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Diplomacy Syllabi

School of Diplomacy and International Relations

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Fall 2017

# International Relations

Amy J. Higer  
*Seton Hall University*

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Amy J. Higer  
Office Hours: M, W 12:30-2:30pm,  
Room 109

Phone: (917) 856-2176 (cell)  
E-mail: [amy.higer@shu.edu](mailto:amy.higer@shu.edu)

**International Relations**  
**DIPL 1711 AA, AC**  
**Seton Hall University, School of Diplomacy**  
**Mondays/Wednesdays**  
**9:30-10:45 (AA)**  
**11:00-12:15 (AC)**  
**Fall 2017**

### **COURSE DESCRIPTION**

This course is intended as an introduction to the study of international relations (IR). The course is both theoretical and historical. Students will be expected to attain a firm grasp of major theories, concepts, and controversies in the field of international relations, as well as the significance of important historical events to shaping contemporary world politics. The central theme of the course is the relationship between theory, history, and practice: how do our theories of world politics and the lessons we draw from historical events shape our understanding of the contemporary world?

The course is divided into three parts. First, we discuss the practice of interpretation and the concept of interpretive frameworks. We also introduce the central structure of international relations: the Westphalian, anarchic nation-state system. Second, we study four leading theories and frameworks for interpreting world politics: Realism, Liberalism, Constructivism, and Gender. Third, we examine the events and ideas that have most profoundly shaped the theory and practice of world politics today. Here we focus on the watershed events of the past century, giving particular emphasis to the effects of inter-state wars on the conduct of world politics and on the nature of the international system. As we travel through history, we explore the roots of contemporary issues on the international agenda, including the causes of war, the role of international law and the United Nations, the advent of WMD, the global economy, international human rights, and the rise of the Military Industrial Complex.

### **LEARNING OBJECTIVES:**

After taking this course, students will be able to:

- Identify different theoretical perspectives on world politics;
- Compare and contrast different schools of thought in IR;
- Assess critically the various theories of IR in light of the empirical evidence;
- Describe and analyze watershed events in world politics, especially over the past century;
- Engage in informed debates about major controversies in world politics;
- Evaluate the quality of scholarly and journalistic analyses of IR;
- Defend an opinion, both orally and in writing, on controversial political questions.

### **COURSE MATERIALS**

There are four required texts for the course.

1. Joseph S. Nye, Jr. and David Welch, Understanding Global Conflict and Cooperation: An Introduction to Theory and History (New York: HarperCollins College Publishers, 2013), 9th ed. **NOTE: Please purchase or rent the 9<sup>th</sup> edition. There is a 10<sup>th</sup> edition, but the 9<sup>th</sup> is the one we will be using. You should be able to purchase this edition at a discount.**

2. Robert J. Art and Robert Jervis, International Politics: Enduring Concepts and Contemporary Issues, 13<sup>th</sup> edition (Boston: Pearson, 2015) **NOTE: There are many editions of this reader. The 12<sup>th</sup> edition has most of the readings in the 13<sup>th</sup>, so if you wish to purchase a used copy, please make sure it is the 12<sup>th</sup> edition, and not earlier ones.** The 13<sup>th</sup> edition is the best choice, however.

3. John T. Rourke, Taking Sides: Clashing Views of World Politics, (Columbia, OH: McGraw Hill Education, 2016), 17<sup>th</sup> edition.

4. Erich Maria Remarque, All Quiet on the Western Front (Fawcett Crest, 1958), any edition will do!

A few additional readings will be available on the course Blackboard site.

### **Recommended:**

This course requires us to keep up with current world events. Recommended daily sources: The New York Times, The Wall Street Journal, The Guardian, NPR radio, and the BBC News Hour. Excellent weekly source: The Economist.

