

GV103 Introduction to International Relations, 2010-11

Lectures: Weeks 2-11: Monday 13:00-14:00, LTB06
Weeks 16-25: Monday 13:00-14:00, LTB06
Week 32: Monday 13:00-14:00, LTB06

Module supervisor: Prof. Kristian Skrede Gleditsch, Department of Government, University of Essex

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Introduction

This document provides you with all the essential details about this module. It also contains the basic reading list for the year. You should read it carefully, retain it for the duration of the module, and refer to it frequently. Most questions you have about the module are likely to be answered here.

Disclaimer: The syllabus is intended to provide an overview over the module. You cannot claim any rights from it. In particular, scheduling and dates may change. Although the syllabus should be a fairly reliable guide for the module, official announcements are always those made in lectures.

Module description

The module seeks to provide a solid understanding of international politics. The course will be oriented towards giving you basic tools and theoretical concepts to analyze international politics in order to understand specific historical events or contemporary issues. We will apply the key concepts to explain significant events and changes in world politics, such as two World Wars and the Cold War, as well as important features of international politics in the post-Cold War era, including the spread of global democracy, economic globalization and the rise of new security issues.

Administration

The module administrator is Ms Sallyann West. She can be found in the Undergraduate Office in 5B.316, tel. (01206) 873011, email address **sawest@essex.ac.uk**. The office is open 10.00-13.00 and 14.00-16.00, Monday to Friday.

Aims of the Module

The aim of the module is to:

Provide students with an understanding of key features, trends, and events in international politics

Provide students with an introduction to theoretical explanations for these features, trends, events, and specific outcomes

Provides study foundation for students pursuing international relations and some area specific modules in subsequent years.

Objectives of the module

By the end of the module the students should have achieved the following:

Have a basic knowledge of important facts, features, and events in international relations

Have a basic understanding of central theoretical perspectives on international relations

Have a basic ability to apply key general theoretical perspectives and tools to analyze specific questions

and events in international relations

Understand important historical trends in the international system as well as central contemporary questions in international politics

Key skills

The module seeks to develop or enhance the following key skills:

Communication: writing clearly and to the point, writing to deadlines, presenting ideas and arguments orally

Working with others: making challenging interventions, listening to others, exchanging interpretations

Improving your own learning and performance: discriminating reading, essay preparation, accepting and responding to criticism, developing your own opinions

Information technology: word processing, library searches, using the internet

Basic numeracy skills

Problem solving: conceptualization, identifying and evaluating relevant evidence, analyzing and synthesizing evidence and arguments

Module organization

Teaching on the module consists of a) weekly one hour lectures throughout the Autumn and Spring terms and b) weekly one hour classes

Lectures: The one-hour weekly lectures take place on Weeks 2-11, 16-25, and 32, Monday 13:00-14:00, LTB06. The lectures will be given by Professor Kristian Skrede Gleditsch. A brief outline of their content and a reading list is provided further on.

Classes: Students will be allocated to a weekly class. These classes will largely parallel the material of the lectures. They are very important to improve your study skills. You will undertake four assignments. Your attendance and participation in classes is also monitored, and counts towards 10% of your coursework grade. If for any serious reason you are unable to attend class you should notify the module supervisor or administrator, Ms. Sallyann West 5B.316, as soon as possible to explain your absence.

In the classes you will normally discuss in detail some of the material and issues raised in the lecture. This requires preparation on your part. You will be expected to have read the assigned reading for that week and be prepared to discuss it. You are also expected to have completed any assignment due for a particular week.

Essay writing is a skill in itself and a key part of your coursework throughout your time at Essex. In addition to pursuing module material, parts of several classes will be devoted to discussing essay writing, referencing and preparing a bibliography as well.

Evaluating student performance

Your work on the module is assessed in 3 ways: class attendance and participation, essays, and an end of year examination.

50% from coursework, class attendance and participation

50% from the end of year examination

Class attendance and participation

5% of your final grade (10% of your coursework) will be based on class attendance and participation. Attendance is monitored from week 3 until week 30. Your class teacher will evaluate participation by the quality and quantity of your contributions.

Participation is measured by way of two assignments. The assignments will count for 15% of your final grade (30% of your coursework). The assignments will be handed out in class. They will also be posted onto the course web page. Each assignment is expected to take between 4 and 6 hours work.

The first assignment is due in Week 5; the second assignment is due in Week 19. The University's zero-tolerance policy applies to the submission deadline for all assignments.

Essays

Each student is expected to write two essays during the year, one in the autumn term and one in the spring term. The essays should be 2,000-2,500 words in length. Thirty percent of your final grade (60% of your coursework) will be derived from students' essay marks, with the mark for each of the two essays counting equally. The 2,500 word limit should be regarded as a maximum. **If you write significantly more than this your essay will be returned to you.** Each essay should include a bibliography, be properly referenced and normally typewritten or word processed, leaving a good margin for written comments.

