Voyage: Spring 2018  
Discipline: Political Science  
Course Number and Title: POLS 232 International Relations  
Division: Lower  
Faculty Name: Larry F. Martinez, Ph.D.  
Semester Credit Hours: 3

Prerequisites: None

Schedule: A Day Schedule, 1400-1520, Vierjahres

COURSE DESCRIPTION

This course will teach you to recognize and analyze the key forces that influence how some 6.5 billion human beings attempt to mutually thrive on an ocean-dominated planet with limited terrestrial space. We will discuss how human civilizations, organized into entities composing the “international system,” produce conditions leading to war and peace, abundance and scarcity, conquest and survival. Readings and lectures introduce students to the international system and its major actors (i.e., nation-states, intergovernmental organizations, non-governmental organizations, multinational corporations), its organizational principles (configurations of power) and structural factors (institutions) that influence the actions and behaviors of international actors in dealing with conflicts through mechanisms producing war and peace. We will also track the evolution of the international system from the bi-polar configuration of power (Capitalism vs. Communism) during the Cold War, to the present-day system of shifting multipolar configurations shaped by globalizing technological power and environmental challenge. To paraphrase screen diva Bette Davis’s famous admonition in All About Eve, “Fasten your seat belts, it’s going to be a bumpy ride.”

POLS 232 will introduce students to the main theoretical approaches explaining the behaviors of an expanding number and diversity of actors (nations, organizations, multinational enterprises, and non-state entities) and factors (including communications, technology proliferation, and economic (dis)integration) shaping the structure and evolution of the international system. The course’s syllabus directly integrates the voyage’s itinerary to directly observe the countries being covered to afford students an invaluable opportunity to compare the explanatory utility of “textbook” theoretical frameworks with academic “real-world” scrutiny.

LEARNING OBJECTIVES
This course introduces students to an overview of both the theory (how we study the international system) and practice (empirical observation of actual behavior) of international relations among a widening range of state and non-state actors. The goal of this course is to empower students to understand the discipline’s theories, historical evolution of the international system, and the specific strategic, economic, and political configurations of systemic power influencing patterns of global collaboration and conflict.

**REQUIRED TEXTBOOKS (E-book formats are acceptable)**

For Purchase:

AUTHOR: Joseph S. Nye and David A. Welch  
TITLE: *Understanding Global Conflict and Cooperation: An Introduction to Theory and History*  
PUBLISHER: Pearson  
ISBN #: 9780134422251*  
DATE/EDITION: 2017/10th Edition  
*This is a loose leaf textbook; students are responsible for purchasing their own three-ring binder for it.*

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

AUTHOR: Niall Ferguson  
TITLE: *The Ascent of Money*  
PUBLISHER: Penguin Books  
DATE/EDITION: 2009

Provided by Instructor:

POLS 232 Spring Voyage 2018 Anthology

**TOPICAL OUTLINE OF COURSE**

**Part I: Configurations of Big Power Relations in the Pacific – US – Japan - China**

Assignments are highlighted in Green

Depart Ensenada—January 5
**A1—January 7: Introduction to International Relations**

Core Reading: Nye and Welch, Chapter 1: Is There an Enduring Logic of Conflict in World Politics? in Nye and Welch.

Topics:
- What is International Politics?
- The Peloponnesian War – (a case study in IR dilemmas)
- Ethical Questions and International Politics

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

**A2—January 9: Overview of IR Theories**

Core Reading: Nye and Welch, Chapter 2: Explaining Conflict and Cooperation.

Topics:
- Techniques of the International Relations Discipline:
  - Key Concepts – Actors and Authority, Issues
  - Levels of Analysis – Individual, State, System
  - Paradigms and Theories – Realism, Liberalism, Constructivism, Marxism
  - Counterfactuals and ‘Virtual History’

Ancillary Reading:
- Thomas Hobbes, excerpts from *Leviathan* (1651) in Mingst & Snyder.

**Early Assessment Quiz:**

**A3—January 11: Realism - Evolution of the International System: From Westphalia to WWI**

Core Reading: Nye and Welch, Chapter 3: From Westphalia to WWI.

Topics:
- Managing Great Power Conflict: Balancing and Concert
- The Origins of WWI.

Ancillary Readings:


Honolulu—January 12 –

Field Class: Confronting and Understanding War
Country: Hawaii, USA

Academic Focus:

Hawaii’s Pearl Harbor was the target for the most destructive attack on U.S. territory by a foreign power since the War of 1812. The airborne and submarine attack by Japan initiated a war that resulted in it becoming the only country to be bombed by atomic weapons. The Pearl Harbor attack and its aftermath serve as meaningful case studies for academic investigations of war characterizing “realist” theories of international relations. Students will tour the World War II Valor in the Pacific National Monument, including the USS Arizona Memorial, as well as the U.S. Army Museum of Hawaii at Fort DeRussy, located beachfront in Waikiki, Honolulu.

