

Pols. 315 (1) Global Politics and International Relations (CRN 84107) Spring 2014

Class time and location: MWF 11:30-12:20, Webster 104.

Prof. Richard Chadwick (my webpages: <http://www.hawaii.edu/intlrel/>)

Office hours Saunders 616: January 13-May 7, MW 1:30-3:30 and Tuesday 2-4 pm except holidays, and by appointment. Phone/voicemail: 956-7180, email: chadwick@hawaii.edu

University catalog: "POLS 315 Global Politics/International Relations (3) Introduction to global politics with emphasis on concepts and theories developed from an international relations perspective. Pre: sophomore standing or higher, or consent. **DS**"

Detailed description and organization for this section of Pols. 315

The aims of the course are to enable you to (1) interpret contemporary global politics and international relations through contemporary theory and historical understanding especially regarding political (in)stability, international conflict and war, (2) evaluate alternative policies, purposes and goals; and (3) become somewhat familiar with issues related to theory construction, evaluation, and application in political and social sciences as they are used to interpret and understand international relations.

This course will introduce you to major concepts and theories developed to explain, conduct, evaluate and transform international relations. To do this, readings from a major textbook on theory by Viotti and Kauppi will be assigned, while class lectures will provide more general social theory, historical examples, and contemporary political contexts as well as overviews of their key ideas. These lectures will usually be on Mondays with discussion on Mondays and sometimes on Wednesdays.

Historical decisions and their effects on global politics and economics will be interpreted through the theories presented—decisions about war and peace, colonization and decolonization, economic globalization and its problems, and the ongoing impacts that technological change have on the creation and demise of international institutions. To do this, historical materials are assigned from a major textbook, *Why Nations Go to War*. This material and supplementary historical contexts and overviews will be provided in lectures, usually Wednesdays, followed by discussions on Wednesdays and Fridays.

Some social science theory not present in these texts is vital to understanding the origins of the political and social problems in current international relations, especially in the areas of motivation theory and basic political decision making. Some authors of these theories include Graham Allison, Ray Cline, William Coplin, Robert Dahl, Patrick Deneen, Charles Hermann, David Easton, Irving Janis, Robert Jervis, Harold Lasswell, Talcott Parsons, Lewis Fry Richardson, Thomas Saaty, B. F. Skinner, and Norbert Wiener. Some of this lecture material will be included in the quizzes. To supplement these lectures, I will supply some online notes and essays I've written for you to study online.

Weekly quizzes and quarterly exams will include all assigned readings and lecture material, and will usually be on Fridays near the end of the class period. These will count for about 60% of your grade for this course.

Classroom exercises

To help you assimilate the material covered in class, you will be organized into discussion groups beginning with the first day of class to clarify and interpret theories and issues presented. Teaching interns (students who have taken this course and are now registering for PolS. 401 "Teaching Political Science") will monitor and facilitate some of the discussions as well as raise questions for me to discuss and answer. I will address your questions that emerge from these discussions in two ways, first directly in class, second by email or possibly a class "blog." Teaching interns may also contribute to this process.

After the first month, we will begin to organize the class discussion groups into teams to construct and conduct a problem-oriented simulation of decision making in a global politics context using current issues. Your participation in the formation of the simulation exercise and your actual participation in it will be a substantial contributor to your grade for the course (10% based on attendance), and in the form of two short essays (20%, i.e.10% each), one in preparation for the simulation and one after the simulation exercise interpreting your experience and the events of the simulation in the context of the theories presented in class.

Student Retention Evaluations. As mentioned above, there will be (a) 12 short quizzes, usually at the end of classes on Fridays, to test your progress in the above aims (summing to about 40% of your grade), (b) 4 exams which mostly revisit the quiz material to help you improve your grades (20%), (c) two short essays (3-5 pages each) related to simulation preparation and evaluation (20%), (d) simulation and discussion group participation credit (10%), and a take home final exam essay (10% each). Both the simulation and discussion groups will be somewhat facilitated by teaching interns.