The deadline of the Autumn term essay is in Week 9; the Spring term essay is due in Week 23. The Department's Zero-tolerance policy applies to essays.

Special regulation applies to autumn- and spring/summer-only students

Special regulation applies to autumn- and spring/summer-only students. Students who are at the University of Essex for the autumn term only will need to take an exam, which will be given in the last week of term (date to be announced by the Exam Office). Students at Essex in the autumn term will be assessed in the same way as full year students, with 50% from coursework, class attendance and participation and 50% from the examination. Spring/summer only-students must write one spring essay plus take the normal final exam. The final mark of spring/summer-only students is also 50% from coursework, class attendance and participation and 50% from the examination.

University module deadline policy for undergraduate students

The University operates a Module Deadline Policy for the late submission of coursework in undergraduate programs. The policy states that all coursework submitted after the deadline will receive a mark of zero. No extensions to deadlines will be granted. The mark of zero shall stand unless you submit satisfactory evidence of extenuating circumstances for lateness. More information about extenuating circumstances for late coursework is available via the Registry webpages: http://www2.essex.ac.uk/academic/students/ug/crswk_pol.htm

Essay submission

An electronic copy of all Government undergraduate essays and dissertations must be submitted in addition to a water-marked paper copy.

The OCS deadline will be no later than **8.45 on the module lecture day**. Failure to submit the electronic copy by this deadline will incur **a mark of zero**.

In addition to the OCS essay submission, students are required to hand a water-marked paper copy of their assignment *to their class teacher during the class meeting in the same week as the on-line submission deadline for marking and feedback*. Failure to do so may forfeit any feedback.

If you are unable to attend the class of the week of your module deadline, you should post your essay to your

class teacher, on the day of your class c/o the Department of Government, University of Essex, Wivenhoe Park, Colchester C04 3SQ. You will need to obtain a certificate of posting from the post office and retain this as proof of posting as your receipt. You must also e-mail your class teacher to notify them that your essay is in the post and explain why you were absent from class. You should also complete the 'Absence from Prescribed Instruction' proforma – available from the Registry web-site, and hand to the Undergraduate Office.

How to submit your essay using the OCS Server

The electronic copy of your essay must be submitted using the University OCS server. You will be able to access on-line submission via your myEssex portal or via:
<https://courses.essex.ac.uk/ocs/> (OCS).

For each of your modules, you will be able to store your work-in-progress on OCS while you are preparing your assignment. You can add or delete files just as you wish. Hence, the facility provides you with an ideal place to keep partially completed copies of your work. This means that students have no excuse to lose any of their work before the deadline.

To ensure that the two essay versions are identical, the paper copy needs to be water marked by having the date and time at which it was electronically submitted printed on the assignment. When you submit your final essay you will be prompted to 'watermark' the assignment. Click on the 'watermark' button and you will shortly receive a receipt to confirm that the essay has been water marked. You cannot print your watermarked essay directly from this screen; the system will ask you to save your essay onto your 'M' drive. You will then need to open and print the watermarked essay from your 'M' drive.

Essay submission and watermarking must be done at the same time *and* before 8.45 am deadline. The watermarking is the 'proof' that the essay was submitted in time.

Under no circumstances are essays to be emailed to administrative or academic staff. This will be considered non-submission.

Water-marked paper copy of the assignment

The water marked paper copy version of your essay must be handed into your class teacher at the class meeting in the same week as the electronic copy is submitted. If you fail to hand the hard copy to your class teacher by the class deadline, you may forfeit any feedback on your essay. You must **complete a front cover sheet and attach this to your essay**. The cover sheets are available from outside the Student Administration Office 5B.314.

If you do not submit a paper copy of your essay to your class teacher, the teacher will be unable to mark the assignment. This will necessitate the Student Administrator having to download and print your essay and you will incur a £10 charge to cover printing costs and administration time. Until this is paid you will be in debt to the University, the assignment will not be printed and it will delay the release of your mark

Lecture/Seminar Day Weighting

Study Skills Assignment Week 5 15%

Autumn Term Essay: Week 9 30%

Study Skills Assignment Week 19 15%

Spring Term Essay: Week 23 30%

When your marked essays are returned to you they will have some comments and observations made by the marker on the content style and organization of your essay. If you have any questions about these or you would like them explained further please discuss it with your class teacher.

EXTENUATING CIRCUMSTANCES

University procedures relating to extenuating circumstances

Extenuating circumstances are formally defined as “Circumstances beyond a student’s control which could cause him or her to perform less well in coursework or examinations than he or she might otherwise have been expected to do and which affect the student for a significant period of time”.

The mark of zero shall stand unless you submit satisfactory evidence of extenuating circumstances for lateness. More information about extenuating circumstances for lateness in coursework is available via the Undergraduate Schools Office web pages http://www2.essex.ac.uk/academic/services/students/crswk_pol.htm.

