

Course Outline

Government 155 International Politics

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Note: This outline should not be used by students currently enrolled in this course. The current schedule, assigned readings, and requirements are available to enrolled students on the course Moodle.

For information on my grading policies, expectations, and the drop/add wait list process, see <http://dfoyle.faculty.wesleyan.edu/>.

Course Description

The purpose of the course is to provide the student with the background and conceptual tools for understanding contemporary international relations. Classes will address a wide variety of issues including the nature of power, the use of force, and international political economy. Conceptions derived from these discussions will be applied to consider topics arising in the present international system such as nationalism, nuclear proliferation, terrorism, the environment, and international organization.

Class periods will be devoted to lectures by the instructor and discussion of the reading material.

This course provides the foundation for upper-level courses in the international relations and a general introduction for non-majors.

Students are strongly encouraged to stay current with foreign policy developments. Although a basic understanding of “front page” international news will be assumed, **this course is not a current events course.**

Electronic Devices and Recording

Unless allowed by a disability accommodation, electronic devices (phones, tablets, computers, etc.) cannot be used during the lecture portions of class. They should be put away. Because some of the reading material is available in electronic form only, electronic devices are allowed during classroom discussion as long as it is used only to access class material.

Classes are "off the record." Lectures, discussion (including comments by students), and class material are not to be recorded or disseminated without specific permission of all parties involved. Presentation slides and material as well as lectures are intellectual property and may not be published in any form (electronic or otherwise) without specific permission.

Requirements and Course Grading

Grading Policies: For specifics on my grading standards and numerical thresholds for various grades, see my website under the “Grading” link.

Please note: I do not “round” the numerical scores. A numerical score must at least reach the minimum threshold of a grade to receive that grade (e.g., 89.99 is a B+ while 90 is an A-).

Grades will be based on: 3 exams (90%), and participation in class discussions (10%).

Incompletes will be allowed only for significant and verifiable personal emergencies (e.g., serious personal illness, death in the family). No extensions will be granted due to the pressures of academic life (such as work due in other classes).

There are no make-up exams. At the instructor’s discretion, if a personal emergency keeps you from taking an exam, the exam portion of your final grade will be calculated based upon the other exams. For example, if one exam is missed, each of the two other exams would be worth 90% of the final grade ($45\% \times 2 = 80\%$).

Unexcused absences from an exam will result in a “0” for that exam.

Exams

Each exam will be worth 30% of the course grade. Exams #1 and #2 will take place as indicated on the course schedule. Exam #3 will occur during finals week as scheduled by the registrar.

Exam questions: *Identification questions* require you to define and give the significance of important terms and concepts. A complete list of these terms will be made available on the course Moodle prior to the exam.

Participation

Participation will be evaluated based upon the student's contribution to discussion, responsiveness to other students, and quality of insight. Class attendance is a basic requirement of the participation grade. These grades will be given at the end of the course.

Readings

The following assigned readings are available for purchase at the bookstore (Please note: You must have this edition as significant revisions occur from edition to edition.):

Robert Art and Robert Jervis, International Politics: Enduring Concepts and Contemporary Issues, 13th ed.

Henry R. Nau, Perspectives on International Relations: Power, Institutions, and Ideas, 5th Edition

The following items are available for purchase (in paper or pdf format) directly from the Institute for the Study of Diplomacy:

ISD Case #304 Going to the United Nations: George W. Bush and Iraq
ISD Case 129 “The Cuban Missile Crisis”
ISD Case # 314 “Establishing an International Criminal Court”

To order the cases, go to the ISD website: <https://isd.georgetown.edu/>. Please note that these items are non-returnable.

Students with Disabilities

Wesleyan University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in and benefit from its programs and services. To receive accommodations, a student must have a documented disability as defined by Section 504 of the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008, and provide documentation of the disability. Since accommodations may require early planning and generally are not provided retroactively, please contact Disability Resources as soon as possible.

If you believe that you need accommodations for a disability, please contact Dean Patey in Disability Resources, located in North College, Room 021, or call 860-685-2332 for an appointment to discuss your needs and the process for requesting accommodations.

