard. 2013. "For Islamists, Dire Lessons on Politics and Power." *The New York Times*. July 5. A1. (BB) [[Web](#)]

Group B Reading:

Samer S. Shehata. 2013. "In Egypt, Democrats vs. Liberals." *The New York Times*. July 3. A25. (BB) [[Web](#)]

PART II: INTERNATIONAL CONFLICT AND COOPERATION

Week 9: Armed Conflict: Wars, Terrorism, and the Future

- Oct. 28 What Causes Armed Conflict: Examination Through Levels of Analysis
Kegley and Blanton, Chapter 7 – The Threat of Armed Conflict to the World, 196-214
Frank Jacobs. 2012. "The First Google Maps War." *The New York Times*. Feb. 28. Opinionator section. (BB) [[Web](#)]

Oct. 30 Interstate Wars vs. Civil Wars and the New Global Terrorism
Kegley and Blanton, Chapter 7 – The Threat of Armed Conflict to the World, 214-233

Nov. 1 The Elements of State Power, Arms Races, and WMDs
Kegley and Blanton, Chapter 8 – The Pursuit of Power Through Arms and Alliances, 234-253

Week 10: Military Technology and Strategies, Alliances, and Arms Control

Nov. 4 The Revolutions of Military Technology and Military Strategies
Kegley and Blanton, Chapter 8 – The Pursuit of Power Through Arms and Alliances, 253-266
60 Minutes (2009) “Drones: America’s New Air Force” [Web]
Karen DeYoung and Anne Gearan. 2013. “After Syria Chemical Allegations, Obama Considering Limited Military Strike.” *The Washington Post*. Aug. 27. A1. (BB) [Web]

Nov. 6 Alliances, Realism and Rivalries; NATO’s Intervention in Libya
Kegley and Blanton, Chapter 8 – The Pursuit of Power Through Arms and Alliances, 266-278
Ivo H. Daalder and James G. Stavridis. 2012. “NATO’s Victory in Libya: The Right Way to Run an Intervention” *Foreign Affairs*. Vol. 91, No. 2. 2-7. (BB) [Web]

Nov. 8 Liberalism: Disarmament, Arms Control, League of Nations, and the UN
Kegley and Blanton, Chapter 9 – The Quest for Peace Through International Law and Collective Security, 279-303
Democracy Web: Comparative Studies in Freedom – [Map of Freedom](#)

Week 11: International Law, Human Rights, Interventions, and Global Finance

Nov. 11 International Law, Human Rights, and Just War Theory
Kegley and Blanton, Chapter 9 – The Quest for Peace Through International Law and Collective Security, 303-314
Dr. McMillan’s Handout on International Law & Human Rights (BB)

Nov. 13 Debates on Intervention, Negotiation, International Norms, and Leadership
Kegley and Blanton, Chapter 9 – The Quest for Peace Through International Law and Collective Security, 314-323

Nov. 15 International Political Economy, the Bretton Woods System and Beyond
Kegley and Blanton, Chapter 10 – The Globalization of International Finance, 326-345

PART III: IMPORTANT DEBATES AND POLICY PROBLEMS

Week 12: The 2008 Financial Crisis; Demographic Issues, and Public Health

Nov. 18 Understanding the 2008 Financial Crisis; Assessing the IMF
Kegley and Blanton, Chapter 10 – The Globalization of International Finance, 345-355
Neil Irwin. 2013. “IMF: Our Greek Bailout was Full of ‘Notable Failures.’” *The Washington Post*. June 5. (BB) [Web]

*****Memo to the U.S. President or UN Secretary General due**

Nov. 20 Global Demographic Divisions and Migration Trends
Kegley and Blanton, Chapter 12 – The Demographic and Cultural
Dimensions of Globalization, 391-407

Nov. 22 Global Public Health, the Information Age, Global Communications
Kegley and Blanton, Chapter 12 – The Demographic and Cultural
Dimensions of Globalization, 408-420

Week 13: Human Development and Human Rights

Nov. 25 Measuring Development, Recognized Human Rights, and Human Security
Kegley and Blanton, Chapter 13 – The Promotion of Human
Development and Human Rights, 421-430; 433-453

Group A Reading:

Bill Keller. 2012. "Diplomats and Dissidents." *The New York Times*.
May 14. A23. (BB) [[Web](#)]

Group B Reading:

Freedom House, *Freedom in the World 2013* [[Web](#)]

Thanksgiving Holidays—no classes Nov. 27-29

Week 14: What is the Biggest Problem in the World? Course Conclusions

Dec. 2 **Student Presentations**

*Students make presentations based upon their memos to the U.S.
president or UN Secretary-General*

Dec. 4 **Student Presentations**

Dec. 6 Conclusions about Studying International Relations; Global Trends
Kegley and Blanton, Chapter 15 – Looking Ahead at Global Trends and
Transformations, 492-508

Final Exam Review

FINAL EXAM

Dec. 9 Final Exam (held from 11:00am-1:00pm)