The Undergraduate Schools Office has a web-page which will set out comprehensive information regarding the new extenuating circumstances policy for late coursework submission once approved. This is <http://www2.essex.ac.uk/academic/services/students/extenug.html>

The Guidelines for reporting extenuating circumstances and extenuating circumstances forms are available on the University web site at www2.essex.ac.uk/academic/services/students/extenug.html for undergraduate students.

Plagiarism

*It is a very serious academic offence to submit written work in which text has been copied from someone else, whether from another student, a book, or an article, or the Internet, without acknowledgement. This is **CHEATING**; the penalties are very severe. For details of what constitutes cheating and the penalties imposed, see the Undergraduate Handbook (under Progress). Careful reading of the Citation Guide will help you to avoid a charge of cheating.*

Examination

The final piece of assessment is the traditional end of the year final examination. The questions in this examination will be based upon all of the lectures, classes, tests and reading material for the year. The exam lasts 3 hours and you will be expected to answer 3 questions.

What is expected of students

We ask a number of fairly straightforward things of our students:

(1) You should complete the assigned readings prior to coming to class, and be prepared to actively participate in class discussions. Discussions rarely work well - and consequently everyone suffers - if class members arrive in classes without adequate preparation.

(2) You should hand in the assignments and essays on time.

Those grading your essay will be looking for a number of qualities in it:

- An awareness of the lecture materials, class readings and the discussion topics covered in class.
- Evidence of having reflected upon the lecture materials and readings in a thoughtful and critical way.
- Evidence of having gone beyond these materials. In other words, it is vitally important to examine at least some literature beyond the readings explicitly covered in class, preferably making use of the additional materials cited on the course syllabus as well as others you may find relevant.
- You should submit the essays and assignments in the appropriate manner.

Internet resources

Course outlines: An online version of this course syllabus is available from the Department of Government's

homepage. To access this, go to www.essex.ac.uk/government and click on 'Undergraduate Courses'. This will bring up a list of all Department of Government courses currently available to undergraduates, including this one. The website will also contain the study assignments and slides from the lectures.

Reading lists: The Library catalogue contains details for all the readings on this course - ordered alphabetically, with class marks and loan types added and can be accessed online. Go to libwww.essex.ac.uk, and enter the Albert Sloman Library catalogue. Under the next section - 'Authors', 'Titles' and so on - you will see a heading marked 'Reading Lists'. Clicking on this, and then enter 'GV103' where prompted. This will pull up a full list of everything on the syllabus and where it is located in the library.

Online journals: The library provides online access to a number of journals relevant to this course, notably *Foreign Affairs*, *International Organization*, *International Studies Quarterly*, *Journal of Conflict Resolution*, *Journal of Peace Research*, and *World Politics*. An increasing number of journals and articles are now online, see list at <http://libwww.essex.ac.uk/Online-journals.htm>. Note that you may need to log in through the library if you wish to access articles when off campus.

Many of you will already be familiar with the internet and how you obtain access to it. However, if you are uncertain about using the web, or have difficulty locating online facilities, ask your class tutor or the course supervisor.

Module Texts

Although students will be required to consult a range of sources, all are expected to purchase the following:

Frieden, Jeffrey A.; David A. Lake & Kenneth A. Schultz. 2009. *World Politics: Interests, Interactions, Institutions*. New York: Norton.

Lundestad, Geir. 2010. *East, West, North, South: Major Developments in International Politics Since 1945, 6th Edition*. London: Sage.

Additional Recommendation:

You may consider purchasing the below book as a useful additional source.

Russett, Bruce M., Harvey Starr, and David Kinsella. 2004. *World Politics. The Menu for Choice*. Belmont CA: Wadsworth/Thomson Learning.

Lecture Topics and Readings

Part I: Introduction

Week 2: Introduction and Historical Overview

We will review some salient historical trends and the origins of the contemporary global system. We will also review some contending perspectives on the study of international politics and the possible differences between domestic and international politics.

Core questions: Do these factors and event point towards fundamental change or stability in international politics? Is the present area of globalization fundamentally different from earlier periods in world history?

Classes: Create a timeline for the five periods outlined in FLS chapter 1. Include the major powers of each period. List the events that marked a change in hegemony. Time permitting: Compared to all of the other eras, the current era (1990–Present) suffers the least from any type of war. Why might this be the case?

Required reading:

- FLS Preface and Ch 1
- Lundestad Ch 1

Part II: War and Peace

Week 3: Interests, Interactions, and Institutions

We will examine in detail the 3I analytical framework proposed by FLS, focusing on interest, interactions, and institutions. We will also review central concepts of modern political economy and social science, including collective action, cooperation, transactions cost, and strategic interaction, and illustrate the concepts using the early Cold War as an historical example.

