

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Fall 2018
Discipline:	Political Science
Course Title:	POLS 232 International Relations
Division:	Lower
Faculty Names:	Julie Bunck
Semester Credit Hours:	3

Prerequisites: None

COURSE DESCRIPTION

This course introduces students to problems and theories of international relations from a world-order perspective. In examining a range of issues, we will explore sources of disorder and efforts to order international affairs by promoting certain interactions, discouraging others, and working with, or manipulating, power. Students will be challenged to come to their own opinions as to the validity and efficacy of these approaches. Our investigation of certain of the central concepts and theories of international relations will have a special focus on the countries we will visit during our Semester at Sea.

This course will be primarily conducted by lecture, capped by discussion, but it will also include films and simulations. During and after the scheduled lectures and in particular designated discussion sections, students will have plenty of opportunities for questions and comments. In addition, the course will include a video on apartheid and the peace and justice reconciliation program in South Africa, another on the Rwanda genocide, and a third on human trafficking and modern slavery. The two active-learning simulations, provided by the Harvard Program on Negotiation, involve a crisis-management issue in Southeast Asia and an effort to negotiate a chemical weapons arms control agreement. In the simulations the students will receive general and confidential instructions to review ahead of time and then will assume assigned roles and see if they can use their understanding of the dynamics of international politics, of diplomacy and negotiation and related world order matters, to engineer a resolution.

LEARNING OBJECTIVES

The principal objective of this course is to have students develop a broad and comprehensive knowledge of international politics. Students will gain an understanding of the key actors in international relations and the structure and functioning of the international system. Our study will encompass governments and their foreign policies, international and non-governmental organizations, and other significant non-state actors, including terrorist groups and drug-

trafficking and other organized criminal networks. We will pursue our subject from an interdisciplinary perspective, drawing on such related fields as law, history, philosophy, and political theory. The overall aim is to provide students with the fundamental knowledge about the theory and practice of international relations needed to come to their own informed opinions about important issues in this field. Apart from its substantive content, the course will be taught in such a way as to foster the critical-thinking skills of students, while providing them with the opportunity to improve their ability to write a persuasive and analytical essay.

REQUIRED READINGS

There is no textbook for this course. Instead, copies of all required readings as well as lecture outlines, study guides for each class, and points to search for in the readings, will be placed on the ship's electronic reserve, marked (ER). The simulation materials will be handed out in class, marked by a (CH) below. They come from the Harvard Program on Negotiation, at a cost of \$6.50 (Rwanda) and \$3.50 (Cobia), plus a small fee for shipping and handling. The cost will be charged to the students' shipboard accounts.

BOOKS ON RESERVE IN THE LIBRARY

In addition, the following four books have been placed on reserve at the ship's library and may be useful in understanding complex topics or preparing writing assignments.

Author: Anne-Marie Slaughter
Title: *A New World Order*
Publisher: Princeton University Press
ISBN: 0-691-11698-9
Date/Edition: 2004

Authors: Bruce Russett and John R. Oneal
Title: *Triangulating Peace: Democracy, Interdependence, and International Organizations*
Publisher: W.W. Norton & Company
ISBN: 039397684X
Date/Edition: 2001

Author: Adam Watson
Title: *The Limits of Independence: Relations Between States in the Modern World*
Publisher: Routledge
ISBN: 0-415-15811-7
Date/Edition: 1997

Author: Samuel Huntington
Title: *The Clash of Civilizations and the Remaking of World Order*
Publisher: Simon & Schuster

ISBN: 0-684-81164-2

Date/Edition: 2003

TOPICAL OUTLINE OF COURSE

PART I. SOURCES OF DISORDER IN MODERN INTERNATIONAL RELATIONS

Depart Hamburg, Germany – Sunday, September 9

B1. Introduction: The Concept of World Order: Wed. 9/12/18 – Overview and introduction to course; introductory lecture on the concept of world order.