Grading. Grading is not on a "curve" but as a percentage of the maximum scores attained by students, with the usual "cut point:" 90% and above, A, 80% B, 70% C, 60% D, <60% F. There are no make-ups as such for quizzes, exams, papers, or for simulation participation. If you are unable to attend class, a missed quiz or exam may still be taken, however, *but only before I hand them back*, usually in the week after which they are taken. Similarly, a one class session delay ("grace" period) is allowed for late papers after which a letter grade is dropped for each week late. Accommodations will be made for illness, government duty, collegiate sports travel with written requests, and personal catastrophes, of course; but I should be contacted to let me know *in advance* if possible, or as soon as possible in the event of a personal catastrophe (by phone/voicemail at **956-7180**, or alternatively by **email** chadwick@hawaii.edu, or in person in my office during scheduled office hours (**Saunders 616**)).

Alternative Credit. Since the purpose of classes is to help you in your education, and since some students may for one reason or another do poorly on or miss quizzes and exams chronically for various reasons, or may wish to read further for their own enlightenment, I have supplementary reading assignments, namely the readings in Viotti and Kauppi at the back of each chapter, my lecture notes online, and other online materials. The Viotti and Kauppi readings are excerpts from primary documents which discuss in depth some of the concepts discussed in the chapter. Here are some possibilities but would need to be negotiated with me (don't self-assign!).

- If you do poorly on a quiz or exam and wish to improve your grade, I will review what you got wrong and assign you what to read. You will then answer the question with a short (half page) typed response to the assigned reading(s), providing me with enough information in your writing so I can verify whether you have read and understood the assignment.
- Similarly if you wish to improve your grade when you have not taken a quiz or exam at all, I will assign you one or more readings from the excerpted material in the Viotti and Kauppi text, or from other sources if appropriate, on which you may write an essay the length of which will vary with how much and what you missed.

Maximum alternative credit: Credit earned in through such assignments will not be weighted more than 10% of your total grade—about the equivalent of two exams or three quizzes or one paper.

Reading and Assignment Schedule. See the detailed schedule below. You have two books, both to be read from beginning to end, in parallel, throughout the course so you should get copies right away. Viotti and Kauppi (2011) *International Relations Theory*, 5th ed., and Stoessinger (2011) *Why Nations Go to War*, 11th ed. Generally we will systematically proceed through both books to the end of the semester, sometimes alternating between the two. There will also be written lecture material and essays, and some DVD or other media material assigned and included on quizzes and exams (see below).

Spring 2014 Schedule. This schedule and may change somewhat during the semester. The schedule of assignments is somewhat flexible; it may occasionally be updated depending on current events, new publications, or due to class discussions as the course progresses. Also, for those with a professional interest outside this course, I will be adding “optional” material which you may find valuable for this or other classes or outside the university, as well as occasional lecture notes based on or extending my class lectures.

Abbreviations: all references to these two books are assigned readings:

- **V&K** – Viotti and Kauppi's text, *International Relations Theory*
- **S** – Stoessinger's text, *Why Nations Go To War*

Week 1: January 13-17, 2014

- Read V&K Ch. 1 “Thinking about IR Theory” - read pages 1-17.
- Read “A Short History of Contemporary North Korean International Politics” - download from <http://www.hawaii.edu/intlrel/pols315s11/NorthKorea.pdf>. There are many other sources of information on the 'net that you can access simply by googling “Korean enigma” for instance, or “North South Korea.”
- This week's lectures will introduce you to the variety of theories we will cover during the semester and how they help to understand actual, contemporary problems. North Korea's relations with the world will be used as an exemplar. We will return to the Korean peninsula's problems more than once this semester, for instance, in the context of the Korean War and modern nuclear war issues.
- **Quiz 1** Friday 1/17/2014 on above two readings plus lecture material..

Week 2: 1/22-24/2014 (*Note: Monday is a holiday*)

- V&K: Ch 2 “Realism” - read pages 39-58
- S: Preface, Introduction, and Ch. 1. “The Iron Dice: World War I.”

