

Semester at Sea, Course Syllabus
Colorado State University, Academic Partner

Voyage: Spring 2017
Discipline: Political Science
Course Number and Title: POLS 232 International Relations
Division: Lower Division
Faculty Name: Mara E. Karlin, PhD
Semester Credit Hours: 3

Prerequisites: None

COURSE DESCRIPTION

Perplexity is the beginning of knowledge.
- Khalil Gibran, 1950

Students will learn about major events in international affairs post-World War II and the primary schools of thought for understanding these events. Delving into these theories will help students approach, appreciate, and be conversant in this discipline, in addition to exposing them to the relevant foundational literature for understanding key issues, actors, and institutions. Students will learn how to understand complex affairs from different points of view and wrestle with the dilemmas inherent in foreign affairs. Approaching issues of international relations from both evidence-focused and policymaking perspectives will help students better understand the practice of international relations, enabling them to become more rigorous thinkers of today's global landscape. Students will also explore possible trajectories for the future global environment they will live in, particularly examining possible futures for China, India, and the United States, and will develop their own assessments of key trends. Doing so will enable students to tie their understanding of historic trends in international relations to the different approaches they may encounter in the future as citizens of a complex and dynamic world.

LEARNING OBJECTIVES

This course seeks to explore and debate the theory and practice of international relations. By the end of this course, students will understand the foundational theories, key historical events, frames through which to approach those events, and the major dilemmas animating contemporary issues in the field of international relations.

REQUIRED TEXTBOOKS

AUTHOR: Karen A. Mingst and Jack L. Snyder
TITLE: *Essential Readings in World Politics*
PUBLISHER: W.W. Norton & Co
ISBN #: 978-0-393-28366-2

DATE/EDITION: 2016/6th Edition

*Be sure to get the Sixth Edition since it will have many of the assigned readings.

AUTHOR: Ernest May and Richard Neustadt

TITLE: *Thinking in Time: The Uses of History for Decision-Makers*

PUBLISHER: Free Press

ISBN #: 978-0029227916

DATE/EDITION: 1986

TOPICAL OUTLINE OF COURSE

Depart Ensenada — January 5

B1 — January 8: What is IR and Why Should You Care: Introduction, and central questions

E. H. Carr, *The Twenty Years' Crisis* (New York: Harper and Row, 1964). Read “The Beginnings of a Science.”

Jack Snyder, “One World, Many Theories” (October 2009) in Mingst & Snyder.

B2 — January 10: Realism: It's Nasty, Brutish, and Short

Thucydides, excerpts from *History of the Peloponnesian War* (431 BC) in Mingst & Snyder.

Thomas Hobbes, excerpts from *Leviathan* (1651) in Mingst & Snyder.

B3 — January 13: Realism con't and Neorealism

Nicolo Machiavelli, *The Prince* (1532). Read chapter “XVII: Concerning Cruelty and Clemency, and Whether It Is Better to Be Loved Than Feared.” Available at: <https://www.gutenberg.org/files/1232/1232-h/1232-h.htm>

Hans Morgenthau, “A Realist Theory of International Politics and Political Power” (1948) in Mingst & Snyder.

John Mearsheimer, “Anarchy and the Struggle for Power” (2001) in Mingst & Snyder.

Stephen Walt, “What Would A Realist World Have Looked Like,” *Foreign Policy*, 8 January 2016. Skim.

Available at:

<http://foreignpolicy.com/2016/01/08/what-would-a-realist-world-have-looked-like-iraq-syria-iran-obama-bush-clinton/>

Honolulu — January 12

B4 – January 15: Liberalism and Institutionalism

President Woodrow Wilson, “The Fourteen Points” (1918) in Mingst & Snyder.

Robert O. Keohane; Lisa L. Martin, “The Promise of Institutional Theory,” *International Security* Vol. 20, No. 1 (Summer 1995).

John Mearsheimer, “The False Promise of International Institutions” (1994/5) in Mingst & Snyder.

Stewart Patrick, “The Unruled World: The Case for Good Enough Global Governance,” *Foreign Affairs* (Jan/Feb 2014), pp. 58-73.

B5 – January 18: Democratic Peace Theory

Immanuel Kant, “To Perpetual Peace” (1795) in Mingst & Snyder.

Christopher Layne, “Kant or Cant: The Myth of the Democratic Peace” in Brown, et. al., eds., *Debating the Democratic Peace*. Read 176-187; 209-20 (skim 187-208).