Required Reading:

** Hedley Bull, "The Concept of Order in World Politics," *The Anarchical Society: A Study of Order in World Politics*, pp. 3-22. (ER)

** Inis Claude, "The Tension Between Principle and Pragmatism in International Relations," *Review of International Studies* 19 (1993): 215-226. (ER)

B2. Imperialism and Colonialism: Fri. 9/14

Required Readings:

** Mark Katz, "Collapsed Empires," *Managing Global Chaos: Sources of and Responses to International Conflict*, eds. Chester Crocker, Fen Osler Hampson, and Pamela Aall, pp. 25-35. (ER)

** Adam Watson, "Decolonization and its Consequences," *The Limits of Independence: Relations between states in the modern world*, pp. 46-68. (ER)

Spain Visit

Barcelona, Spain – September 15-16

Valencia, Spain – September 17-18

As you think about your time in Spain, be sure to start your Field Journal with at least a short entry on that first port. How do your experiences in Spain relate to your International Relations course?

B3. Nationalism and Aspirations for Statehood: Thur. 9/20

[Students whose last name starts with the letter A to F owe me a first Reading Report, due to be given to me in class on Saturday, September 22, covering the Muller and Ziring, Riggs, and Plano readings below.]

Required Readings:

** Jerry Muller, "Us and Them: The Enduring Power of Ethnic Nationalism," *Foreign Affairs*, 87 (March/April 2008): pp. 18-35. (ER)

** Lawrence Ziring, Robert Riggs, and Jack Plano, "The Revolution of Self-Determination," *The*

United Nations: International Organization and World Politics, 4th ed., pp. 373-395. (ER)

B4. Divergent Interests: Sat. 9/22

Required Readings:

- ** Michael Fowler, excerpts from Chapter 4 “Getting Down to Substance: Working with Interests” [sub-sections “Moving Beyond Positions Into Interests,” “Prioritizing, Analyzing, and Working with Interests”], *Mastering Negotiation*, pp. 102-111. (ER)
- ** David Clinton, “Politics and the National Interest: The Two Conversations,” in *Rhetoric, Leadership and Policy*, ed. Kenneth W. Thompson, pp. 39-64. (ER)
- ** Inis Claude, “Global Goals and Foreign Policy,” *National Interest and Global Goals*, pp. 93-102. (ER)

Study Day – Sunday, September 23: No class

B5. Revolution, Ideological Conflict, and Cross-Civilizational Clashes: Tues. 9/25

[Students whose last name starts with the letter G to J owe me a first Reading Report, due to be given to me in class on Monday, October 1, covering the Stone, Huntington, and Russett and Oneal readings below.]

Required Readings:

- ** Lawrence Stone, “Theories of Revolution,” *World Politics* (Jan. 1966): 159-176. (ER)
- ** Samuel Huntington, “The Clash of Civilizations?,” *Foreign Affairs*, 72 (Summer 1993): 22-49. (ER)
- ** Bruce Russett and John Oneal, “Clash of Civilizations, or Realism and Liberalism Déjà Vu?,” *Triangulating Peace: Democracy, Interdependence, and International Organizations*, pp. 239-269. (ER)

B6. Genocide Case Study: Rwanda: Mon. 10/1

Required Readings:

- ** Scott Straus, “The Concept and Logic of Genocide,” *The Making and Unmaking of Nations*, pp. 17-33. (ER)

Ghana Visit

Tema, Ghana – September 27-28

Takoradi, Ghana – September 29-30

Community Programming - October 2: No class

- ** **As you think about your time in Ghana, add something to your Field Journal. How do your experiences in Ghana relate to your International Relations course? ****

B7. One Village, Six People Simulation: Thur. 10/4

Preparatory Materials: ** One Village, Six People Preparatory Materials. (CH)

B8. Discussion Section: Racial Identities: Apartheid Case Study: Sat. 10/6

Required Readings:

** Kwame Anthony Appiah, "Race in the Modern World: The Problem of the Color Line," *Foreign Affairs*

(March/April 2015): 1-8. (ER)

** Donald Akenson, "The High Noon of Apartheid, 1948-1969," *God's Peoples: Covenant and Land in South Africa, Israel, and Ulster*, pp. 203-26. (ER)

South Africa Visit

Cape Town, South Africa – Oct. 7-12

**** As you think about your time in South Africa, add something to your Field Journal. How do your experiences in South Africa relate to your International Relations course? ****

PART II. MILITARY RELATIONS: ORDER THROUGH MANIPULATING POWER?

