

INTERNATIONAL RELATIONS 2100-001
132 OSH

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This course is designed as a general introduction to the study of international relations. The course will examine the underlying forces that shape and constrain how states behave in the international system, why states sometimes depart from the rational actor model, recurring patterns in history, and whether one can predict greater conflict or cooperation in the coming decades. This course will develop an analytic framework to examine some of the micro and macro sources of conflict and cooperation. We will use a levels of analysis approach to examine the impact of individuals, domestic constraints, and systemic pressures on international relations. We will conclude by assessing from history and theory the likelihood of greater conflict or cooperation among states in the coming decades.

Course Reading

Always bring the assigned reading for the week to class since we will often refer to specific sections, tables, charts, graphs, etc.

Required reading is available at the University Book Store and the Marriott Library reserve desk. If any of the assigned reading is unavailable, contact me immediately via email and I will resolve the problem (steven.lobell@poli-sci.utah.edu). The electronic reserve (**ER**) can be accessed online via the [Marriot Library](#). For Electronic copies click on the *Electronic Copy* link. Most items require that you have Adobe Acrobat Reader installed. The rest of the reserve reading can be checked out from General Reserve (ML) [Reserve, One Hour, Level 1]. Some course reading will be on Reserve (**R**), requiring you to copy the material at the library.

-Bruce Russett, Harvey Starr, and David Kinsella, [World Politics: The Menu for Choice](#) 8th edition (RS).

Course Grades

Course grades will be based on exams (85%; two in class and a cumulative final exam) and participation in class (15%). We will have several class discussions and a class debate. For the class discussions, questions are available at <http://www.poli-sci.utah.edu/~slobell> and the answers will be due at the beginning of lecture (no late answers will be accepted). The course lecture will *not* cover all of the assigned readings. You will be accountable for both lecture and readings on the exams. No late exams will be given without prior consent. All grade disputes must be in writing.

Class Participation

Class attendance is mandatory. If you are unable to attend a class please contact me ahead of time. It is important to remember that people will have different interpretations of the same evidence and that disagreements and debate are likely to abound. However, personal attacks on other students will not be accepted.

Class and University Policies

All parts of the research paper are due on the date indicated. Late submissions will be penalized. You may not submit assignments via email or fax. Only students with documented and legitimate excuses will be exempt from this policy. Plagiarism involves claiming another person's work as your own and will result in failing the course. While students are encouraged to discuss the course material in small groups, you must submit work that is your own. The research paper must use footnotes or endnotes to document all direct quotations and paraphrases, and the work of other authors.

University policy is as follows: "All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from and class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee."

Students with Special Needs

If you will need accommodations in the class, prior notice needs to be given to the [Center for Disability Services](#), 162 Union Building, 581-5020 (V/TDD).

5/13 Introduction to the Course

History as Theory

5/15 Origins of the Modern International System, 1648-1789: What is sovereignty? What is the *Ancien Regime*? Why were wars limited in nature at this time? What does the classic period of balance of power refer to?

-Steven Spiegel, Jennifer Morrions Taw, Fred Wehling, and Kristen Williams, *World Politics* (145-162, R or ER).

Please note some chapters from Spiegel will be on Reserve and some on Electronic Reserve. You will need to go to the Marriot Library to photocopy the Reserve reading.

Revolutions of 1789 to WWI: What is nationalism and liberalism? What is the Concert of Europe? What is the industrial revolution and what were the social, political and economic consequences? What lessons were learnt from the wars of German unification? What is the Bismarckian system? Why were there few inter-state wars between 1815 and 1914?

-Spiegel, *World Politics* (163-201, R or ER).

-Richard Rosecrance, "*Patterns of International History.*" (25-59, ER)

5/20 WWI and Interwar Period: What is the Treaty of Versailles? What is the Kellogg-Briand Pact? What is the League of Nations? What is the Munich Conference and appeasement? What is the Nazi-Soviet pact? What is isolationism?

-Spiegel, *World Politics* (203-238, R or ER).

WWII and Rise of the Cold War: Why did the U.S. and the U.S.S.R. move from war-time allies to adversaries? What is containment and who is George Kennan? What is the Brezhnev Doctrine, the Marshall Plan, the Truman Doctrine? What is the Cuban Missile Crisis?