## **COURSE REQUIREMENTS**

I. Class Participation, Attendance,	(10%)
II. In-Class Issue Debates	(10%)
III. IR In the News (Sign up for date)	(20%)
IV. July Crisis Role Play (10/2, 10/4)	(5%)
V. Mid-term Exam (Oct. 18)	(25%)
VI. Final Exam (cumulative, finals Week)	(30%)

### **I. Class Participation and Attendance Policy**

**(a) Class attendance is mandatory.** More than TWO unexcused absences over the course of the semester will adversely affect your final grade for the course. **Three or more absences will put you at risk of failing the course.** I will circulate a sign-in sheet at the start of every class. Since coming to class late is disruptive, punctuality counts as well. If you are consistently late to class, it will lower your grade for participation and attendance. **While emergencies may occur, absences due to them still count.** If an emergency requires you to miss class consistently, it is recommended that you take steps to withdraw from the course. For any absences, you are responsible for notifying me, getting any important information conveyed in class (e.g., about syllabus changes), and submitting on time any assignments due on that day. **Attendance on your IR in the News presentation day is mandatory.**

**(b) Class Participation:** Your active participation in class discussions is necessary for you to be successful in this course. Our classes will consist of shorts

lectures, informed discussion among students, small group activities, group presentations, and debates (see below). Participation grades are calculated from both the *quality* and *quantity* of your classroom participation. To participate satisfactorily in class, attendance and class preparation are critical. You are required not only to complete the assigned readings before each class meeting, but you should give yourself time to reflect on these readings. If you have trouble speaking up in class, please come see me so we can devise strategies for you to do well in this part of the course. The only way to really learn is to be actively engaged with your classmates on a regular basis in discussions about complex issues and challenging readings. I will do my best this semester to create a classroom environment in which all of us feel comfortable contributing to our discussions, but I cannot do this without your help.

## **II. Issue Debates:**

We will have 8 debates over the course of the semester, using the debates assigned in the Rourke book, *Taking Sides*. Your participation in these debates will count as part of your attendance and class participation grade. For these debates, the class will be divided into three groups, of (roughly) 10 students each:

TEAM 1: Last Name: A-I

TEAM 2: Last Name: J-O

TEAM 3: Last Name: P-Z

For each debate your group will be assigned to one of the following three positions: "Yes," "No," "Judge." You should come to class that day prepared to take the position to which your group is assigned for that debate. To prepare, every student must complete and submit the "Taking Sides Issue Report" found under the Assignment Tab on Blackboard. I will collect these after each debate. In addition, "Yes" and "No" groups should be ready to speak and defend their positions; "Judges" should be prepared to listen to both sides and to ask informed questions of each. This is not expressly a collaborative assignment, but you may collaborate outside of class with your teammates if you wish. For your assigned positions for each debate, see the Course Schedule (below).

**III and IV: Assignments for IR In the News and The July Crisis Role Play:** are available under the assignments tab on Blackboard.

**V and VI: Midterm and Final Exams:** Formats to be discussed in class prior to scheduled exam dates. Study guides will be available prior to exam dates.

**TWO CARDINAL RULES for the course:** Repeated violation of either or both of these will almost certainly adversely affect your grade.

1. **USE OF ANY ELECTRONIC DEVICE DURING CLASSTIME (cell phone, tablet, laptop, e.g.) IS STRICTLY FORBIDDEN**, except when expressly allowed by instructor, or with a student's medical note documenting a need for electronic note-taking. Otherwise, all notes must be written by hand. The rule for all devices is simple: ***off and away***. This rule is critical to your success in this course. An effective learning environment is simply not possible when students are multi-tasking, distracted, or communicating with others outside of the

classroom. There is now a large body of research that shows how multi-tasking impedes one's ability to focus and learn. See, e.g., <http://www.facultyfocus.com/articles/teaching-professor-blog/multitasking-confronting-students-with-the-facts/>

In addition, taking notes *by hand* activates the brain in ways that electronic note taking does not. See, e.g., <http://www.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/>

There will be a PowerPoint presentation for almost every class, which I will post on Blackboard, to supplement your own notes. Students violating this off and away rule on a consistent basis will be penalized, and not earn more than a B (83) on their participation and attendance grade for the course, and may earn less than that. If you need to deposit your electronic devices with me at the beginning of class to ensure compliance, I would be willing to guard and return them at the end of class. You are the best judge of your own ability to resist temptation.

