

Boston University

PO383 / IR 360 Making Sense of the World: Conceptual Foundations of International Relations

Professor: Rosella Cappella Zielinski
Office: 232 Bay State Road, Office 303
E-mail: Cappella@bu.edu

Class Location: CAS B36
Class Time: T-Th 12:30-2:00pm
Office Hours: Th 2:00-4:00pm

TF: Claudia Kim
TF email: Cldk@bu.edu

Office: 232 Bay State Road, Office 213
Office Hours: M 9:00-12:00am

Why do wars start? Why do states trade? Is conflict endemic or can a peaceful world be created? This course will introduce you to the study of International Relations (welcome!) while simultaneously exploring the big questions that permeate the approaches to the study of International Relations. For example, are humans fundamentally bad? Can war be eliminated? The class has two main objectives. First, as it focuses on big questions, it provides a more interactive format to examine the fundamental structures and problems that permeate global politics. Second, it will use the concepts learned to shed light on contemporary issues. For example, we will explore the potential for a US war with China, the Iranian nuclear weapons program, and the Civil War in Syria. In short, the course outlines the biggest issues in international politics and how different actors tend to interpret and approach these issues.

Readings

Read the international/world section of one or more of the following papers, everyday.

- The New York Times, www.nytimes.com
- The Economist, www.economist.com
- The BBC, www.bbc.com/news

There is one required book for the class:

1. Russell Bova, How the World Works: A Brief Survey of International Relations.

Any edition is fine, I encourage you to purchase used copies on Amazon. Other assigned readings are available on Blackboard. Readings are **due on the day** they are assigned on this syllabus.

Software

We will also be using a software program that implements a simulation of international politics. The semester subscription fee is \$30. You will need to sign up and pay at <http://www.statecraftsim.com/> before the first week of using the simulation.

To sign up click “create account”, create student account, and then type in the simulation code “**BUIR2015**” along with your username and password. From here you will take your foreign policy attitude test and pay through paypal.

Exams and Grading

These assignments are ways for me to assess your understanding of key concepts presented in International Relations. There will be positively no dishonesty or cheating tolerated. Contact me if emergencies arise that affect your work.

1. Eurasian Geography Quiz – IN CLASS January 29 (15%)
2. First In-class Midterm Exam – IN CLASS February 19th (25%)
3. Final Paper Assignment Instruction Handout – March 19th
4. Final Paper 1-1 Meetings – March 26th and Office Hours
5. Second In-class Midterm Exam – IN CLASS April 14th (25%)
6. Final Paper – DUE IN CLASS April 30th (35%)
7. Extra Credit – 10 points added to final.

Simulation Attendance and Extra Credit

It is critically important that students attend each simulation session. In order to provide an incentive to attend these sessions, students will be penalized for absences through the loss of extra credit earned from the simulation

- 1 Absence Minus 10% Extra Credit
- 2 Absences Minus 50% Extra Credit
- 3 or more Absences Minus 100% Extra Credit

Other

Disabilities: Boston University is committed to providing equal access to our coursework and programs to all students, including those with disabilities. In order to be sure that accommodations can be made in time for all exams and assignments, please plan to turn in your accommodations letter as soon as possible after the first class, but no later than 14 days from the first exam/assignment. After you turn in your letter, please meet with me to discuss the plan for accommodations so we can be sure that they are adequate and you are supported in your learning. If you have further questions or need additional support, please contact the Office of Disability Services (access@bu.edu) or the Political Science advisor, Megan Winderbaum (megmay@bu.edu).

Academic Misconduct: Plagiarism and cheating are serious offences and will be punished in accordance with BU's Academic Conduct Code:

<http://www.bu.edu/academics/resources/academic-conduct-code/>

PART I: Ways to Understand the World

Week: 1: January 20 and 22: Ways of Thinking About International Relations, Anarchy and Realism – What is a theory? How do we use theories to understand international relations among states? How do states relate to each other in the international area? Are we bound to be realists? What is the nature of mankind?

- We will watch this piece IN CLASS:
<https://www.youtube.com/watch?v=zUdBd7BDNu8>

- Bova Chapter 1
- Hobbes, Thomas, *Leviathan* The Natural Condition of Mankind, “ Chapter 13 – On Blackboard
- Morgenthau, *Six Principles of Political Realism* – On Blackboard
- Machiavelli, *Doing Evil in Order to Do Good* – On Blackboard
- Kaplan, *The Realist Creed* – On Blackboard
- We will listen to this IN CLASS: <http://www.radiolab.org/story/180103-whos-bad/>
- Blank Eurasian Geography Map to study - <http://www.worldatlas.com/aatlas/eurasia.htm>

Week 2: January 27 and 29: Anarchy and (Neo)Realism Continued – Why do states struggle for power? Once you get power is it that great? How does neorealism differ from classical realism? What is the difference between defense and offensive realism?