-Spiegel, *World Politics* (239-311, R or ER).

End of the Cold War; Trends and Transformations: What is Détente? What is glasnost and perestroika? What is engagement and enlargement?

-Spiegel, *World Politics* (312-335, R or ER)

Theory as History

5/22 Two Approaches to International Relations: Levels of Analysis, and Realism, Liberalism, Marxism

History Exam (20%)

-Bruce Russett and Harvey Starr Chapters 1 and 2 (also see pp. 343-346).

International Level of Analysis

International Actors: Nation-State and Non-State Actors: What are IGOs and NGOs? What is the nation-state?

-Russett and Starr Chapter 3.

-Class discussion (answers to questions due at beginning of class, for [assignment 1](#)).

-Extra Credit: Write a one page paper on any IGO or NGO and discuss how it affects inter-state relations.

5/27 The International System: Anarchy, Self-Help, Security Dilemma: How does anarchy result in the security dilemma? How does the security dilemma result in unintended hostility spirals? What is self help? What factors ameliorate or exacerbate the security dilemma?

-Russett and Starr Chapter 3 and Chapter 9.

-"[Missiles Bring War Home](#)," *The Christian Science Monitor*, 7/30/97. (distributed in class)

Power and Structure: What is power? What are the different measurements of power? How many great powers are there today?

-Russett and Starr Chapter 5.

-Part of Video *America's Number One: Now What?*

5/29 Parity versus Preponderance: What is a zero-sum game? What is stability? Why and how do states balance? What are Morton Kaplan's rules for the balance of power model and when is war most likely to occur? What is the Long Cycle and Power Transition model and when is war most likely to occur?

-Russett and Starr Chapter 4 and Chapter 8.

Debate: Should the U.S. continue to play the role of global sheriff in the coming decades?

(Each section needs at least 5 members: *Issue* 2 minutes, *Pro* 4 minutes, *Con* 4 minutes, *Rebuttal Pro* 3 minutes, *Rebuttal Con* 3 minutes, *Policy* 3 minutes, *Recorder*)

Electronic Reserve Reading

-G. John Ikenberry, "America's Imperial Ambition."
-Christopher Layne, "Offshore Balancing Revisited."

-(skim) Immanuel Wallerstein, "The Eagle Has Crash Landed."
-(skim) John Lewis Gaddis, "Grand Strategy of Transformation."
-(skim) Andrew Bacevich, "New Rome, New Jerusalem."

-[National Security Strategy for the United States of America](http://www.whitehouse.gov/nsc/nss/2006) (March, 2006;
<http://www.whitehouse.gov/nsc/nss/2006>)

Part of Video *America's Number One: Now What?*

America's Number One: Now What?

Bipolarity vs Multipolarity: Which distribution of Power is more stable and why? What is collective security and how does it differ from balance of power?

-Russett and Starr Chapter 4 (especially pp. 77-87).

-Class discussion (answers to questions due at beginning of class, for [assignment 2](#)).
-John Mearsheimer "[Why we will soon miss the Cold War.](#)" (44-61, ER).

-Extra credit: Write a two page paper on any United Nations peacekeeping operation

6/3 Barriers to Cooperation: Prisoner's Dilemma and Collective Action Problems: What is the Prisoner's Dilemma and why do states defect? What is the free-rider problem? What is the tragedy of the commons?

-Russett and Starr Chapter 9 (especially pp. 245-254, security dilemma); Chapter 13 (pp. 384-393, collective goods); Chapter 16 (pp. 479-490, tragedy of the commons).

Overcoming the Barriers to Cooperation: Liberalism, International Law, Interdependence, and International Regimes: What do liberals argue is the primary barrier to cooperation and how does this differ from realism? What is GRIT and TFT? How do international regimes discourage defection? What services does the hegemon provide unilaterally to overcome the Prisoner's Dilemma?

-Russett and Starr Chapter 10 and 13.

-Class discussion on International Regimes (answers to questions due at beginning of class for [assignment 3](#)).

-Janis Gross Stein, "[Detection and Defection.](#)" (59-78, ER).