CLASS SCHEDULE

I. Key Concepts and Theoretical Perspectives

Day 1	Course Introduction
Day 2	Intellectual Trends and the Search For Knowledge Nau, "Why We Disagree about International Relations," Introduction
Day 3	Key Concepts 1: IR as a Subject and Levels of Analysis Nau, "How to Think About International Relations," Chapter 1
Day 4	Key Concepts 2: States, Power, and the Balance of Power Nye, Walt, Kang (Art & Jervis reader), pp. 41-47, 153-165
Day 5	Realism Thucydides, Morgenthau, Waltz, Mearsheimer, Schelling, Fearon, Jervis, Morgenthau (Art & Jervis reader), pp. 10-15, 19-27, 48-77, 87-124, 165-176
Day 6	Liberalism Jervis, Hoffmann, Keohane, (Art & Jervis reader), pp. 125-138, 176-188 Keohane, "A Functional Theory of Regimes," (Moodle Readings).
Day 7	Constructivism (and Critical Theory) Huard, Tickner, Wendt, Doyle (Art & Jervis reader), pp. 16-19, 28-40, 78-87, 139-152
Day 8	Domestic Processes Nau, "Conclusion (Democratic Peace)" pp. 501-512 Ole R. Holsti, "Theories of International Relations," <u>Making American Foreign Policy</u> , pp. 327-332. (Moodle) Valerie M. Hudson, "Foreign Policy Analysis: Actor-Specific Theory and the Ground of International Relations," <u>Foreign Policy Analysis</u> (2005), pp. 1-30. (Moodle)

Day 9 **Exam #1** (material in classes 1-8)

Day 10 Individual Level

Margaret Hermann & Joe Hagan, "International Decision Making: Leadership Matters," Foreign Policy, (Spring 1998), pp. 124-37. (Moodle)

Ole R. Holsti "Cognitive Process Approaches to Decision-Making" Making American Foreign Policy, pp. 33-51. (Moodle)

Day 11 Case Discussion: The 2003 Iraq War

ISD Case #304 Going to the United Nations: George W. Bush and Iraq

Note: Purchase part A from ISD. Part B is available on reserve or on the Moodle (read both parts).

II. The Recent International System and International Relations Theory

Day 12 European System and World War I

Nau, "World War I," Chapter 2

Day 13 The Interwar Period (1919-1939) Through the End of the Cold War

Nau, "World War II" and "The Origins and End of the Cold War," Chapter 3 and 4

Day 14 The Post-Cold War Era

Jervis, Art, Cronin, Posen, Kirshner, Cox, Walt (Art & Jervis reader), pp. 376-408, 532-541, 550-577

III. International Relations Subfields: International Security and International Political Economy

Day 15 International Security

Nau, "American Dominance, Counterbalancing, Domestic Power Struggles," Chapter 5

Art, Chenoweth/Stephan, World Bank (Art and Jervis Reader), pp. 229-259

Day 16 Coercive Diplomacy

Art, Schelling, Hoffman, Jervis, Lin, (Art & Jervis reader), pp. 195-229, 259-264, 461-474

Day 17 Case Discussion: The Cuban Missile Crisis, 1962

ISD Case 334 “The Cuban Missile Crisis”
O’Connell, “The Cuban Missile Crisis: Second Holocaust,” 2004.
(Moodle Readings)

Day 18 **Exam #2** (material in classes 10-17)

Day 19 International Political Economy and Globalization

Nau, Realist and Liberal Perspectives on Globalization,” Chapter 8
Gilpin, Copeland, Rodrik, Hellener, Stiglitz, Rodrick (Art & Jervis reader), pp. 282-307, 343-368

IV. Challenges in the Current World

Day 20 Morality, Human Rights and International Law

Nau, “Liberal Perspectives on Today’s World,” Chapter 6
Nau, “Identity Perspectives – Human Rights,” Chapter 7, pp. 333-344
Annan, Howard & Donnely, Keck/Sikkink, Ratner, Roberts/Zaum (Art & Jervis reader) pp. 408-427, 454-461, 474-480, 491-500

Day 21 Globalization and Economic Development

Review, Nau, Chapter 8
Nau, Globalization and Change, Chapters 9-10
Frankel, Naim, Brynjolfsson/McAfee/Spence, (Art & Jervis reader), pp. 314-342

Day 22 Nuclear Proliferation

Sokolski, Schelling (Art & Jervis reader), pp. 264-275

Day 23

Internal Conflicts

Nau, "Identity – Democracy, Religion, Ethnicity and Nationalism"
Chapter 7, pp. 304-333

Western/Goldstein, Downes, Hartzell/Hoddie (Art & Jervis reader), pp.
427-454

Day 24

The Environment

Hardin, Pope Francis, Waltz, Patrick, Ikenberry, Dupont (Art & Jervis
reader), pp. 480-491, 500-531, 541-550

Review, Nau, "Identity Perspective -- Environment," pp. 457-473

Day 25

Case Discussion: The International Criminal Court

ISD Case # 258 "Establishing an International Criminal Court: The
Emergence of a New Global Authority?"

VI. Conclusion

Day 26

Conclusions

Exam 3 as scheduled during finals week.