- Waltz, *The Anarchic Structure of World Politics* – On Blackboard
- Mearshimer, *Anarchy and the Struggle for Power* – http://www.ucsf.edu/~russellw/Teaching_files/Mearsheimer%20-%20Realism.pdf
- Ikenberry, Mastanduno, and Wohlforth – *Unipolarity, State Behavior and Systemic Consequences* – On Blackboard
- Finnemore – Legitimacy, Hypocrisy, and the Social Structure of Unipolarity: Why Being a Unipole Isn’t All It’s Cracked Up to Be – On Blackboard
- We will listen to this piece IN CLASS: <http://www.radiolab.org/story/91696-new-nice/>

Week 2: January 29: EURASIAN GEOGRAPHY QUIZ

Week 3: February 3 and 5: Can’t We all Just Get Along Anyway? Cooperation Under Anarchy and International Institutions – If the world is such a bad place, why does cooperation happen? Under what conditions is cooperation more or less likely? When does cooperation become so strong we get permanent cooperation in the form of international institutions? Is there something about international institutions that changes the way states interact permanently? Case Study: European Union, the Euro, and Greece

- Bova, Chapter 5
- Oye, *The Conditions for Cooperation in World Politics* – On Blackboard
- Listen to as an assignment: <http://www.radiolab.org/story/104010-one-good-deed-deserves-another/>
- John Mearshimer, *The False Promise of International Institutions* - <http://mearsheimer.uchicago.edu/pdfs/A0021.pdf>
- Wilson, *Community of Power vs. Balance of Power* – On Blackboard
- Doyle, *Liberalism and World Politics* – On Blackboard
- We will listen to this IN CLASS: <http://www.thisamericanlife.org/radio-archives/episode/455/continental-breakup>
- We will watch this IN CLASS: https://www.ted.com/talks/robert_wright_on_optimism

Week 4: February 10 and 12: Learning to Love /Hate Each Other? Constructivism – Is a zero-sum self-help world inevitable? Can states move beyond self-interested cooperation to change for good? Case Study: Human Rights and the Rwandan Genocide

- Bova, Chapter 6
- Wendt, *Anarchy is What States Make of It* – On Blackboard
- Kick and Sikkink, *Transnational Activist Networks* – On Blackboard
- Jepperson, Wendt, Katzenstein, *Norms, Identity, and Culture in National Security* – On Blackboard
- Samantha Power, “Bystanders to Genocide,” *The Atlantic*, September 1, 2001 - <http://www.theatlantic.com/magazine/archive/2001/09/bystanders-to-genocide/304571/>
 - You may want to watch the Frontline on the Rwandan Genocide. Recommended but not required, <http://www.pbs.org/wgbh/pages/frontline/shows/ghosts/video/>
- We will listen to this IN CLASS: <http://www.radiolab.org/story/91694-new-baboon/>
- Statecraft Manuel
- STATECRAFT – ORIENTATION

Week 5: February 19: FIRST MIDTERM EXAM

- Covers Weeks 1-4

****Class Canceled Tuesday February 17 – Monday Schedule****

Week 6: February 24 and 26: Moving Beyond the “Isms” and Where to Look? Domestic Politics and Foreign-Policy Decision Making – If we want to understand how states interact where should we look? Case study: Iraq 2003, Rationality and Decision-making

- Bova Chapter 3
- Putnum, *Diplomacy and Domestic Politics: The Logic of Two-Level Games* – On Blackboard
- Case Study Iraq 2003 – On Blackboard
 - Pollack, Kenneth M. “Next Stop Baghdad?” *Foreign Affairs*, Vol. 81 No. 2 (March-April 2002), **PP 32-47**
 - Mearsheimer, John J. and Stephen M. Walt. “An Unnecessary War,” *Foreign Policy*, No. 134 (Jan/Feb 2003), **PP 50-59**
 - Woods, Kevin, James Lacey, and Williamson Murray. “Saddam's Delusions: The View From the Inside,” *Foreign Affairs*, Vol. 85 No. 3 (May/June 2006), **PP 2-26**
- STATECRAFT – TURN ZERO

PART II – Understanding What is Going on Today

Week 7: March 3 and 5: What is war? What are the different types of war? Why do wars break out? What qualities within states and among states make war less likely? Case Study: War with China? Rising without war?