- Lecture: Ray Cline's $Pp=(C+E+M)(S+W)$,
- Lecture: Coplin's "Prince" decision making model (emailed): decisions as a function of relative power, salience, and initial issue positions.
- **Quiz 2** Friday 1/24/2014 on weekly readings and lecture
- **Optional:**
 - Download: [http://www.hawaii.edu/intlrel/pols315/Text/Theory/Coplin and O'Leary's PRINCE analysis.xls](http://www.hawaii.edu/intlrel/pols315/Text/Theory/Coplin%20and%20O%27Leary%27s%20PRINCE%20analysis.xls)
This is an Excel spreadsheet used for guesstimated decision outcomes based on Coplin's "constituency model"
 - Ray S. Cline (1975, 1977) *World Power Assessment 1977: A calculus of strategic drift*. This is the source of the "power potential" formula discussed in class. At the time, Cline was the Deputy Director in the CIA for long term power forecasts. He was a professor at Georgetown University until 1996. http://en.wikipedia.org/wiki/Ray_S._Cline. See also <http://powermetrics.bplaced.net/people/>
 - history of power measurement: <http://powermetrics.bplaced.net/people/>
 - Illustrative updates and applications of power calculations:
 - <http://www.fas.org/nuke/guide/china/doctrine/pills2/part08.htm> – note: if you have difficulty accessing this site or others below, please let me know; take a screenshot and email as an attachment to me, chadwick@hawaii.edu.
 - [Michael Pillsbury, China's Progress in Technological Competitiveness: http://www.uscc.gov/hearings/2005hearings/written_testimonies/05_21_22wrts/pillsbury.pdf](http://www.uscc.gov/hearings/2005hearings/written_testimonies/05_21_22wrts/pillsbury.pdf)
 - [International Futures simulation \(IFs\)](#)
 - [DNI Global Trends 2030](#) - This webpage also has links to the Global 2015, 2020, and 2025 books for downloading. Global 2020 explicitly used the IFs in the design of its alternative futures.
- Remember, it is possible for you to use some of the above optional readings above to improve your grade if you do not do as well as you hoped on a quiz or exam, but we'd have to negotiate specifics first.

Week 3: 1/27-31/2014.

- V&K Ch 2 "Realism," pp. 59-80.
- S Ch 2 "Barbarossa: Hitler's Attack on Russia" pp. 31-58
- Lecture: Maslow's hierarchy, part one (survival, security, and identity), application to Hitler's rise to power and manipulation of Stalin
- **Quiz 3** Friday 1/31/14, as usual on weekly readings and lecture
- **Optional:** here are my notes on Maslow: <http://www.hawaii.edu/intlrel/pols315/Text/Theory/maslow.htm>

Week 4: 2/3-7/2014.

- V&K: Ch 3 "Liberalism," pp. 129-164
- Lecture: Richardson's "arms race" model and the "prisoner's dilemma" model.
- Review of Lasswell, <http://www.hawaii.edu/intlrel/pols315/Text/Theory/lasswell.htm>
- Review for exam.
- **Exam 1** Friday 2/7/14, covering quizzes 1,2,3 and this week's readings and lecture material.

Week 5: 2/10-14/2014.

- V&K Ch 4 "Economic Structuralism" pp. 189-216
- S Ch 3 "The Temptations of Victory" (about the Korean War), pp. 31-58
- **Preparation for simulation of global politics**
- **Quiz 4** Friday 2/14/14.

Week 6: 2/19-21/2014. (Note: Monday is a holiday.)

- S Ch 4 “A Greek Tragedy in Five Acts: Vietnam” pp. 102-135
- Lecture: decision makers under stress
 - Graham Allison's model of bureaucratic decision making and Victor Thompson's concept of “bureaupathology” in *Modern Organization*
 - Charles Hermann's “crisis” concept (short decision time, high threat, unexpected)
 - Robert Jervis' misperception theory (value-fact conflict favors values)
 - Irving Janis' “groupthink” theory (follow the leader when options are all choices between negative outcomes)
 - Cold war psychology: bipolarization (pun intended) of politics, *sociopathic behavior*. (cf. Lewis Fry Richardson's model of irrational rationality with William Black's hypothesis of criminogenic environments)
- **Simulation topics finalized, briefing papers, turn in by next Monday.** A 2-page “briefing” should identify yourself (simulated individual/group), state an expected future, desired future(s), and decisions needed by/with whom and expected result(s).
- **Quiz 5** Friday 2/21/14.

