

Pols. 315 (1) Global Politics and International Relations (CRN 83826)

Class time and location: Spring 2015 (January 12-May 6), MWF 11:30-12:20, Webster 103.

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Office hours Saunders 616: January 12-May 6, MW 2:30-4, T 3-5 pm except holidays, and by appointment.

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 and discussions will provide more general social theory, historical examples, and contemporary political contexts as well as overviews of key ideas. Fridays will be mostly review and quizzes or exams.

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, trends in political, economic and cultural globalization, and related problems and opportunities created by the rise and demise of international institutions. To accomplish this, historical materials are assigned from a major textbook, John Stoessinger's *Why Nations Go to War*, and supplemented by lectures, online readings and videos.

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, social system dynamics 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. To supplement these lectures, Occasionally, I will supply notes and essays I've written for you to study online (through Lulima).

Weekly quizzes and quarterly exams to help track and evaluate your progress, will cover portions of 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. **Come to class with a question about the readings assigned for the week or recent lectures, to discuss in small groups.** Every time you do (assuming the question is pertinent of course), I'll add a point to your quiz (see next section about quizzes). Teaching interns (students who have taken this course and are now registering for Pols. 401 "Teaching Political Science") may 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" or short essays on our Laulima website. Teaching interns may also contribute to this process.

Simulation. 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, due before the simulation begins, and one after the simulation exercise interpreting your experience and the events of the simulation in the context of the theories presented in class. Each team in the simulation will present their experience with the simulation, discussing what they intended to accomplish and why, what they achieved or failed to achieve and why, and how they related their participation to their understanding of international relations and foreign policy.

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.

Course Grade. Grading is not on a "curve" but as a percentage of the maximum scores attained by students, with the usual "cut points:" 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 on the first Monday after which they are scheduled. 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 in the syllabus (see below). The Viotti and Kauppi readings are excerpts from primary documents which discuss in depth some of the concepts discussed in each 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 (usually, but not always, indicated at the end of a quiz item by the page number of the relevant text). You will then answer each quiz item for which you want credit, with a short (less than a half page) typed response to the assigned reading, providing me with enough information in your writing so I can verify (convince myself) that you have read and understood the material.
- If you miss a quiz or exam entirely, it will be assumed that all the items were incorrectly answered so you would need to follow the above process for each to get credit.
- Similarly if you wish to improve your grade by learning more through additional reading and essay writing, I may 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 essays the length of which will vary depending on what you missed. We will need to negotiate that.

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—so it could affect your grade no more than one step (e.g., from C to B).*

Due dates for alternative credit: To avoid end-of-semester crunches, make-ups for quizzes and exams will not be accepted more than two weeks after the quiz or exam was scheduled.

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. (Earlier editions cover less material as you go back in time.) 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 2015 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 reviewing and 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 12, 2015

- 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 1/16 on above two readings plus lecture material..

Week 2: Wednesday 1/21 (*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 1/23 on weekly readings and lecture. Focus especially on lecture materials, especially connections between realist values, Cline's Pp (power potential) model, and the Coplin issues-salience-power decision model. Also, what motivated the leaders of major power at the onset of “The Great War” (World War I)?
- *Optional for the potential professionals (mostly not discussed in class, but if you are interested, office hours are available and you are invited):*
 - 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_and_O'Leary's_PRINCE_analysis.xls)
This is an Excel spreadsheet used for “guesstimating” decision outcomes based on Coplin's “constituency model.” The general idea can be applied to national decision making using Cline's model for Pp. Note that (C+E+M) becomes Coplin's power or influence measure, the W in (S+W) becomes Coplin's importance or “salience” measure, and the S in (S+W) becomes the “issue position” measure. You may use this in your simulation exercise if you wish.
 - Ray S. Cline (1975, 1977) *World Power Assessment 1977: A calculus of strategic drift*. See also Cline (1993) *The Power of Nations in the 1990s: A Strategic Assessment*.
 - 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.
 - 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 2035](#) - This webpage also has links to the Global 2015, 2020, 2025 and 2030 books for downloading. Global 2020 explicitly used the IFs in the design of its alternative futures, for instance.
 - RAND and IFs: [Measuring National Power - RAND Corporation](#)
- 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: 1/26/2015.

- 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 1/30/2015, 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: 2/2/15.

- V&K: Ch 3 "Liberalism," pp. 129-164
- Deutsch's Cooperation–Conflict and Transactions model (on Laulima)
- 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 2/6/15, covering quizzes 1,2,3 and this week's readings and lecture material.

Week 5: 2/9/15.

- V&K Ch 4 "Economic Structuralism" pp. 189-216
- S Ch 3 "The Temptations of Victory" (about the Korean War), pp. 31-58
- **Quiz 4** Friday 2/13/15.

Week 6: Wednesday 2/18/15. (Monday 2/16/15, is a holiday, Presidents' Day)

I will be in New Orleans this week at the International Studies Association conference to participate in a panel discussion of Rudolph Rummel's contribution to international relations theory and research (see his website, <http://www.hawaii.edu/powerkills/>). I will, if all goes well, deliver my lecture remotely ,and if all goes well live (otherwise by recorded lecture), on the context of the USA's involvement in the Vietnam War, and help with the organization of your simulation. The teaching interns will provide additional guidance and administer the quiz Friday.