- Bova, Chapter 4
- Fearon, *Rationalist Explanations for War* – On Blackboard
- Gilpin, R, *Hegemonic War and International Change* – On Blackboard
- US-China War Case Study
 - Ikenberry, *The Rise of China* – On Blackboard
 - Feng, *China’s Rise Will be Peaceful*, pp 45-54 – On Blackboard
 - Fravel, *China’s Search for Military Power* – On Blackboard

- STATECRAFT – TURN 1

Week 8: March 10 and 12: SPRING BREAK

****Statecraft Cancelled****

Week 9: March 17 and 19: Why do civil wars break out? What are the various types of civil wars? How do they internationalize? Why do they last so long? Case Study: Syria & ISIS

- Michael Brown, “Ethnic and Internal Conflicts: Causes and Implications,” in Chester A. Crocker et al, eds., *Turbulent Peace: The Challenges of Managing Internal Conflict* (Washington, D.C.: USIP Press, 2001) – On Blackboard
- Syria news articles – On Blackboard
- STATECRAFT – TURN 2

****Final Paper Assignment Handed Out****

Week 10: March 24: Nuclear Weapons I: Origins and the Cold War What is a nuclear weapon? How have they been used? Are we in danger of a nuclear bomb going off?

- Younger, *The Bomb*, pp 14-32, 40-42, 69-89 – On Blackboard
- We will watch this IN CLASS:
http://www.ted.com/talks/irwin_redlener_warns_of_nuclear_terrorism?language=en
- Recommended for thought and a laugh – John Oliver on Nuclear Weapons:
<https://www.youtube.com/watch?v=1Y1ya-yF35g>
- STATECRAFT – TURN 3

Week 10: March 26: Class Cancelled – One on One Meetings Regarding Final Paper

Week 11: March 31 and April 2: Nuclear Weapons II: Existing Nuclear Weapons States – Who has nukes and how much? In the absence of the Cold War, why have states chosen to maintain their nuclear weapons arsenal?

- Goldstein, *Deterrence and Security in the 21st Century*, PP. 26-32 – On Blackboard
- Nuclear Weapons: Who Has What At A Glance,” Arms Control Association, 2012. Available online at
<http://www.armscontrol.org/factsheets/Nuclearweaponswhohaswhat>
- Sagan, *Why Do States Build Nuclear Weapons: Three Models in Search of a Bomb* –
http://iis-db.stanford.edu/pubs/20278/Why_Do_States_Build_Nuclear_Weapons.pdf
- Waltz, *Why Iran Should Get the Bomb* – On Blackboard
- STATECRAFT – TURN 4

Week 12: April 7 and 9: Terrorism. What is it? Who uses it? Why? How has it changed? How can states defend against it? Case Study: Boko Haram

- Hoffman, Bruce (2006). Defining Terrorism, Chapter 1.
<http://www.nytimes.com/books/first/h/hoffman-terrorism.html>
- Kaplan, R. (2014) “Terrorism as Theater” – On Blackboard
- Pape, Robert (2003). “Strategic Logic of Suicide Terrorism – On Blackboard
- Stevenson, J. (2003). “How Europe and America Defend Themselves” – On Blackboard

- National Strategy for Counterterrorism, 2011.
http://www.whitehouse.gov/sites/default/files/counterterrorism_strategy.pdf
- STATECRAFT – TURN 5

Week 13: April 14: SECOND MIDTERM EXAM

- Covers Weeks 6-12

Week 13: April 16: The Bretton Woods System Why do states trade? What allows states to trade? How did the dollar become the world's primary reserve currency? Who benefits from the world's trade regime?

- Bova, Chapter 7
- Cohen, *Bretton Woods* -
<http://www.polsci.ucsb.edu/faculty/cohen/inpress/bretton.html>
- Listen to this as an assignment:
<http://www.npr.org/blogs/money/2014/07/16/331743569/episode-552-the-dollar-at-the-center-of-the-world>
- Listen to this as an assignment (start at 2min 15sec):
<http://www.npr.org/blogs/money/2011/05/24/136618552/the-tuesday-podcast-do-we-need-the-imf>
- STATECRAFT – TURN 6

Week 14: April 21 and 22: Transnational Challenges What future challenges might alter the relations among states? Does the state still matter?