U.S. National Security Strategy, 2006. Skim entire, but focus especially on President Bush’s introduction letter and chapter 7.

Available at:

<https://georgewbush-whitehouse.archives.gov/nsc/nss/2006/>

No class January 19

B6 – January 21: Unpacking These Theories

John J. Mearsheimer and Stephen M. Walt, “An Unnecessary War,” *Foreign Policy*, Vol 134 (Jan/Feb 2003).

Kenneth M. Pollack, “Next Stop Baghdad?,” *Foreign Affairs* Vol 81, No 2 (Mar/Apr 2002).

Daniel Byman, “An Autopsy of the Iraq Debacle,” *Security Studies* (2008), pp. 599-643.

Available at:

http://www.brookings.edu/~media/research/files/articles/2008/10/iraq-byman/10_iraq_byman.pdf (skim)

B7 – January 23: Short Presentations

First set of presentations (more detail below).

Read the following pieces before we dock in Japan to facilitate our discussions there:
1) Japan’s 2014 National Defense Program Guidelines. Available at:

http://www.mod.go.jp/e/d_act/d_policy/national.html

2) Adam Liff, "Japan's Defense Policy: Abe the Evolutionary," *Washington Quarterly* 38, no. 2 (2015), 79-99.

Available at:

https://twq.elliott.gwu.edu/sites/twq.elliott.gwu.edu/files/downloads/Liff_Summer%202015.pdf

3) Hillary Clinton, "America's Pacific Century," October 11, 2011. Only read speech, not Q&A: <http://www.state.gov/secretary/20092013clinton/rm/2011/11/176999.htm>

Kobe — January 24 - 28

B8 — January 30: Constructivism

Alexander Wendt, "Anarchy Is What States Make of It: The Social Construction of Power Politics" (1992) in Mingst & Snyder.

Daniel L. Byman and Kenneth M. Pollack, "Let Us Now Praise Great Men," *International Security*, Vol. 25, No. 4 (Spring 2001), pp. 107-146. 2001.

Jiayang Fan, Taisu Zhang, Ying Zhu, "Behind the Personality Cult of Xi Jinping," *Foreign Policy*, March 8, 2016. (skim)

Available at:

<http://foreignpolicy.com/2016/03/08/the-personality-cult-of-xi-jinping-china-leader-communist-party/>

Shanghai — January 31 – February 5

B9 — February 7: Power, Polarity, and Partners

Charles Krauthammer, "The Unipolar Moment," *Foreign Affairs* 70:1 (Winter 1990-1).

Richard Haass, "The Age of Nonpolarity," *Foreign Affairs*, (May/June 2008), pp. 44-56.

Thomas C. Schelling, "The Diplomacy of Violence" (1966) in Mingst & Snyder.

Robert Jervis, "Cooperation under the Security Dilemma" (1978) in Mingst & Snyder.

B10 — February 9: Applying These Theories to Asia

Henry Kissinger, "The Future of U.S.-Chinese Relations," *Foreign Affairs* (March/April 2012).

Ashley J. Tellis, "Balancing Without Containment: A U.S. Strategy for Confronting China's Rise," *The Washington Quarterly* 36, no. 4 (Fall 2013): 125-138.
Available at: <https://www.ciaonet.org/attachments/24386/uploads>

Thomas J. Christensen, "The China Challenge: Shaping the Choices of a Rising Power" (2015) in Mingst & Snyder.

C. Raja Mohan, "India and the Balance of Power," *Foreign Affairs* July/August 2009.

Ho Chi Minh City – February 10-14

B11 – February 16: Bureaucratic Politics and Misperceptions

Graham T. Allison and Morton H. Halperin, "Bureaucratic Politics: A Paradigm and Some Policy Implications," *World Politics* Vol. 24, Supplement: Theory and Policy in International Relations (Spring, 1972), pp. 40-79.

Robert Jervis, "Hypotheses on Misperception" (1968) in Mingst & Snyder.

Mark Mazzetti, Robert Worth, and Michael Gordon, "Obama's Uncertain Path Amid Syria Bloodshed," *The New York Times* 23 October 2013.

Available at:

http://www.nytimes.com/2013/10/23/world/middleeast/obamas-uncertain-path-amid-syria-bloodshed.html?pagewanted=3&_r=0&smid=tw-share&pagewanted=all

No Class – February 17

B12 – February 19: A Clash of Civilizations?

Samuel P. Huntington, "The Clash of Civilizations?" (1996) in Mingst & Snyder.