Core questions: World politics is normally studied in terms of various –isms. What are the advantages of the 3I framework over the –isms? Why are puzzles a good tool for social science investigation? What is the role of theory in social science? What is required in order to consider something an explanation?

Classes: Apply the core framework to current global conflicts. Students will be divided into groups, and should each draw a chart with three rows for interests, interactions, and institutions, and then identify the actors and their interests, whether they cooperate or bargain, and relevant international institutions that structure interactions, if applicable.

Required reading:

- FLS Chapter 2
- Lundestad Chapter 2

Week 4: Bargaining and War I

We will briefly review some common suggested explanations for war. We will examine in detail why explanations offered are incomplete and often do not address the central puzzle of why we see wars if wars are costly for both parties and an agreement could have settled on the eventual outcome in advance. We will review how bargaining provides a possible framework to understand violent conflict.

Core questions: Given the costs of war, why are the actors unable to reach a negotiated settlement mirroring the outcome at the outset? If many bargains are possible before the start of a war that would produce benefits to both sides greater than the results of war, why do we see wars and why does bargaining fail?

Classes: Historical accounts tend to focus on wars that occurred, while successful compellence would result in wars *not* occurring. List some global conflicts that were resolved without war and where one side gained concessions from the other. Why did these conflicts not escalate into war? If wars arise from incomplete information, why do not both parties reveal all that they know? For example, before the 2003 invasion of Iraq, why did Saddam Hussein hide the fact that he did not possess weapons of mass destruction?

Required reading:

- FLS Chapter 3
- Lundestad Chapter 3

Week 5: Bargaining and War II

We will continue our review of possible explanations for war and we will show the framework provides insight into explaining historical examples of war as well as its avoidance in international crises.

Core questions: Given the costs of war, why are the actors unable to reach a negotiated settlement mirroring the outcome at the outset? If many bargains are possible before the start of a war that would produce benefits to both sides greater than the results of war, why do we see wars and why does bargaining fail?

Classes: Students will be divided into groups to consider an international crisis, and apply the cooperation and bargaining figures in FLS to these examples. They will present to their work to the rest of the class, emulating policy analysis presentations to policy makers, with careful attention to important possible outcomes and why these may not have been realized.

Required reading

- FLS Chapter 3
- Mearsheimer, John, and Stephen Walt. 2003. "An Unnecessary War", *Foreign Policy* 134: 50-59 (non-gated version at <http://www.mtholyoke.edu/acad/intrel/bush/walt.htm>).
- Thucydides, ND, "The Melian Dialogue", in *The History of the Peloponnesian War*, Ch. 27 (widely available online, for example at <http://www.mtholyoke.edu/acad/intrel/melian.htm>).

Week 6: Domestic Politics and War

Although many explanations for war focus on states as unitary actors, it is clear from actual examples that states in practice include a multitude of actors who often have sharply divergent interests and compete over policy influence. Moreover, the structure of institutions will influence how individual decisions are aggregated to collective decisions or policies. We will review central explanations for how domestic politics can influence the likelihood of war and peace.

Core questions: How do domestic influences on war coincide or contrast with systemic perspective? Why do democratic states appear less likely to engage in violence on one another, and what other implications do the suggested mechanisms imply? How may regime type influence negotiation tactics and outcomes?

Classes: Students will be divided in groups and choose an international crisis. For one country in the crisis, discuss whether states pursue common national interest shared by all citizens versus particularistic interests of smaller groups. Which domestic groups are likely to be the most reluctant to go to war? Under what domestic interactions and institutions will they be most influential?

Required reading:

- FLS Ch. 4
- Mearsheimer, John and Stephen Walt. 2006. "The Israeli Lobby and U.S. Foreign Policy," *London Review of Books* 28 (6): 3-12 (online at <http://www.lrb.co.uk/v28/n06/john-mearsheimer/the-israel-lobby>).
- Ray, James Lee. 1997. "The Democratic Path to Peace", *Journal of Democracy* 8 (2): 49-64

Week 7: International Institutions

Institutions can structure interactions at the international level, but international often differ from domestic institutions in that they lack as a strong executive and state apparatus. We will consider key differences between domestic and international institutions, when international institutions are likely to be more or less effective, as well as how the design of institutions can be shaped so as structure state interactions more effectively.

Core questions: If interstate relations are "anarchic," why is there so much cooperation? If cooperation has so many benefits, why is there not more of it? How do institutions affect the prospects for cooperation? Is the alleged dichotomy that domestic politics is hierarchical and global politics anarchic helpful or misleading?

Classes: List and assess possible reasons for why the United Nations failed to reach consensus and play a more prominent role prior to the 2003 invasion of Iraq, with reference to systemic influences, domestic influences, and the constraints on international institutions.