- Bova, Chapter 8
- Thomas F. Homer-Dixon, *Environmental Changes and Causes of Acute Conflict* – Blackboard
- John Cooley, *War Over Water* – On Blackboard
- STATECRAFT – TURN 7

Week 15: April 28 and 30: Global Futures What's next???

- Bova Chapter 9
- We will watch this IN CLASS:
http://www.ted.com/talks/joseph_nye_on_global_power_shifts?language=en
- STATECRAFT – TURN 8?

****FINAL PAPER DUE IN CLASS APRIL 30th****

Statecraft Basics

What is it?

In the world of Statecraft students take the reins of power, becoming presidents, kings, military dictators, Secretaries of State and Defense, intelligence chiefs, and political advisers (among other roles). You are free to use your country's diplomatic, economic, and military resources to build or to destroy, to work for the betterment of all countries or to focus on maximizing your own country's wealth, power, and quality of life. Make wise choices and you may find yourself enjoying global peace (or the benefits of global dominance); choose poorly and you may find your country hopelessly marginalized or even destroyed.

Statecraft has been designed to replicate core dynamics of world politics, so you will face the same challenges, opportunities, and tradeoffs that real world leaders confront every day. In so doing you will gain a deeper understanding of the complexities of world politics and gain insight into a host of critical concepts, theories, and real world cases.

Simulation Overview

Your world will have between 6 and 12 countries, depending on class size. The Statecraft map will show the geographical layout of your world. Before the simulation begins you will be assigned to a country and, together with your fellow country members, you will choose a country name, city names, positions for each student, a government type (Democracy, Constitutional Monarchy, Communist Totalitarian, or Military Dictatorship), and two country attributes (Industrial, Green, Militaristic, Pacifist, or Scientific). Choose your government type and attributes wisely, as these will provide bonuses and penalties that will restrict your later choices.

Turns

The simulation is organized into a series of "turns" (normally each turn lasts one week, though the length of turns can be modified by your instructor). Each turn, each country produces a certain amount of gold, food, steel, scientific knowledge, and oil, and these resources can be used to buy military units and domestic structures (e.g., hospitals) or traded with other countries. Each country can also research three technologies at a time (and "rush" research on technologies by paying scientific knowledge). Research is important because discovering certain technologies is a prerequisite for purchasing specific structures and military units. For example, you must discover the technology "advanced medicine" before you can build hospitals.

Country Ratings

For each country there are six domestic ratings (health, welfare, environment, safety, education, and culture) which can be improved by purchasing structures such as hospitals, welfare offices, and prisons. These six ratings are averaged to create an overall "Quality of Life Index"—a measure of how well a country is providing for the basic needs of its people. Each country must also deal with six domestic factions (capitalists, socialists, environmentalists, nationalists, civil libertarians, and intellectuals) whose approval ratings will depend on the actions of the country's leaders. For example, if you build a factory (which increases gold production but also increases pollution) the capitalists will be pleased but the environmentalists will be unhappy. If a faction's approval rating drops low enough (35% or below), it will engage in demonstrations, riots, and strikes which will cost the

country resources. Communist Totalitarian countries and Military Dictatorships can suppress domestic factions by force and prevent demonstrations, riots, and strikes. The overall public approval rating (a combination of all six factions' ratings weighted by each faction's strength) determines how much "political capital" the government earns each turn, and this capital can be spent on domestic and international programs that yield certain benefits.

Interactions with Other Countries

Only one student in each country (the country's President) has the power to make all decisions on trade, war, and purchases. But the President can delegate authority to trusted members of the government by giving them his/her authorization code. And the President can be removed at any time and replaced by a new President if a majority of the country's students vote to do so.

Positions

Once you are assigned to a country you will decide, together with the other students in your country, who will take on which role. In countries with fewer than 9 students, similar positions are combined (for example, the Secretary of State might also serve as his/her country's UN Representative).

- 1) President (also Trade Representative & Director of Science and Industry)
- 2) Secretary of State (also UN Representative)
- 3) Secretary of Defense
- 4) Director of National Intelligence (DNI)
- 5) Domestic Affairs Adviser (also Chief Political Strategist)

Customizing your Country

After you are assigned to a country, you and the other members of your country will choose a country name and names for each of your three cities. You will also decide which of your cities (see your world map) will be your capital.

Beyond these choices, you must also choose **one regime type** and **two attributes** for your country. Choose carefully, since each regime type and attribute carries with it certain bonuses and penalties that will restrict your later options.