Week 7: 2/24-28/2014.

- V&K Ch 5 “The English School: Society and Grotian Rationalism,” pp. 239-252
- S Ch 5 “From Sarajevo to Kosovo: the Wars of Europe's Last Dictator” (whole)
- **Simulation begins**
- **Quiz 6** Friday 2/28/14.

Week 8: 3/3-7/2014.

- S Ch 6 “In the Name of God: Hindus and Moslems in India and Pakistan”
- Lecture: contrasting the rage of internecine war with English School policy
- **Simulation time**
- **Exam 2 Friday 3/7/14. on material covered in quizzes 4, 5, 6 and this week**

Week 9: 3/10-14/2014.

- V&K Ch 1, section on “Interpretive Understandings,” pp. 14-16, then read
- V&K Ch 6, “Constructivist Understandings,” pp. 277-299
- Lecture: rethinking our philosophy
- **Simulation time**
- **Quiz 7** Friday 3/14/14

Week 10: 3/17-21/2014.

- S, ch 7 (1st half) “The Sixty Years War in the Holy Land” pages 215-254.
 - 26-minute video interview of Bill Black by Bill Moyers: Causes, consequences, and remedies to the global banking crisis. You may watch this on the web and/or download a transcript for study, at <http://www.pbs.org/moyers/journal/04032009/watch.html>
 - *Want to learn more for yourself, other classes?* Start here: “William K. Black on Fraud:” <http://www.pbs.org/moyers/journal/04232010/profile.html>
 - **Simulation time**
 - **Quiz 8** Friday 3/21/14, on this week's readings and lectures
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- *Spring vacation March 24-28, 2014*

Week 11: 3/31-4/4/2014

Note: this lecture material for Wednesday 4/2, and Friday 4/4, may be covered by my teaching interns, a guest speaker, or by me via the internet, or some combination, as I will be

in Chicago at the Midwest Political Science Association.

- Read S Ch 7 (2nd half) “The Sixty Years War in the Holy Land,” pp 254-287, and V&K Ch 7 “Positivism, Critical Theory, and Postmodern Understandings” pp.322-337.
- **Simulation time**
- Lecture on milestones in Israel's creation and Israel-Arab wars. Questions to ponder: Recalling Easton's “demands/supports → decision making → policy → political environment → feedback” model, decision making usually involves assessments of comparative benefits, opportunities, risks, and costs (abbreviated BORG analysis) related to demands, supports, policy implementation and impact on politicians' political environment. So, who benefits from conflicts between Israel and its Arab neighbors? Who bears the costs or runs the risks or sees opportunities? Recalling the problems associated with short term thinking (recall Rapoport's “prisoner's dilemma” and Richardson's armament and disarmament model), how comprehensive do you think the planning is among states and corporations in the region? Recalling Lasswell's checklist of 8 values and Maslow's hierarchy of basic needs, how comprehensive do you think useful planning can be? How do you envision these political processes?
- **Quiz 9** 3/31/14 on this week's readings and lectures. *Quiz administered by teaching interns.*

Week 12 4/7-11/2014.

I will be enroute back to Hawaii, returning to class Wednesday. Teaching interns will show the following interview of William Black, preceded by some simulation time Monday.

- Black, One year later, update <http://www.pbs.org/moyers/journal/04232010/watch.html> (transcript also available on the same page)
- **Simulation continues**
- S, Ch 8 “The War Lover: Saddam Hussein's Wars against Iran and Kuwait,” 293-318.
- **Exam 3** Friday 4/11/14 on all material from quizzes 7, 8, and 9, and this week's readings and lectures.

Week 13: 4/14-16/2014. - *Quiz Wednesday (Holiday, no class Friday)*

- V&K Ch 8 “Feminist Understandings in IR Theory” pp. 360-370, **and** Ch. 9 “Normative IR Theory: Ethics and Morality,” pp. 391-413
- **Simulation completion. Start writing your simulation wrap-up essay. [Instructions](#)**
- **Quiz 10 Wednesday** 4/16/14 on readings and lectures

Week 14: 4/21-25/2014.