Required reading:

- FLS Ch. 5

- Glennon, Michael. 2003. "Why the Security Council Failed", *Foreign Affairs* 82 (3): 16-35 (non-gated version at <http://yaleglobal.yale.edu/content/why-security-council-failed>).

Week 8: Superpower Conflict, Cooperation, and the End of the Cold War

Although the international system lacks any formal authority and all states are nominally sovereign, the big actors sometimes referred to as major powers or superpower are clearly much more powerful than others and have much greater capacity for unilateral actions. Some perspectives argue that international politics depend primarily on systemic features while others point to the importance of the specific interests of the actors. We will consider these issues in light of interaction between superpowers during the Cold War as well and the end of the Cold War.

Core questions: What were the main phases of the Cold War, and what accounts for the differences in the ability of the superpowers to cooperate? Does the end of the Cold War notably change the international system?

Classes: Are the superpowers unique and do we need separate explanations for small and large states? What lessons do the history of conflict and cooperation in the Cold War have for other regional rivalries such as India and Pakistan or North and South Korea? Identify the central actors and discuss the prospects for similar transformations.

Required readings:

- Lundestad Ch 4 and Ch 6
- Mueller, John 2004/2005. "What Was the Cold War About? Evidence from Its Ending", *Political Science Quarterly* 119(4): 609-631 (you may also be interested in Evangelista, Matthew. 2001. "Norms, Heresthetics, and the End of the Cold War", *Journal of Cold War Studies* 3 (1): 5-35).

Week 9: Civil War and Peacekeeping

Most conflict in the contemporary international system is intra-state rather than inter-state. We will examine to what extent civil wars are different or whether conflicts between states and non-state actors can be analyzed using similar perspectives as interstate wars. Although civil wars at some level could be seen as domestic events, violence within countries can have security implications for other states and other states may seek to become involved either to prevent violence or specific certain outcomes of conflict. We will examine central arguments about civil war, as well as the evolution of doctrines and strategies for international peacekeeping and peacebuilding.

Core questions: To what extent is the traditional claim about international anarchy vs. domestic sovereignty in world politics accurate or helpful? Are civil wars inherently different from interstate conflict? How do different generations of peacebuilding objectives differ? What are the central challenges in international peacebuilding efforts?

Classes: Discuss the failure of international efforts to prevent the genocide in Rwanda vs. the peacekeeping missions in Liberia, with a focus on identifying key factors making international efforts more difficult and the prospects for successful peacekeeping efforts.

Required readings:

- Fearon, James D. 2007. "Iraq's Civil War", *Foreign Affairs* 86 (2): 2-15.
- Goulding, Marrack. 1993. "The Evolution of United Nations Peacekeeping", *International Affairs* 69 (3): 451-464
- Gurr, Ted Robert. 2000. "Ethnic Warfare on the Wane", *Foreign Affairs* 79 (3): 52-64.
- Jones, Seth G. 2008. "The Rise of Afghanistan's Insurgency: State Failure and Jihad", *International Security* 32 (4): 7-40.

Week 10: Weapons of Mass Destruction and States of Concern

Preventing nuclear proliferation is often seen as a key international challenge, and many states express a great deal of concern over the possibility of so-called “rogue states” or “states of concern” with preferences considered acquiring nuclear weapons and how they might use such capabilities. Sanctions are often suggested as a key alternative to the use of force for international efforts. We will consider the problem of nuclear proliferation, the concept of “rogue states” or “states of concern”

Core questions: What are the perceived risks of nuclear proliferation? What is meant “rogue states” and how do states become identified as such by others? How are sanctions intended to work, and how realistic is that they can achieve their stated objectives in an authoritarian regime?

Classes: Evaluate the sanctions imposed on against Iraq. Detail the rationale for the sanctions and evaluate whether they can be said to have been effective in their stated objective and possible unintended consequences.

Required readings:

- Mueller, John, and Karl Mueller. 1999. “Sanctions of mass destruction”, *Foreign Affairs* 78 (3): 43–53.
- Sagan, Scott D. 2006. “How to Keep the Bomb from Iran”, *Foreign Affairs* 85 (5): 45-59.
- Walker, William. 2000. “Nuclear Order and Disorder”, *International Affairs* 76 (4): 703–724.

Week 11: War and Peace in the Contemporary International System

Many common arguments about war and peace stress conflict and peace as constant and unavoidable in the international system, and there is a strong tendency to see the world as dominated by increasing and more severe violence. However, a closer inspection of the empirical record suggests considerable variation in the frequency of violent conflict. We will review salient trends in conflict and the prevalence and violence in the international system.

Core questions: What are some of the central trends in conflict and peace since 1945? Is there more or less violence in the contemporary international system?