-Nuclear Test Ban Treaty of 1999 ("U.S and Russia: To Detect Test," *New York Times*, 9/2/99; distributed in class).

Domestic Level of Analysis: Statist versus Societal Constraints

6/5 Regime Type (Democratic Peace) and the “End of History” Economic System: Marxism-Leninism versus Capitalism and Trading States: Does capitalism promote cooperation or conflict? What is the OECD and what is a security community? According to Marx, who are the primary actors in world politics?

International Level Exam (25%)

-Russett and Starr Chapter 11.

-Class discussion (answers to questions due at beginning of class, for [assignment 4](#)).

-Francis Fukuyama “[The End of History?](#)” (5-18, ER).

-(skim) Anthony Lake, “[From Containment to Enlargement.](#)” (September 21, 1993; <http://www.mtholyoke.edu/acad/intrel/lakedoc.html>)

-Russett and Starr Chapter 8 (pp. 203-209).

Domestic Constraints: Interest Groups, Public Opinion, Ethnic Conflict: What is the military industrial complex? Are wars popular? Is public opinion controlling or controlled?

-Russett and Starr Chapter 6 and 8 (especially pp. 216-220, ethnopolitics).

-"Arms Contractors Spend to Promote NATO Expansion" (*New York Times*, 3/30/98; distributed in class).

-[Class discussion](#) (answers to questions due at beginning of class for [assignment 5](#)).

-Sammuel Huntington “[The Clash of Civilizations?](#)” (ER).

6/10 North-South: Dependency versus Modernization Theory: What are the main barriers to industrialization? What are primary products and terms of trade?

-Russett and Starr Chapter 15.

Bureaucratic Politics, SOPs, Group Think

When do individual decision makers matter? What does “where you stand depends on where you sit” mean? What is the difference between bureaucratic politics and group think? Why do large organizations need SOPs? What are some safeguards against group think?

-Video *The Grand Design*, (Yes Prime Minister).

-Russett and Starr Chapter 7 (pp. 163-181)

-(skim) Elizabeth Drew, "[The NeoCons.](http://www.nybooks.com/articles/article-preview?article_id=16378)" (http://www.nybooks.com/articles/article-preview?article_id=16378)

-"China Computer Sale Causes Split" (short article handed out in class).

-Class discussion: Apply the Bureaucratic Politics model, SOPs, and Group Think model to the US decision to bomb Sudan in 1998 ("US Decision to Strike the Pharmaceutical Factory in the Sudan was Based on Surmise," *New York Times*, 9/20/98, distributed in class).

Individual Level of Analysis

6/12 Rational Actor Model, Cognitive Traits: Operational Code, Fundamental Attribution Error, Misperception How did the beliefs of Dulles and Kissinger affect American foreign policy

-Russett and Starr Chapter 7 (especially pp. 181-192) and Chapter 8 (197-199, human aggression).

-"[Explaining Saddam Hussein: a Psychological Profile](http://www.au.af.mil/au/awc/awcgate/iraq/saddam_post.htm)," Dr. Jerrold M. Post, presented to the House Armed Services Committee December 1990 (http://www.au.af.mil/au/awc/awcgate/iraq/saddam_post.htm).

-"[Addiction, Brain Damage and the President 'Dry Drunk' Syndrome and George W. Bush](http://www.counterpunch.org/wormer1011.html)," Katherine Van Worm (<http://www.counterpunch.org/wormer1011.html>).

-Class discussion: "U.S. Blundered on Intelligence, Officials Admit" and "C.I.A.: Study Details Failure Scouring of System is Urged," *New York Times* (distributed in class)

Deterrence Theory, Arms Control, and Proliferation: Why is deterrence at the psychological level? Why is second strike capability stabilizing? What is the difference between arms control and arms reduction?

-Russett and Starr Chapter 9.

-Brief class discussion on the stabilizing impact of nuclear weapons: John Mearsheimer "[Why we will soon miss the Cold War.](#)" (44-61, ER).

6/17 Military, Economic, and Diplomatic Statecraft: What is the difference between a boycott and an embargo? When do economic sanctions succeed? What was the Alliance for Progress and what was its purpose?

-Russett and Starr Chapter 12.

Final Exam (40%)