B9. War and Peace: Their Causes and Changing Nature: Sun. 10/4

[Students whose last name starts with the letter K to M owe me a first Reading Report, due to be given to me in class on Wednesday, October 17, covering the Claude and Russett, Starr, and Kinsella readings below.]

Required Readings:

** Inis Claude, "What To Do About Other People's Wars," *American Approaches to World Affairs*, pp. 21-47. (ER)

** Bruce Russett, Harvey Starr, and David Kinsella, "Causes of Peace and Non-Violent Transformation," *World Politics: The Menu for Choice*, pp. 308-340. (ER)

Study Day – Tues., October 16: No class

B10. The Changing Face of Power: Wed. 10/17

[Students whose last name starts with the letter N to P owe me a first Reading Report, due to be given to me in class on Saturday, October 20, covering the Fowler, Galbraith, and Nye readings below.]

Required Readings:

- ** Michael Fowler, excerpt from Chapter 5 “Analyzing Walk-Away Alternatives, Leverage, and Power” [sub-section “What Brings Power to a Negotiator”], *Mastering Negotiation*, pp. 149-55. (ER)
- ** John Kenneth Galbraith, “Condign and Compensatory Power,” *The Anatomy of Power*, pp. 14-23. (ER)
- ** Joseph Nye, “Soft Power,” *Foreign Policy* 80 (1990): 153-171. (ER)

B11. Alliances: New and Old: Sat. 10/20

Required Readings:

- ** Charles Kegley, “The Impact of Alliances on National and Global Security,” *World Politics: Trend and Transformation*, pp. 504-511. (ER)
- ** Charles Kegley and Gregory Raymond, “Realist Paths to Peace: Alliances, Arms Control, and the Balance of Power,” *The Global Future: A Brief Introduction to World Politics*, pp. 218-241. (ER)

Mauritius Visit

Port Louis, Mauritius – Oct. 19

Study Day – Sunday, October 21: No Class

B12. The Balance-of-Power and Collective-Security Approaches: Tues. 10/23

[Students whose last name starts with the letter Q to Z owe me a 1st Reading Report, covering the Claude, Weiss, Forsythe, Coate, and Pease, and Claude readings below, due to be given to me in class on Thursday, November 1.]

Required Readings:

- ** Inis Claude, “The Balance of Power Revisited,” *Review of International Studies* (1989): 77-85. (ER)
- ** Thomas Weiss, David Forsythe, Roger Coate, and Kelly-Kate Pease, “The Theory of UN Collective Security,” *The United Nations and Changing World Politics*, pp. 3-27. (ER)
- ** Inis Claude, “Collective Security after the Cold War,” in *The Search for Strategy: Politics and Strategic Vision*, ed. Gary Guertner, pp. 255-271. (ER)

India Visit

Cochin, India – Oct. 25-30

- ** **As you think about your time in India, add something to your Field Journal. How do your experiences in India relate to your International Relations course? ****

Reflection and Study – October 31: Global Studies Reflection

- ** **Due Date for First-Half Field Journals - Friday, November 2 ****

B13. Humanitarian Intervention, Peacekeeping, and Peace-Building: Thur. 11/1

Required Readings:

- ** Fiona Terry, "Humanitarian Action and Responsibility," *Condemned to Repeat?: The Paradox of Humanitarian Action*, pp. 17-54. (ER)
- ** Roland Paris, "The Origins of Peacebuilding," *At War's End: Building Peace After Civil Conflict*, pp. 14-37. (ER)

B14. Arms-Control Simulation: Sat. 11/3

Simulation Preparation: ** *Arms Control on Cobia* preparatory materials. (CH)

Required Readings:

- ** Roger Fisher, "Fractionating Conflict," in *International Conflict and Behavioral Science*, ed. Roger Fisher, pp. 91-109. (ER)

Myanmar Visit

Yangon, Myanmar – Nov. 4-8

- ** **As you think about your time in Myanmar, add something to your Field Journal. How do your experiences in Myanmar relate to your International Relations course?** **

PART III. SOCIAL RELATIONS: ORDER THROUGH INTERACTIONS?