Classes: Alarmist case vs. positive case, discussion with reference to trends and data

Required readings:

- Human Security Centre. 2005 *The Human Security Report 2005: War and Peace in the 21st Century*. Oxford: Oxford University Press. The text itself is available online at <http://www.hsrgroup.org/human-security-reports/2005/text.aspx>

Part III: Globalization

Week 16: International Trade I

We will reviews core theories outlining the potential welfare gains from international trade, including the concepts of absolute and comparative advantage. We will then review how all individual domestic groups may not benefit from trade, and how trade policy will reflect the interaction of national preferences on trade with international markets and institutions. We will also review the evolution of the global trade regime since World War II.

Core questions: In what sense can there be benefits from trade? What groups are likely to gain or not benefit from international trade under specific circumstances? What are the global institutions that regulate trade, and how have these evolved since 1945?

Classes: Review a specific case where a country can gain from specializing in a particular product. Identify factor endowments, and explain what type of exports would be most efficient.

Required readings:

- FLS Ch 6
- Krugman, Paul. 1996 “Ricardo’s Difficult Idea”, unpublished paper for Manchester conference on free trade, available online at <http://web.mit.edu/krugman/www/ricardo.htm>.

Week 17: International Trade II

We will reviews core theories outlining the potential welfare gains from international trade, including the concepts of absolute and comparative advantage. We will then review how all individual domestic groups may not benefit from trade, and how trade policy will reflect the interaction of national preferences on trade with international markets and institutions. We will also review the evolution of the global trade regime since World War II.

Core questions: In what sense can there be benefits from trade? What groups are likely to gain or not benefit from international trade under specific circumstances? What are the global institutions that regulate trade, and how have these evolved since 1945?

Classes: Review a specific example of a trade protection policy. Who benefits and who loses from this policy? Why does the political system grant trade protection to some groups in this case? Contrast with another instance where calls for trade protection are not met.

Required readings:

- FLS Ch 6
- Lundestad Ch 9
- Nalunga, Jane. 2006. “Trade and Development at the WTO Conference in Hong Kong: An Assessment from a Southern NGO”, *Global Governance* 12(2): 127–33, non-gated version available at http://findarticles.com/p/articles/mi_7055/is_2_12/ai_n28357762/.

Week 18: International Financial and Monetary Relations

International finance has a major impact on world affairs, and global financial regulation is a potential attractive proposition to many, yet highly controversial. Cross-border investment can improve welfare, but conflict may arise over the distribution of return and risk. Foreign and international actors can gain a strong potential influence over a country’s welfare through leverage over financial policies. Financial ties can make societies mutually dependent and potentially vulnerable, as illustrated in the 2008 financial crisis

Core questions: What is the role of money? What affects the stability and value of currencies? What are some of the key monetary policies and periods in global monetary politics?

Classes: Many people who are otherwise economically liberal oppose relaxing controls on immigration. Is it contradictory to favor the free flow of goods and investment across borders yet advocate for increased government intervention to prevent migration? What are the costs and benefits of controls on migration, capital, and trade? Politically, do the same groups lose or benefit?

Required readings:

- FLS Ch 7 and Ch 8
- Eichengreen, Barry. 2008. “The Global Credit Crisis as History”, *Current History*, alternate version available on line at http://www.econ.berkeley.edu/~eichengr/global_credit_crisis_history_12-3-08.pdf.

Week 19: Development

The question of why so much of the world’s population lives in poverty is central on both academic and humanitarian grounds. Most of the world’s population can be classified as poor, and poverty tends to be very persistent over time. Still, there is significant variation across countries in the success of economic development, and Some countries have had spectacular rises in wealth (e.g., South Korea) while others have seen drastic declines (e.g., Zambia). We will review factors contributing towards differential wealth and income, as well as

possible development strategies and various important domestic and international constraints that individual governments face.

Core questions: How do poor countries differ from wealthy countries? What are some of the key explanations for the wealth gap? What are some of the key development strategies?

Classes: Write a position paper on two or three important policy changes to spur economic growth in a troubled country. Do your policies represent a conventional approach (i.e., ISI, EOI, or Washington Consensus)? Have they been tried in the past and, if so, with what success?

Required readings:

- FLS Ch 9
- Lundestad Ch 13

Week 20: Globalization and its Critics

Globalization is often used to refer to increasing interconnectedness between countries, either in the economic realm or in a wider sense including additional aspects such as politics and culture. However, although many observers agree that globalization is taking place, they differ in their assessment of the consequences. We will review some trends suggesting increasing globalization as well claims about the consequences of globalization.

Core questions: What is meant by globalization? What are some of the most common claims about the consequences of globalization, and how might we evaluate them?

Classes: Assessing the globalization debate

Required readings:

- Lundestad Ch 14
- Fischer, Stanley. 2003. "Globalization and Its Challenges", *American Economic Review* 93 (2): 1-30 (you may also be interested in Williamson, Jeffrey G. 1997. "Globalization and Inequality, Past and Present", *The World Bank Research Observer* 12 (2): 117-135).
- Wade, Robert H. 2004. "Is Globalization Reducing Poverty and Inequality?", *World Development* 32 (4): 567-589.