- 2. ALL ASSIGNED READINGS MUST BE BROUGHT TO CLASS ON THE DAY THEY ARE ASSIGNED.** We have three main texts for the course, one novel, and a few assigned readings on Blackboard. To participate productively in class discussion, you must bring all readings assigned for that day's class with you. For readings brought to class in electronic form, note Cardinal Rule #1. When we are **not** discussing the readings directly, all devices must be...*off and away*.

**POLICY ON PLAGIARISM AND ACADEMIC INTEGRITY:** Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See University and School standards for academic conduct here: <http://www13.shu.edu/offices/student-life/community-standards/upload/Seton-Hall-University-Student-Code-of-Conduct.pdf>  
<http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>

**UNIVERSITY DISABILITY POLICY:** It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at [\(973\) 313-6003](tel:9733136003) or by e-mail at [DSS@shu.edu](mailto:DSS@shu.edu).

**POLICY ON INCOMPLETES:**

Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor *before* the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time

period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an "FI" (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

**CITATION FORMAT**

Papers should utilize one of the Chicago Manual of Style citation formats. The guidelines for these formats are in the *Chicago-Style Citation Quick Guide* posted on Blackboard.

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**COURSE SCHEDULE AND READING ASSIGNMENTS**

DATE	TOPIC	READINGS	ASSIGNMENTS & QUESTIONS
8/28, 8/30	<b>INTRODUCTIONS: What is International Relations?</b>	Listen to Podcast: <i>The NYT: The Daily</i> , August 10, 2017 (approx. 22 minutes)	What kind of threat does North Korea pose to its neighbors and to the U.S.? Are there peaceful ways to counter this threat? Should North Korea have nuclear weapons? Should any country?
9/6	<b>PART I: An Ambiguous World; The International System</b>	*The syllabus!  *Nye and Welch, pp. 2-16 and 52-61 ("Levels of Analysis").  *Art and Jervis, pp. 2-9.	What is International Relations? How do we study it? Why should we study it? What is the international system? What is international anarchy? What are "nation states"? How do we study world politics? Who are the main "actors" in world politics?
9/11	<b>PART II. MAJOR THEORIES IN IR: Classical Realism and the Peloponnesian War</b>	*Nye and Welch, pp. 16-24, pp. 62-64 (until "Liberalism").  *Thucydides, "The Melian Dialogue," Art and Jervis, pp. 10-16.  *Hans J. Morgenthau, "Six Principles of Political Realism," Art and Jervis, pp. 19-27.	Why do nation-states go to war? How do theories help us interpret our world? Why do we still study Thucydides? What is a 'paradigm'? What is the Realist view of human nature? Do you share this view? Do Realists offer a persuasive interpretation of how world politics works?  <i>Sign Up for IR in the News &amp; Debates in World Politics</i>
9/13	<b>Using Gender as a "Lens" on IR</b>	*J. Ann Tickner, "A Critique of Morgenthau's Principles of Political Realism," Art and Jervis, pp. 28-41.  *Joseph Nye, "What is	What is gender and how can we use it to interpret global politics? Is Realism masculine? What does Tickner say about the concepts of power and security? How do these concepts look different when we view them through a gendered lens? Do you find Tickner's critique of Morgenthau persuasive? What is "hard" power? What is "soft"