- S Ch 4 "A Greek Tragedy in Five Acts: Vietnam" pp. 102-135
- **Preparation for simulation of global politics – see 2 page instruction text on Laulima. Form teams.**
- Lecture: decision makers under stress. The following are my characterizations of a number of hypotheses the nature of decision making failures. Try thinking about how they might be interrelated, how they might connect to form a "macro-theory."
 - Leon Festinger's cognitive dissonance hypothesis: people are motivated by perceived inconsistencies between goals, actual states of affairs, and trends that conflict with goal attainment. Such inconsistency (dissonance) produces stress motivating people to act. Applications of this theory of stress are implicit in many concepts and hypotheses. Here are a few.
 - Robert Jervis' misperception theory: key hypothesis: when beliefs or values are inconsistent with facts, the inconsistency ("cognitive dissonance") is resolved in favor of the beliefs or values; in short, the "facts" are ignored or assumed to be wrong (either errors of commission or omission).
 - Irving Janis' "groupthink" hypothesis "follow the leader" when available alternatives all have negative outcomes, especially moral ones.

- Charles Hermann: crises motivate action; “crisis” definition: (1) severe threat to something highly valued, (2) short decision time, (3) unanticipated (no contingency plan).
- Graham Allison's model of bureaucratic decision making and Victor Thompson's concept of “bureaupathology” in *Modern Organization*: personal career and organizational politics create strategies that interfere with coping with the issues for which the organizations are created, optimizing components of organizations and careers but at the cost of rationally dealing with the larger issues. So the political problem becomes when and how to control those costs.
- Later in this course: consider 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)
- **Quiz 5** Friday 2/20/15, on above hypotheses, lecture, and Stoessinger's chapter on the Vietnam War.

Week 7: 2/23/15.

- 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)
- Pre-simulation team discussion of roles and issue interests to pursue in the simulation
- **Quiz 6** Friday 2/27/15.

Week 8: 3/2/15.

- 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
- **Discuss simulation paper drafts with your teams.**
- **Exam 2 Friday 3/6/15. on lectures and reading covered in quizzes 4, 5, 6, and this week**

Week 9: 3/9/15.

- 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 preparation paper due. Simulation begins**
- **Quiz 7** Friday 3/13/15

Week 10: 3/16/15.

- S, ch 7 (1st half) “The Sixty Years War in the Holy Land” pages 215-254.
- **Simulation time**
- **Quiz 8** Friday 3/20/15, on this week's readings and lectures

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Week 11 3/30/15.

- Read S Ch 7 (2nd half) “The Sixty Years War in the Holy Land,” pp 254-287.
- **Simulation time**
- 1st interview of Bill Black by Bill Moyers - 26-minute video interview on 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>
- Wednesday: Stoessinger part 2 of “The 60 Years War...” pp. 254-287

- *Optional – you may use this for an extra credit essay if you missed one of the quizzes.*
 - 2nd Black interview, 2010 (one year later):
<http://www.pbs.org/moyers/journal/04232010/watch.html> For extra credit, read the transcript, also available on the same page, and write a short essay reviewing the first and second interviews
- **Quiz 9 Wednesday 4/1/15** on this week's readings and lectures. (*Friday is a holiday.*)

Week 12 4/6/15.

- **Simulation continues**
- S, Ch 8 “The War Lover: Saddam Hussein's Wars against Iran and Kuwait,” 293-318.
- Moyers' interview of Johnson and Kwak, about the content of their book, *13 Bankers*.
<http://www.pbs.org/moyers/journal/04162010/watch.html> (transcript is on the same page)
- **Exam 3 Friday 4/10/15** on all material from quizzes 7, 8, and 9, and this week's readings and lectures.

Week 13: 4/13/15.

- 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 will be sent to you via Laulima and email this week by Monday the 17th.
- **Quiz 10 Friday 4/17/15** on readings and lectures

Teaching interns will monitor the simulation and administer the quiz for this week since I will be in Chicago at the Midwest Political Science Association. Again if all works well I will be in contact virtually with the class and may answer questions about the readings and wrapping up the simulation.

Week 14: 4/20/15.

- 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. Greenspan also noted Saddam's efforts to sell Iraq oil in euros rather than dollars. This article has the some discussion of the implications of the move: <http://www.apfn.net/Messageboard/09-17-07/discussion.cgi.7.html>
- Wednesday 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? Chinese? Russian-Chinese? Indian? BRICs? USA-EU?
 - Transformation: Restructuring for a "newer world order?"

- **Quiz 11** Friday 4/24/15, on weekly readings and lecture

Week 15 4/27/15

- **Simulation debriefing continued if not completed last week (student presentations)**
- V&K Ch 7 "Positivism, Critical Theory, and Postmodern Understandings" pp.322-337
- S Ch 10 "Why War?" and "Epilogue"
- <http://billmoyers.com/episode/full-show-big-jail/> - war by other means (plutocratic war)
- Lecture on S Ch 10, beginning course review, discussion
- **Quiz 12** 5/1/15, on this week's readings and lectures

Week 16 5/4/15.

- *Wrap-up lecture, presentation and discussion of the take-home essay exam question.*
- **Exam 4 Wednesday 5/6/15.** (on material covered in quizzes 10, 11, 12 and this week)
- **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. Last semester 85% turned in evaluations and all got a 5% boost; however only 60% of my other class returned the evaluations so did not get the boost.**

Classes over. Study period begins.

Final Exam

The final exam is scheduled for **Friday May 15, 12 noon-2 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 p.m. (or earlier) on that date. 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.

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.