Part IV: Global Civil Society

Week 21: Transnational Advocacy Groups

Transnational networks (TAN) are clearly gaining prominence in world politics. The number of TANs has grown since 1990, TANs are able to use new methods of communication to form networks and influence policy, and states and international organizations rely on TANs to formulate and implement policy. We will review how non-state actors group constitute important international actor, and how they have been able to influence national policies as well as international regimes and institutions.

Core questions: Do non-state actors play an increasingly prominent role in international politics, and is there a tendency towards stronger transnational networks of such actors? How can transnational actors influence policy within countries and international institutions and regimes?

Classes: Nongovernmental organizations (NGOs) and transnational advocacy networks (TANs) seem to have proliferated since 1990. What may account for the rise in transnational pressure groups? Does their increased role come at the expense of other actors in the international system? Many TANs attract individuals in wealthy countries to support changes in less developed countries. Are the needs of citizens in LDCs likely to differ from the wishes of the TAN activists from wealthy countries?

Required readings:

- FLS Chapter 10, part I
- Ray, James Lee. 1989. "The Abolition of Slavery and the End of International War", *International Organization* 43 (3): 405-439.

Week 22: Terrorism

Transnational networks can in many cases try to promote policies or ideal that are considered extreme, and many are willing to use violent means to pursue their objectives. We will consider resort to terrorism as tactic, possible motivations, as well as suggested national and international efforts to prevent terrorism and the challenges that these face.

Core questions: In what sense might terrorism be considered a distinct strategy from other forms of violence such as conventional warfare? What might explain resort to terrorism and the choice of specific targets?

Classes: Engage the class in a debate on the most effective ways of preventing (or minimizing) terrorist attacks. The students should be divided into groups trying to represent a particular view and defend this. Issues raised may include controversies such as extraordinary rendition and cooperation with other states, the tension between security and individual rights, the impact of UK and US foreign policy choices, and the cost of military action to prevent terrorism.

Required readings:

- FLS Chapter 10, part II
- Pape, Robert. 2003. "The Strategic Logic of Suicide Terrorism", *American Political Science Review* 93 (3): 343-361.

Week 23: International Human Rights

There has been an increasing acceptance of human rights for individuals over the last half century. Although state sovereignty or the rights of groups traditionally has taken precedence over individual rights, the 1948 United Nations Universal Declaration of Human Rights (UDHR) represent an important effort to establish a written code of international human rights and extend these globally. We will review the development of the international human rights regime and examine to what extent these can be enforced.

Core questions: How has the concepts of human rights evolved, and how does this contrast with traditional notions of state sovereignty? What are some of the mechanisms contributing to monitoring and enforcing human rights?

Classes: Students will review the rights listed under the International Covenant on Civil and Political Rights (ICCPR) and state obligations listed under International Covenant on Economic, Social, and Cultural Rights (ICESCR). Recognizing the positions of different actors in world politics, what guarantees are there likely to be consensus on as universal, and what proposed guarantees are likely to be more controversial? How might human rights be enforced?

Required readings:

- FLS Ch 11
- Ignatieff, Michael. 2001. "The Attack on Human Rights", *Foreign Affairs* 80(6): 102-116.
- Hafner-Burton, Emilie. 2005. "Trading Human Rights: How Preferential Trade Agreements Influence Government Repression", *International Organization* 59 (3): 593-629 (you may also be interested in Rahmani-Ocora, Ladan. 2006. "Giving the Emperor Real Clothes: The UN Human Rights Council", *Global Governance* 12(1): 15-20.)

Week 25: The Global Environment

There is significant variation exists in the international community's ability to address global environmental

problems. On some issues, such as climate change, states fail to take action despite high costs of not doing so. Other issues, such as acid rain or ozone layer depletions, have seen much more successful action. We will review tools to understand how political action on the environment is influenced by the nature of the specific issue, collective action problems, and specific political interests.

Core questions: Why are some environmental problems more difficult to address than others? How do the nature of environmental issues affect the prospects and constraints for international cooperation?

Classes: Review maps and figures found in the assessment reports of the Inter-Governmental Panel on Climate Change (www.ipcc.ch/) to compare responsibility for and vulnerability to climate change. What countries are likely to suffer the most from climate change, and how? What regions have polluted the most? How are these issues reflected in the position of different countries, and what is the possible role of nongovernmental organizations in influencing action?

Required readings:

- FLS Chapter 12
- Peterson, M.J. 1992. “Whalers, Cetologists, Environmentalists, and the International Management of Whaling”, *International Organization* 46 (1): 147-186.
- *Newsweek*, “The Cooling World”, 28 April 1975, p. 1, a reprint is available at http://denisdutton.com/newsweek_coolingworld.pdf.