B15. International Community, System, or Society?: Sat. 11/10

[The A-to-F's owe me their 2nd Reading Report, covering the Claude and Watson readings below, due to be handed to me in class on Tuesday, November 13.]

Required Readings:

- ** Inis Claude, "Community and World Order," *Virginia Quarterly Review* 50 (1974): 481-496. (ER)
- ** Adam Watson, "Systems of States," *Review of International Studies* (1990): 99-109. (ER)

Community Programming – November 11: No class

B16. The Evolution of Diplomatic Relations: Tues. 11/13

[The G-to-J's owe me a second Reading Report, covering the Watson and Pigman readings listed below, to be handed to me in class on Tuesday, November 20.]

Required Readings:

- ** Adam Watson, "Power and Persuasion," *Diplomacy: The Dialogue Between States*, pp.

52-68. (ER)

- ** Geoffrey Pigman, "Debates About Contemporary and Future Diplomacy," *Diplomacy in a Globalizing World: Theories and Practices*, eds. Pauline Kerr and Geoffrey Wiseman, pp. 68-84. (ER)

Vietnam Visit

Ho Chi Minh City, Vietnam – Nov. 14-18

B17. Bilateral, Multilateral, and Private Foreign Assistance: Tues. 11/20

Required Readings:

- ** Jeffrey Frieden, David Lake, and Kenneth Schultz, "Development: Causes of the Wealth and Poverty of Nations," *World Politics: Interests, Interactions, Institutions*, pp. 386-419. (ER)
- ** Janine Wedel, "East Meets West: A New Order for the Second World," *Collision and Collusion: The Strange Case of Western Aid to Eastern Europe 1989-1998*, pp.15-43. (ER)

PART IV. RECENT ISSUES REGARDING WORLD DISORDER

B18. The Impact of Interdependence and Globalization: Fri. 11/23

[The K-to-M's owe me a second reading report, covering the Nye and Keohane and Nye readings below, to be handed to me in class on Saturday, December 1.]

Required Readings:

- ** Joseph Nye, "Interdependence and Power," *Understanding International Conflicts: An Introduction to Theory and History*, pp. 160-179. (ER)
- ** Robert Keohane and Joseph Nye, "Globalization: What's New? What's Not? (And, So What?)," *Foreign Policy*, Spring 2000: 104-19. (ER)

China Visit

Shanghai, China – Nov. 24-29

- ** **As you think about your time in China, add something to your Field Journal. How do your experiences in China relate to your International Relations course?** **

B19. Film - Drug Trafficking: Sat. 12/1 – We will watch the film, *The Devil Incarnate*, from the AHC series *Manhunt: Kill or Capture*, that draws on the research in Michael Fowler and Julie Bunck's book, *Bribes, Bullets, and Intimidation: Drugs and the Law in Central America*, while reviewing the career of drug kingpin Juan Ramon Matta Ballesteros.

Required Reading:

** Julie Bunck and Michael Fowler, excerpt from Chapter 5 “Honduras” [sub-sections “The Honduran Narcotics Trade” and “The Matta Ballesteros Era”], *Bribes, Bullets, and Intimidation: Drug Trafficking and the Law in Central America*, pp. 271-85. (ER)

Japan Visit

Kobe, Japan – Dec. 2-6

** As you think about your time in Japan, add something to your Field Journal. How do your experiences in Japan relate to your International Relations course? **

B20. Drug Trafficking: Sat. 12/8

[The N-to-P’s owe me a second reading report, covering the Garzón and Williams readings below, to be handed to me in class on Monday, December 10.]