- S Ch 9 “New Wars for a New Century: America and the World of Islam,” 322-395 - read throughout this week.
- **Simulation debriefing (student group presentations begin)**
- Lecture notes: an historical context is particularly important in this section.
 - Monday: Context of 9/11 to the Arab Spring: critical processes and events in the Mideast and North Africa
 - End of WW I - fall of Ottoman Empire, spread of British and French hegemony, creation of Iraq (under British control up to 1932), Lebanon (under French control until 1943), Syria (under French control until 1946); Jordan (under British control until 1946); critical value of oil and trade shipping to Europeans
 - End of WW II: a generation of Cold War politics displaces struggles to retain colonial empires; 1947 National Security Act, 1948 creation of Israel; breakdown of British and French control, e.g., 1956 failure of British and French to retain

control of the Suez Canal after Nasser nationalizes it, preceded by US withdrawal from Aswan High Dam project, through 1965 (Battle of Algiers, last colonial war lost by the French); massive development of Saudi, Iraqi and Iranian oil fields; Israeli wars of 1948, 1956, 1967 (Gulf of Aqaba), 1973 against Egyptian attack almost brings US and USSR forces into conflict with each other; Shah falls Sept '78 while Sadat-Begin treaty hammered out (signed in '79), followed by Jordan; '81 Israel destroys Iraqi nuclear reactor. Continuing struggles with Israel through Hamas (Syria-backed), Hezbollah (Iran-backed), Fatah (Arafat) Palestinians. Palestinian state declared Nov. 15, 1988, by 1989 93 states recognized it, UNGA voted 104:44 to recognize it.

- Read this Wikipedia essay: the rationale for the US-Iraq war against Saddam. http://en.wikipedia.org/wiki/Rationale_for_the_Iraq_War#Oil_a_factor_in_the_Iraq_war - note in particular Alan Greenspan's observations and Saddam's efforts to sell Iraq oil in euros rather than dollars.
- Friday Lecture: Alternative views of alternative futures (using Jim Dator's framework):
 - Continuation: More of the same?
 - Collapse: colonial and post-colonial political economy and hegemony?
 - Disciplined: Formation of a world governance system under American hegemony?
 - Transformation: Restructuring for a “newer world order?”

- **Quiz 11** 4/25/14 on weekly readings and lecture

Week 15 4/28-5/2/2014

- **Simulation debriefing continued if not completed last week (student presentations)**
- S Ch 10 “Why War?” and “Epilogue”
- Lecture on S Ch 10, beginning course review, discussion
- **Quiz 12** 5/2/14 on this week's readings and lectures

Week 16 5/5-7/2014.

- *Wrap-up lectures, course evaluation (if 75% of students complete the evaluation, everyone's average grade moves up 5% except for those who have earned an A+ already).*
- **Exam 4 Wednesday 5/7/14.** (on material covered in quizzes 10, 11, 12 and this week)
- *Presentation and discussion of the take-home essay exam question.*

Classes over. Study period begins.

The final exam is scheduled to end Monday May 12th, noon-2:00 pm, but you should not come to the classroom. Instead, email your final exam essay to me personally at chadwick@hawaii.edu by 2:00 pm, Monday May 12th (or earlier). Alternatively, slip it under my office door (Saunders 616).

- The take home essay exam question will be discussed on the last day of class and emailed to you to your UH email address, with instructions.
- Your *personally composed and written (typed)* answer is due at end of the final exam time scheduled time for this class, shown above.
- ***Follow the take home final essay outline. Treat it like a form to fill out.***

Please be sure to fill out the course evaluation online! I do not view it as a “popularity

contest.” I value especially your written feedback, using it to revise my course (presentation style, content, testing methods). Any advice you'd like to share in other ways would be much appreciated. The teaching interns will also be writing up a final paper including recommendations for course revisions so be sure to discuss your views with them as well.