Part V: The Future of International Politics

Week 32: Continuity and Change in International Politics

It has wisely been argued that “prediction is very difficult, especially about the future”.¹ However, the tools that we have reviewed in the course so far provide an avenue for trying to anticipate or predict behavior on challenging issues in contemporary global affairs. Continuity and change can be analyzed in terms of changes in interests, interactions, and institutions. International politics in the 20th century was very much dominated by the major European powers, the USA, and Japan. Other states with large populations, resources, and growing economic importance such as China, India, and Brazil are increasingly important actors in regional and international politics. Many argue that new global challenges such as health pandemics and energy suggest that future security issues are likely to be very different from traditional security concerns. We will examine the likely interest of key actors, interactions, as well as the prospects for conflict and cooperation, and the development of key global institutions.

Core questions: By what criteria can we identify emerging powers? What are some of the key differences in the interest of established and emerging countries? What can we learn about emerging powers and the prospects for conflict and cooperation from past experiences? What are some of the key trends likely to influence world politics in an interconnected world? How do interests and distribution influence the prospects and challenges for cooperation? To what extent does the past provide a reliable guide to future events?

Required readings:

- Lundestad Ch 11
- FLS Chapter 13
- Drezner, Daniel W. 2007. “The New New World Order”, *Foreign Affairs* 86 (2): 34-46.
- Gholz, Eugene and Press, Daryl G. 2010. “Protecting “The Prize”: Oil and the U.S. National Interest”, *Security Studies* 19 (3): 453-485.
- Osterholm, Michael T. 2007. “Unprepared for a Pandemic”, *Foreign Affairs* 86 (2): 47-57.

¹ The origin of this remains disputed, but it has been attributed to the Danish physicist Nils Bohr as well as the Danish poet and humorist Piet Hein.

GV103 Introduction to International Relations

Autumn Term Essay

1. Why did the United States take a unilateral approach to world politics at the end of World War I, yet a multilateral approach at the end of World War II? What type of institutions resulted at the end of each war?
2. One explanation for the long peace of the Cold War is that nuclear weapons limited the superpowers' ability to engage in conflict. Could nuclear proliferation today decrease the incidence of violent interstate conflict?
3. Discuss when the military bureaucracy could have an interest in promoting war and when it may be more cautious than the general public in the decision to resort to force. Include incentives of individuals as well as the power of the institution vis-à-vis other branches of government.
4. Historically, the United Nations has supported a small number of peacekeeping operations. However, after 1990, the United Nations dramatically expanded the number, scope, and length of such operations. What may explain this shift?
5. How convincing is deterrence theory for explaining the absence of nuclear conflict during the Cold War?
6. Explain the causes and major events of the Cold War according to the revisionist approach. How convincing does this seem based in light of the end of the Cold War?
7. What are the strengths and limitations of game theory approaches for explaining the outcomes of specific events such as the Cuban missile crisis?

The essay must be NO more than 2,500 words long. Your essay must include a bibliography, be properly referenced and word processed or typewritten, leaving a good margin for written comments.

Each essay must be submitted to your class teacher with a completed cover sheet

Deadline: 8.45 Wednesday week 9, with hard copy submitted to your class teacher during the week 9 class session

GV103 Introduction to International Relations

Spring Term Essay

1. When politicians call for trade protection, it is rare that anyone points out the increased costs consumers will pay as a result. Why do governments create trade protection for a minority at the expense of the majority, or at least a much larger group, of voters?
2. Despite the higher potential returns possible from investing in poor countries, most investment flows are between wealthy countries. Why do investors forgo apparently profitable opportunities in poor countries?
3. Colonialism ended almost a half century ago. In what ways do colonial legacies continue to hamper development efforts by the LDCs? Do current international institutions mitigate or exacerbate such problems? Illustrate with specific examples.
4. What are the underlying factors making the conclusion of international agreements to try and limit climate change so difficult?
5. Many countries could easily develop nuclear weapons, yet choose not to. Why do they forgo such an investment if this could increase their international power?
6. Why does the UN find it so difficult to act in conflicts such as those in Bosnia or Rwanda?
7. Critically explore the contribution of the IMF, World Bank and GATT/World Trade Organization to international economic stability.
8. What are the costs and benefits of a strategy of preemption against terrorist groups? In what sense could such efforts increase support for groups using terrorist strategies?
9. In what ways do regimes to address climate change face stiffer collective action problems than the regime to protect the ozone layer?

The essay must be NO more than 2,500 words long. Your essay must include a bibliography, be properly referenced and word processed or typewritten, leaving a good margin for written comments.

Each essay must be submitted to your class teacher with a completed cover sheet

Deadline: 08.45 hours Monday week 23, with hard copy submitted to your class teacher during the week 23 class session