		<p>Power in Global Affairs?," Art and Jervis, pp. 41-47.</p> <p>*Rourke, <i>Should the US Seek to Remain the 'Indispensable' Country?</i> 1.1</p>	<p>power? Are these terms "gendered"?</p> <p><b>Debate #1:</b>  <b>Group 1: Yes</b>  <b>Group 2: No</b>  <b>Group 3: Judge</b></p>
9/18	<b>Realism and the Security Dilemma</b>	<p>*Nye and Welch, pp. 38-52</p> <p>*Robert Jervis, "Offense, Defense, and the Security Dilemma," in Art and Jervis, pp. 104-124.</p> <p>Debate: <i>Is Russia Being Demonized for Pursuing its National Interests?</i> 1.2</p>	<p>What is the security dilemma? Is this dilemma inevitable in an anarchical world? Are there ways to mitigate the harsh effects of international anarchy?</p> <p><b>Debate #2:</b>  <b>Group 1: Judge</b>  <b>Group 2: Yes</b>  <b>Group 3: No</b></p>
9/20	<b>Competing Theories to Realism: Liberalism</b>	<p>*Nye and Welch, pp. 64 ("Liberalism"-69 (until "Marxism").</p> <p>*Michael Doyle, "Kant, Liberal Legacies, and Foreign Affairs," Art and Jervis, p. 98-110.</p>	<p>Why do nation-states cooperate? How does Liberalism differ from Realism as an interpretative framework for world politics? Why don't liberal democracies go to war with each other?</p> <p><b>IR in the News: Persian Gulf/Middle East (1 and 2)</b></p>
9/25	<b>Constructivism and Marxism</b>	<p>*Nye and Welch, chapter 2, pp. 69 (Marxism)-72.</p> <p>*Alexander Wendt, "Anarchy is What States Make of It," Art and Jervis, pp. 78-86</p> <p>Rourke: <i>Is Chaos in the Middle East Largely the Fault of U.S. Policy?</i> 2.1</p>	<p>What does it mean to say that the social world is "constructed"? Who constructs it? How? What are the implications of international anarchy?</p> <p><b>IR in the News: South Asia</b></p> <p><b>Debate #3:</b>  <b>Group 1: No</b>  <b>Group 2: Judge</b>  <b>Group 3: Yes</b></p>
9/27	<b>PART III. INTERNATIONAL RELATIONS IN HISTORY: From Westphalia to 19<sup>th</sup> Century Balance of Power</b>	<p>*Nye and Welch, pp. 72 ("counterfactuals")-75; 78-93.</p> <p>Stephen M. Walt, "Alliances, "Balancing and Bandwagoning," Art and Jervis, pp.</p>	<p>What is the Treaty of Westphalia and why is it significant to the study of IR? What is balance of power: theory? Policy? Description? When do nation-states "balance" power and when do they "bandwagon"?</p> <p><b><i>Break into country groups for July Crisis Role Play</i></b></p>

		110-117.  *Erich Maria Remarque, <i>All Quiet on the Western Front</i> , Begin.	<b>IR in the News: South Asia (1 and 2)</b>
10/2	<b>The July Crisis 1914 and the Origins of World War I: THE SUMMIT THAT NEVER WAS (In-Class Role Play)</b>	*Nye and Welch, pp. 94-108.  *Jack Levy, "Preferences, Constraints and Choices in July 1914," <u>International Security</u> , 15, no. 3, (Winter 1990/91). <u>On Blackboard</u>  * <i>All Quiet on the Western Front</i> . Continue.	Why study WWI? How can we understand the causes of the first world war? Was it inevitable? What were the interests and goals of each major power? What could have been done to avoid it?
10/4	<b>THE SUMMIT THAT NEVER WAS, Conclusion(s)</b>	<i>All Quiet on the Western Front</i> , conclude.	How can we analyze the complexity of the first world war? Who was most to blame for its escalation from local conflict to world war?
10/9	<b>The Aftermath of WWI and the Lessons of History</b>	*Nye and Welch, pp. 112-121.  *Carolyn Rhodes, "The Great Depression and the Origins of the World Trading System." <u>On Blackboard</u>	What are the lessons of WWI? How did Realists' lessons differ from Liberals? What is collective security and self-determination? Why are these "liberal" concepts? What were the causes of the global great depression?  <b>IR in the News: Northern Africa</b>
10/11	<b>The Origins of WWII in Europe and the Uses of Force</b>	*Nye and Welch, pp. 121-131 (until The War in the Pacific).  *Carolyn Rhodes, "The Futile Attempt to Avoid a Second World War," <u>On Blackboard</u>	Why did Hitler come to power? Was his rise inevitable? What is irredentism? What are the lessons of the second world war, and how did policymakers apply these lessons?  <b>IR in the News: Northern Africa</b>
10/16	<b>The War in the Pacific and Dropping of the Atomic Bomb</b>	*Nye and Welch, pp. 131-138.  *Art and Jervis, "The Four Functions of Force," pp. 195-203.  *Carolyn Rhodes,	What are the "four functions" of force? Is this a useful framework of interpretation? Why did the U.S. decide to drop the atomic bomb on Japan in 1945? Was it necessary?  <b>IR in the News: North America</b>