Edward Said, "The Clash of Ignorance," *The Nation* October 4, 2001. Available at: <http://www.thenation.com/article/clash-ignorance/>

Bernard Lewis, "Free at Last?" *The Arab World in the Twenty-First Century*, *Foreign Affairs* (March/April 2009).

Yangon – February 20-24

B13 – February 26: The State vs. The Commons: Economics and Cyber Case Studies

Paul Pillar, "The Age of Nationalism," *National Interest* (Sept/Oct 2013), pp 9-19.

Daniel W. Drezner, "The Irony of Global Economic Governance: The System Worked" (2015) in Mingst & Snyder.

Jon R. Lindsay, "The Impact of China on Cybersecurity" (2015) in Mingst & Snyder.

B14 – February 28: Worrying About Weakness

Robert D. Kaplan, “Eurasia’s Coming Anarchy: The Risks of Chinese and Russian Weakness,” *Foreign Affairs* March/April 2016.

Jakub Grygiel, “The Power of Statelessness,” *Hoover Research* (April/May 2009).
Available at: <http://www.hoover.org/research/power-statelessness>

Cochin – March 1-6

B15 – March 8: Thinking about Intervention

Derek Chollet and Ben Fishman; Alan J. Kuperman, “Who Lost Libya?”, *Foreign Affairs* (Response), May/June 2015.

Micah Zenko, “The Mythology of Intervention,” *Foreign Affairs* (Snapshot), March 28, 2011.

Samantha Power, “Bystanders to Genocide: Why the United States Let the Rwandan Tragedy Happen” (2001) in Mingst & Snyder.

No Class – March 9

B16 – March 11: Simulation

B17 – March 14: Terrorism: Can IR Theory Help Us Understand It?

Andrew H. Kydd and Barbara F. Walter, “The Strategies of Terrorism” (2006) in Mingst & Snyder.

Bruce Hoffman, *Inside Terrorism* (New York: Columbia University Press, 2006), 1-42.

Scott Atran and Robert Axelrod, “Why We Talk to Terrorists,” *New York Times*, 29 June 2010.

No Class – March 15

B18 – March 17: Envisioning Future Contours of the International Relations System

National Intelligence Council, *Global Trends 2030: Alternative Worlds*. Released 2012.

Available at: <http://www.dni.gov/index.php/about/organization/global-trends-2030>.

Cape Town – March 19-24

B19 – March 25: Can IR Theory and Strategy Coexist?

Tami Davis Biddle, "Strategy and Grand Strategy: What Students and Practitioners Need to Know," *Strategic Studies Institute* December 2015. Available at: <http://www.strategicstudiesinstitute.army.mil/pubs/display.cfm?pubID=1305>

B20 – March 27: Learning From the Past to Understand the Future. . .Smartly

Ernest May and Richard Neustadt, *Thinking in Time: The Uses of History for Decision-Makers*, Free Press (1986). Read the following sections: Chapter 3: Unreasoning from Analogies (read South Korea section); Chapter 5: Dodging Bothersome Analogies (read Vietnam section); Chapter 7: Finding History that Fits (Arms Control); Chapter 8: Probing Presumptions (Bay of Pigs).

No Class – March 29

B21 – March 30: Patterns and Time

Ernest May and Richard Neustadt, *Thinking in Time: The Uses of History for Decision-Makers*, Free Press (1986). Read the following sections: Chapter 11: Noticing Patterns (skim); Chapter 13: What to Do and How; Chapter 14: Seeing Time as a Stream (Marshall section).

Summary of debate between Steven Pinker/Matt Ridley and Malcolm Gladwell/Alain de Botton on the future trajectory of international affairs. November 6, 2015. Available at: <http://munkdebates.com/debates/progress>.

Tema – March 31-April 3

B22 – April 5: Presentations applying theory to case studies
Second set of presentations (more detail below)

B23 – April 7: Presentations applying theory to case studies (con't)

B24 – April 9: Whither the Future of International Relations?

Walter Russell Mead, "The Return of Geopolitics," and John Ikenberry, "The Illusion of Geopolitics," *Foreign Affairs* (May/June 2014).

Zbigniew Brzezinski, *The Choice*, (Basic Books: 2005). Read pp. 213-231 (section on domination or leadership).

Study Day – April 10

Casablanca – April 11-April 14

B25 Finals – April 16: In-class final exam

Arrive Hamburg – April 19

ASSIGNMENTS

A) Group Presentation #1: 10% of final grade.