Required Readings:

** Juan Carlos Garzón, “Defining Organized Crime,” *Mafia Co.*, pp. 21-31. (ER)

** Phil Williams, “Transnational Criminal Enterprises, Conflict, and Instability,” *Turbulent Peace:*

The Challenges of Managing International Conflict, pp. 97-112. (ER)

** Due Date for Second-Half Field Journals - Sunday, December 9 **

B21. Slavery and Human Trafficking: Mon. 12/10

Required Readings:

** Kevin Bales, “The Challenge: Understanding the World of Slavery,” *Ending Slavery: How We Free Today’s Slaves*, pp. 5-20. (ER)

** Helen Fein, “Slavery, Trafficking, and Globalization,” *Human Rights and Wrongs: Slavery, Terror, Genocide*, pp. 43-59. (ER)

B22. Terrorism and Counter-terrorism: Tues. 12/11

[The Q-to-Z’s owe me a second Reading Report, covering the Roberts and Blum and Heymann readings, to be handed to me in class on Thursday, December 13.]

Required Readings:

** Adam Roberts, “The Relevance of the Laws of War in Anti-Terrorist Wars,” *Survival*, 44 (Spring 2002): 7-32. (ER)

** Gabriella Blum and Philip Heymann, “Targeted Killings,” *Laws, Outlaws, and Terrorists: Lessons from the War on Terrorism*, pp. 69-91. (ER)

Study Day – Wednesday, Dec. 12: No Class

B23. Discussion Section: Fri. 12/14

Required Readings: ** Inis Claude, "The Common Defense and Great Power Responsibilities," *Political Science Quarterly* 101 (1986): 719-732. (ER)

** Richard Neustadt and Ernest May, "Seeing Time as a Stream," *Thinking in Time: The Uses of History for Decision-Makers*, pp. 247-270. (ER)

PART V. CONCLUSION: THE PAST, PRESENT, AND FUTURE OF WORLD ORDER

B24. A New World Order?: Mon. 12/17

Required Readings:

** Inis Claude, "The Vogue of Collectivism in International Relations," *States and the Global System*, pp. 133-144. (ER)

Hawaii Visit

Honolulu, Hawaii – Dec. 16

Study Day – Tuesday, December 18: No Class

B25. Final Exam: Thur. 12/20

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class & Assignment

The Field Class for this course will be on Monday, 3 December in Kobe, Japan.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

The World Order Field Class will be in Kobe, Japan. Students will learn about the U.S. Consulate in Japan, and the role played by American diplomats at consulates not only within Japan but all around the Asia region. In their visit students will gain an understanding of the job responsibilities of being a foreign service officer and diplomat. They will gain a briefing on

government policies and U.S.-Japanese relations, both current and past. We will consider how Japan positions itself within Asian and global politics. They will have a dialogue with Japanese university students, who can share their different perspectives about Japan's evolving regional role, the rise of China, and U.S. policy in East Asia.

Students will turn in a 3-to-5 page **Field Class Reflection Paper**, discussing what they learned from this field experience and connecting it to the other course materials, lectures, and discussions.

Independent Field Assignments

In addition to the one Field Class in each Semester at Sea course, students will also complete independent field assignments that span multiple countries. In this class the principal writing assignment for the course is a **Field Journal**. I will provide you with clear guidelines regarding what I expect from your journals prior to our first port visit. The **First-Half Field Journal** is due in class on **Thursday, November 1**, and the **Second-Half Field Journal** is due in class on **Monday, December 10**. Please print them out, staple them in the upper right-hand corner, and be sure that your name, the date, and the course are prominently displayed on a cover page.

GRADING SCALE

The following Grade Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+, and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University. Otherwise, pluses and minuses are awarded as follows on the following 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

METHODS OF EVALUATION

A. Overview of Graded Assignments:

The grades for the course will include (1) two **Reading Reports** (worth up to 50 points each) (adding up the grades of the two Reading Reports will thus provide one of your grades on a 0-100 scale), (2) the **Field Class Reflection Paper**, (3) a **First-half Field Assignment Journal** and a **Second-half Field Assignment Journal** (worth up to 50 points each) (adding up the grades of the two Field Assignment Journals will thus provide another of your grades on a 0-100 scale, and (4) a **Final Exam**, also graded on a 0-100 scale. In determining your final grade for the course, I will weigh the four 0-100 point grades equally (approximately 25% each).