		"The Decision to Drop the Bomb," <u>On Blackboard</u>	
10/18	<b>MIDTERM EXAM</b>	<b>MIDTERM EXAM</b>	<b>MIDTERM EXAM</b>
10/23	<b>The Dawn of the Nuclear Age</b>	<p>*Nye and Welch, pp. 172-179.</p> <p>*Robert Jervis, "Losing Control in Crises," Art and Jervis, pp. 259-264.</p> <p>*Henry D. Sokolski, "Our Not so Peaceful Nuclear Future," Art and Jervis, p. 264-269.</p> <p>*Thomas Schelling, "A World without Nuclear Weapons," Art and Jervis, pp. 269-274.</p> <p>Rourke, <i>Should the United States Ratify the CTBT?</i> 4.1</p>	<p>What role do nuclear weapons play in world politics? What should we do about these weapons? What have we been doing? Is nuclear proliferation a problem we must solve, or can we live in a world with nuclear weapons indefinitely?</p> <p><b>Debate #4:</b>  <b>Group 1: Yes</b>  <b>Group 2: No</b>  <b>Group 3: Judge</b></p>
10/25	<b>The Origins of the Cold War</b>	<p>*Nye and Welch, pp. 142-159.</p> <p>*David C. Kang, "Hierarchy and Hegemony in International Politics," Art and Jervis, pp. 161-165.</p>	<p>Who started the Cold War? Was the Cold War inevitable? What "level of analysis" best explains why it began?</p> <p><b>IR in the News: Southern Africa</b></p>
10/30	<b>The Cuban Missile Crisis</b>	*Nye and Welch, pp. 179-189.	<p>What are the lessons of the Cuban Missile Crisis? Why did the crisis end peacefully?</p> <p><b>IR in the News: Central America</b></p>
11/1	<b>Postwar Cooperation: The Birth of the UN</b>	<p>*Nye and Welch, pp. 193-206 (top).</p> <p>*Stanley Hoffman, "The Uses and Limits of International Law," Art and Jervis, pp. 130-133.</p>	<p>What is international law? How does it differ from domestic law? What does it mean to say that international law has "no teeth"? Is this true? What role does the United Nations play in world politics? Is it an important actor or is it irrelevant?</p>

		<p>*Adam Roberts and Dominik Zaum, "The United Nations Security Council," Art and Jervis, pp. 491-5000.</p> <p>Rourke: <i>Is the UN a Worthwhile Organization?</i> 5.1</p>	<p><b>Debate #6:</b>  <b>Group 1: No</b>  <b>Group 2: Judge</b>  <b>Group 3: Yes</b></p>
11/6	<b>Postwar Conflict: Civil Wars and Humanitarian Interventions</b>	<p>*Nye and Welch, pp. 206-212 (Until "Exceptions...")</p> <p>*Kofi Annan, "Reflections on Intervention," Art and Jervis, pp. 408-414.</p> <p>*Jon Western and Joshua S. Goldstein, "Humanitarian Intervention Comes of Age," in Art and Jervis, pp. 427-434.</p>	<p>What is the "norm of non-intervention" and why is it important to the conduct of world politics? When is it ethical to intervene into the internal affairs of another nation-state? Is sovereignty still the world's most important rule?</p> <p><b>IR in the News: South America</b></p>
11/8	<b>The Global Economy: Globalization and Interdependence</b>	<p>*Nye and Welch, pp. 255-269.</p> <p>*Robert Gilpin, "The Nature of Political Economy," in Art and Jervis, pp. 282-299.</p> <p>Rourke: <i>Should the Export-Import Bank Be Eliminated?</i> 3.2</p>	<p>What's political about the global economy? What is the proper relationship between governments, markets, and society? Which entity should wield the most power?</p> <p><b>Debate #7:</b>  <b>Group 1: Yes</b>  <b>Group 2: No</b>  <b>Group 3: Judge</b></p>
11/13	<b>The Global Economy: The Bretton Woods Institutions</b>	<p>*Nye and Welch, pp. 269-275.</p> <p>*Dale C. Copeland, "Economic Interdependence and War," Art and Jervis, pp. 299-307.</p> <p>*Dani Rodrik, "Why Doesn't Everyone Get the Case for Free Trade," Art and Jervis,</p>	<p>What are the Bretton Woods Institutions? Is free trade good for world peace? Does economic interdependence play a positive or negative role in global stability?</p> <p><b>IR in the News: Eastern Europe</b></p>