B) Group Presentation #2: 15% of final grade.

In studying international relations, it's critical to understand systems without losing sight of national interests. To help students do so, they will be divided into small groups and then adopt a country that the ship will visit (assignments to be given during the first class). They will give two group presentations on their country. During the first few weeks of class, students will give a 5-8 min overview of their country's perspective, including its location, its neighborhood, internal and external conflicts, the state of its political and security system, and its relationship with the United States. During the second half of class, students will give a longer presentation in which they outline which theory they think best applies to this state and why. For both presentations, students will field questions from their peers. Overall, these two assignments will help students learn how to synthesize information and approach it analytically while also developing critical briefing and teamwork skills. All members of a group will be expected to pull their weight for this project.

C) Memo: 25% of final grade (more info below).

D) Final Exam: 20% of final grade. This final exam will be closed book and completed in class. It will consist of essay questions that require students to discuss and apply key themes from the course.

E) Class Contribution (oral and written): Students are expected to complete all assigned reading and to contribute fully to class discussion. Class contribution comprises a robust portion of the grade; students should be willing, able, and enthusiastic about sharing their analysis and insights as we examine these issues. Do your reading in advance and be prepared to ask hard questions of yourself, your fellow students, and your professor. I will regularly ask students to spend a few minutes summarizing portions of the assigned reading. I will occasionally use short in-class quizzes as well. These methods are to help you develop the critical skills of actively reading, synthesizing information, and effectively articulating that information orally or in written form. If you have not done the reading, that will be clear. And, it will affect your grade. 30% of final grade.

Memo-writing

Clear, concise, persuasive writing is one of the most critical aspects of influencing international relations. Students will write one memo (not more than 3 single-spaced pages) making a policy recommendation to the President or a Cabinet Official (e.g., Secretary/Minister of Defense; Secretary/Minister of State). The memo should address a decision that Japan, China, India, or the United States has faced or may face regarding regional or global policy challenges.

Each memo should:

- Outline issue or concern
 - Touch on domestic interest(s) affected. Why should this be addressed now?
- Discuss options (include brief, even-handed coverage of pros and cons)

- Recommend a course of action and steps needed to implement course of action.

Mechanically, each memo should include To, From, Subject and Date at the top and should be written in 12 point font with 1-1.5 margins. It will be due February 17.

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 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.

Field Class and Assignment

The Field Class for this course will take place on Tuesday, 24 January in Kobe, Japan at 1300.

International Relations Challenges and Opportunities: The Case of Japan and the United States

Students will meet with diplomats at the U.S. consulate and then will meet with Japanese university students in Osaka.

Objectives: The rise of Asia is shaping the international system in a number of ways with different implications for those in and outside of the region. Students will meet with diplomats at the U.S. consulate, who can discuss the challenges and opportunities that the United States faces vis-à-vis Asia, particularly focusing on the U.S. Rebalance to the Asia-Pacific and the dilemmas surrounding U.S.-Japanese and Chinese dynamics, respectively. They will then have a dialogue with Japanese university students, who can share a different perspective about Japan's evolving regional role, the rise of China, and U.S. policy.
Assignment: See memo previously outlined.

METHODS OF EVALUATION / GRADING SCALE

The following Grading 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 (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

Excellent

Good

Satisfactory/Poor

Failing

97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
94-96%: A	84-86%: B	70-76%: C	
90-93%: A-	80-83%: B-	60-69%: D	

Attendance:

Students are expected to attend class regularly and do the reading assigned for the topic. If it becomes necessary for you to miss a class, please email Professor Karlin in advance. Absences, especially repeated absences, will have an impact on your final 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 memo from the student’s home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations pre-voyage as soon as possible, but no later than November 19, 2016 to academic@isevoyages.org.

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.

It covers all activities in which students present information as their own, including written papers, examinations, oral presentations and materials submitted to potential employers or other educational institutions. It requires that students be truthful and exercise integrity and honesty in their dealings with others. Plagiarism will definitely result in failure of the assignment and may result in failing the course depending on the judgment of the professor.

RESERVE BOOKS AND FILMS FOR THE LIBRARY

All required books (listed above) are on reserve, as well as, the following film available:
The Godfather

ELECTRONIC COURSE MATERIALS

All materials on the syllabus on the intranet with the exception of reserve books/textbooks. This includes journal articles, the National Intelligence Council’s 2030 study, and newspaper articles.