B. Calculating Final Grades:

Normally, final grades will be rounded downward to the nearest whole number (e.g., whether your average for the course was an 88.4 or an 88.7, you would receive an 88, which would correspond to a B+). When I average together the four grades to compute your final grade, I am sometimes confronted with an average that is within a fraction of a point of a higher grade (e.g., an 89.8 would be within a fraction of a point of an A- average for the course). In such cases I examine three criteria from the course as a whole (on-board class sessions and Field Class) to determine whether to round up or round down: (a) **class attendance**: the number of classes missed, if any; (b) **class participation**: the frequency and insightfulness of the student's comments in class; and (c) **grade trend**: the extent to which the movement of the student's grades was in an upward direction during the semester. If all three criteria are positive, I will definitely round upward to the higher grade; a single positive criterion will not normally suffice to warrant rounding up; two positive criteria and one negative factor will result in a judgment call, based on the overall balance of positive versus negative factors. Note that I expect all students to attend all class sessions and to come to class fully prepared and up-to-date on the readings assigned for each class session.

C. Dates:

(1) Assignment Dates: The **Reading Reports** will be due at particular designated dates throughout the course with your assigned date depending on the first letter of your last name (see the following sub-section for details). The **First-Half Field Journal** is due in class on **Thursday, November 1**, and the **Second-Half Field Journal**, in class on **Monday, December 10**. The total of the two Field Assignment Journals will count for one-third of your grade. The **Final Exam** will be held on **Thursday, December 20**, covering in detail all lectures and readings to date.

(2) Reading Report Assignment Dates: Each student must turn in two Reading Reports. **For students whose last name begins with the letter A to F**, the Reading Reports are due on **Friday, September 21**, and **Monday, November 12**.

For students whose last name begins with the letter G to J, the Reading Reports are due on **Wednesday, September 26**, and **Monday, November 19**.

For students whose last name begins with the letter K to M, the Reading Reports are due on **Monday, October 15**, and **Friday, November 30**.

For students whose last name begins with the letter N to P, the Reading Reports are due on **Thursday, October 18**, and **Sunday, December 9**.

For students whose last name begins with the letter Q to Z, the Reading Reports are due on **Wednesday, October 24**, and **Thursday, December 13**.

The Reading Reports should first answer, in outline or bullet-point format, the questions found in the Daily Study Guide that are posed about the required readings for that class. (Write out the title of the reading, and then write out each

question, in bold type, and then answer the question, in bullet or outline form, sometimes in a single line or sometimes in two or three lines. Do try to be concise.) This part of the exercise should be readily done by reading the assignment carefully. The creative part of the Reading Report is the conclusion, and this will require some real thought. Conclude the Report with a paragraph or two (written out; not in bullet/outline form) that raises a point for possible class discussion. It may be (a) a question that is raised in your mind by the readings, coupled with the way that you would answer that question (even if only tentatively), or (b) a comment on the views of one or more of the scholars whose articles have been assigned for that class.

In that spirit, students should find it useful, as they read the material for the class, to think analytically about the points raised by each scholar, and whether they agree or disagree with them, in whole or in part. Then, they take one point that the author has not stated as they would, had they been writing the article, and write a paragraph or two amending, rejecting, qualifying, or taking further the point in question. It is permissible, but certainly not required, to delve into outside research to expand on the points in your concluding paragraphs.

(3) Final Exam: The final hurdle in the course will be a detailed **final exam**, which may include true/false, multiple choice, short answer, and/or identification questions.