		pp. 307-313.	
11/15	<b>Economic Globalization</b>	*Jeffrey Frankel, "Globalization of the Economy," Art and Jervis, pp. 314-330;  *Moises Naim, "What Globalization Is and Is Not," in Art and Jervis, pp. 261-265.	What does it mean to live in a "globalized" world? Can hegemony and globalization co-exist? Who are the winners and who are the losers in global economy?  <b>IR in the News: East Asia (1)</b>
11/20	<b>Human Rights and World Politics</b>	*Nye and Welch, pp. *. 25-34; 212-218.  *Rhoda Howard and Jack Donnelly, "Human Rights in World Politics," in Art and Jervis, pp.414-427.  *The Universal Declaration of Human Rights" (GOOGLE it)  Rourke, <i>Should the US Ratify CEDAW?</i> 5.3	What role, if any, does morality play in the conduct of world politics? What are universal human rights? Are they really universal, or are they "Western"?  <b>Debate #8:</b> <b>Group 1: Judge</b> <b>Group 2: Yes</b> <b>Group 3: No</b>
11/27 (No Class 11/22)	<b>Global Environmental Politics</b>	*Nye and Welch, pp. 333-336 (Section on "Climate Change")  *Garrett Hardin, "The Tragedy of the Commons," in Art and Jervis, pp. 408-413.  *Alan Dupont, "The Strategic Implications of Climate Change," in Art and Jervis, pp. 541-550.	What is the global commons? What is a 'commons' problem? Is climate change a security threat?  <b>IR in the News: East Asia (2)</b>
11/29	<b>The Terrorist Threat from Non-State Actors</b>	*Nye and Welch, pp. 309-313.  *Bruce Hoffman, "What is Terrorism," in Art and Jervis, pp. 218-228	What is terrorism? Is it a new force in world politics? How much of a threat is it to international security? How much of a threat is it to <i>your</i> security? What explains terrorism as a political tactic?

		<p>*Audrey Kurth Cronin, "Ending Terrorism," in Art and Jervis, pp. 401-407.</p> <p>Rourke: <i>Does Using Drones to Attack Terrorists Globally Violate International Law?</i> 4.2</p>	<p><b>Debate #5:</b>  <b>Group 1: Judge</b>  <b>Group 2: Yes</b>  <b>Group 3: No</b></p>
12/4	<b>Guns, Butter or Both?: The Role of the Military Industrial Complex</b>	<p>*Nye and Welch, pp. 327-330.</p> <p>*Film: <i>Why We Fight</i></p>	<p>What is the military industrial complex? What does it explain about the use of force in world politics today?</p> <p><b>IR in the News: Western Europe (1)</b></p>
12/6	<b>Thinking about the Future</b>	<p>*Robert J. Art, "The United States and the Rise of China," in Art and Jervis, pp. 393-398.</p> <p>*Film: <i>Why We Fight Conclusion</i></p>	<p>Will China be the new United States? What role <i>will</i> China play in world politics in the future? Will the U.S. and China be rivals or partners in the 21<sup>st</sup> century?</p> <p><b>IR in the News: Western Europe (2)</b></p>
12/11	<b>Conclusions</b>	<p>*Nye and Welch, pp. 337-346.</p> <p>*G. John Ikenberry, "The Future of the Liberal World Order," in Art and Jervis, pp. 522-531.</p> <p>*Michael Cox, "Shifts, Economic Change, and the Decline of the West?," in Art and Jervis, pp. 560-570.</p>	<p>Is the U.S. a nation in decline? Will American hegemony continue to decline in the 21<sup>st</sup> century, or will the U.S. continue to be the most powerful country in the world? What are the costs and what are the benefits of being the world's hegemon?</p> <p>Review for Final Exam</p>
Finals Week	<b>FINAL EXAM</b> IR AA (9:30 class) Dec. 13, period 4 IR AC (11am class) Dec. 19, period 2	<b>FINAL EXAM</b>	<b>FINAL EXAM</b>