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in timely fashion. Instructors must make reasonable efforts to enable students to make up work, which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

I expect all students to attend all class sessions and to come to class fully prepared and up to date on the readings assigned for each class session. Thoughtful participation in the simulations is also exceedingly important. If you do not prepare well or participate thoughtfully, you are harming not only your own learning experience and understanding of the subjects at issue, but the experience and understanding of all those with whom you are negotiating. Hence, it is each student's responsibility to prepare carefully by reading the assigned general and confidential instructions before class. Again, **you absolutely must attend the Field Class or, under Semester at Sea policy, you will receive an F for 20% of your grade.**

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

Author: Anne-Marie Slaughter
Title: *A New World Order*
Publisher: Princeton University Press
ISBN: 0-691-11698-9
Date/Edition: 2004

Authors: Bruce Russett and John R. Oneal
Title: *Triangulating Peace: Democracy, Interdependence, and International Organizations*
Publisher: W.W. Norton & Company
ISBN: 039397684X
Date/Edition: 2001

Author: Adam Watson
Title: *The Limits of Independence: Relations Between States in the Modern World*
Publisher: Routledge
ISBN: 0-415-15811-7

Date/Edition: 1997

Author: Samuel Huntington

Title: *The Clash of Civilizations and the Remaking of World Order*

Publisher: Simon & Schuster

ISBN: 0-684-81164-2

Date/Edition: 2003

FILM REQUEST

Title of Film: The Devil Incarnate (from AHC series *Manhunt: Kill or Capture*)

Distributor: AHC (American Hero Channel)

Date: 2015

ELECTRONIC COURSE MATERIALS

AUTHOR: Hedley Bull

ARTICLE/CHAPTER TITLE: The Concept of Order in World Politics

JOURNAL/BOOK TITLE: *The Anarchical Society: A Study of Order in World Politics*

VOLUME:

DATE:

PAGES: 3-22

AUTHOR: Inis Claude

ARTICLE/CHAPTER TITLE: The Tension Between Principle and Pragmatism in International Relations

JOURNAL/BOOK TITLE: *Review of International Studies*

VOLUME: 19

DATE: 1993

PAGES: 215-226

AUTHOR: Mark Katz (Chester Crocker, Fen Osler Hampson and Pamela Aall, Eds.)

ARTICLE/CHAPTER TITLE: Collapsed Empires

JOURNAL/BOOK TITLE: *Managing Global Chaos: Sources of and Responses to International Conflict*

VOLUME:

DATE:

PAGES: 25-35

AUTHOR: Adam Watson

ARTICLE/CHAPTER TITLE: Decolonization and its Consequences

JOURNAL/BOOK TITLE: *The Limits of Independence: Relations Between States in the Modern*

World

VOLUME:
DATE:
PAGES: 46-68

AUTHOR: Jerry Muller
ARTICLE/CHAPTER TITLE: Us and Them: The Enduring Power of Ethnic Nationalism
JOURNAL/BOOK TITLE: *Foreign Affairs*
VOLUME: 87
DATE: March/April 2008
PAGES: 18-35

AUTHOR: Lawrence Ziring, Robert Riggs, and Jack Plano
ARTICLE/CHAPTER TITLE: The Revolution of Self-Determination
JOURNAL/BOOK TITLE: *The United Nations: International Organization and World Politics*
VOLUME: 4th Edition
DATE:
PAGES: 373-395

AUTHOR: Michael Fowler
ARTICLE/CHAPTER TITLE: Getting Down to Substance: Working with Interests [Sub-sections: "Moving Beyond Positions Into Interests," "Prioritizing, Analyzing, and Working with Interests"]
JOURNAL/BOOK TITLE: *Mastering Negotiation*
VOLUME:
DATE:
PAGES: 102-111

AUTHOR: David Clinton (Kenneth W. Thompson, Ed.)
ARTICLE/CHAPTER TITLE: Politics and the National Interest: The Two Conversations
JOURNAL/BOOK TITLE: *Rhetoric, Leadership and Policy*
VOLUME:
DATE:
PAGES: 39-64

AUTHOR: Inis Claude
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Harvard Program on Negotiation simulations: 1 Village, 6 People, and Arms Control on Cobia.