***The New York Times*, "The Daily," August 10, 2017**

This semester we will be discussing current issues in world politics. One of the most important of these is the standoff between North Korea and the United States over North Korea's development of nuclear weapons. We will be using this conflict in many of our discussions as a case study in international relations. To give us some background on it, it is helpful to know a little about the relationship between these two countries over the past 25 years.

For the first assignment, due on Wednesday, August 30<sup>th</sup>, please listen to this 20 minute podcast (up until the commercial break, about 2:20 minutes before the end) from *The New York Times*, called "The Daily." Before you listen, read the questions below so that you are familiar with them. As you listen, take notes so that you can answer these questions. Please also take a look at the vocabulary list. These are all concepts you'll hear in the podcast, and ones we will be learning about this semester. If you know them already, that's great, but if don't know them, that's fine too! Do not look them up; see if you can discern their meaning from the context of the podcast. Please bring to class on Wednesday typed answers to the 8 factual questions (be as brief in your answers as possible). The last 6 questions are thought questions, which we will discuss in class at some point. This assignment will count toward your attendance and participation grade.

**Vocabulary:**

Preemptive strike  
Coercive diplomacy  
Deterrence  
Extended Deterrence  
Carrots and Sticks

**Questions (These are factual questions you will find answers to in the podcast):**

1. Who is William Perry? Why is he the subject of this interview? In other words, what are his professional credentials?
2. Why does Perry say that to understand the history of the current situation in between North Korean and the U.S., it is necessary to go back to 1994? What happened in 1994? Why was the Clinton administration (1992-2000) concerned? What was "The Agreed Framework," and why was it important?
3. According to Perry, what happened between 1994 and 1999 that led President Clinton to send Perry to North Korea for talks in 2000? What happened at these talks between Perry and the North Korean government? What did North Korea's top general say about why North Korea sought nuclear weapons? What did Perry do to try to get North Korea to stop developing them? Did North Korea agree?

4. What “funny thing happened” in 2000 that led to the failure of the agreement between the U.S. and North Korea?
5. How does Perry characterize the situation between North Korea and the U.S. today? Why is the situation in 2017 more difficult to solve than the one in 2000?
6. According to Perry, how the American presidents usually deal with nuclear weapons? How do President Trump’s statements on North Korea defy these norms and strategy?
7. Where does Perry think the current situation is headed and why?

**Analytical questions (These are thought questions with no right or wrong answers):**

1. Is Perry a credible source on North Korea? In other words, are you persuaded by his analysis of the politics of North Korea and the U.S? If so, what makes him a credible interpreter of events?
2. In your view, does North Korea have good reasons to develop nuclear weapons? If so, what are they?
3. Does North Korea’s possession of nuclear weapons make the world a more dangerous place? Or does it make the world safer?
4. What would you like to see the Trump administration do with regard to the standoff in North Korea?
5. Are American presidential elections a good thing for American foreign policy? How are these elections good, and how are they problematic?
6. How would you rate the podcast? Did you enjoy it? Did you find it informative? Engaging? Dull? Confusing?