Learning Objectives:

1. Students will participate in a guided tour of the World War II Valor in the Pacific National Monument, including a visit to the USS Arizona Memorial (time permitting).
2. Students will learn about the causes of World War II and the conflict between the United States and Japan in the Pacific Theater.
3. Students will learn about the proliferation of nuclear weapons and their delivery systems as among the most crucial issues challenging the evolving world order of the 21st Century.
4. Students will learn about the history and governmental roles of the U.S. military missions in Hawaii at the U.S. Army Museum of Hawaii located at Fort DeRussy in the Waikiki section of Honolulu.
5. Students will submit a Field Class Report in which they will write essays addressing specific questions posed by their instructor focusing on weapons evolution, proliferation and disarmament. Details of the Field Class Report are described in the Assignments section of the syllabus.

A4—January 14: Realism – Evolution of the International System: WWI to WWII

Core Reading: Nye and Welch, Chapter 4: The Failure of Collective Security and World War II.
Topics:
Lessons from Pearl Harbor
The Rise and Fall of Collective Security
The Origins of WWII

Ancillary Reading:
Woodrow Wilson, “The Fourteen Points,” in Mingst and Snyder.

A5—January 17: Realism (cont.) WWII to the Cold War

Core Reading: Nye and Welch, Chapter 4: The Failure of Collective Security and World War II (cont.)

Topics:
From Allies to Cold War Rivals and Levels of Analysis
Alliance Politics – NATO v. Warsaw Pact

Ancillary Reading:

Field Class Report Due

No class January 19

A6—January 20: Realism (cont.) The Cold War

Core Reading: Nye and Welch: Chapter 5: The Cold War.

Topics:
Deterrence and Containment
Three Approaches to the Cold War
Roosevelt’s Policies
Stalin’s Policies
Phases of the Conflict
Inevitability?
Levels of Analysis
US and Soviet Goals in the Cold War
Containment
The Vietnam War

Ancillary Reading:
Francis Fukuyama, “The End of History,” in Mingst and Snyder.

A7—January 22: Realism Case Study: Japan’s Role in the International System

Core Readings on Japan: Articles in POLS 232 Anthology:

   Source: https://worldview.stratfor.com/article/geopolitics-japan-island-power-adrift


Ancillary Reading:

Nye and Welch, Chapter 7: Current Flashpoints – Read “Rogue Wildcard North Korea.”

Kobe, Japan — January 24-28

A8—January 29: Realism (cont.) The Cold War with a View to China
Core Readings: Nye and Welch, Chapter 5: The Cold War (cont.).

Topics:
- The Rest of the Cold War
- The End of the Cold War
- The Role of Nuclear Weapons

Ancillary Readings on China: Articles in POLS 232 Anthology:


Ancillary Reading:

Thomas J. Christensen, excerpt from “The China Challenge: Shaping the Choices of a Rising Power,” in Mingst and Snyder.

Shanghai, China — January 31 - February 1

In-Transit — February 2-3

Hong Kong, SAR — February 4-5

A9—February 6: Post-Cold War Conflict and Cooperation

Core Reading: Nye and Welch, Chapter 6: Post-Cold War Conflict and Cooperation.

Topics:
- Managing Conflict
- International Law and Organization
- Intrastate Conflict
- Interstate Conflict

Approaching Vietnam, the Cold War and Beyond: Readings in POLS 232 Anthology:

Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb, more commonly known as Dr. Strangelove, is a 1964 political satire black comedy film that satirizes the Cold War fears of a nuclear conflict between the Soviet Union and the United States. The film was directed, produced, and co-written by Stanley Kubrick, stars Peter Sellers and George C. Scott, and features Sterling Hayden, Keenan Wynn, and Slim Pickens. Production took place in the United Kingdom. The film is loosely based on Peter George's thriller novel Red Alert (1958). (Source: Wikipedia, at https://en.wikipedia.org/wiki/Dr._Strangelove).

Take-to-Cabin Midterm Examination on Part 1

Part 2: Configurations of Economic Power and Development – Vietnam, Myanmar, India

Ho Chi Minh City, Vietnam — February 8-13 —

A10—February 14: Liberalism: Globalization and Interdependence

Nye and Welch, Chapter 8: Globalization and Interdependence

The Dimensions of Globalization
The Concept of Interdependence
The Politics of Oil

Robert Gilpin, “The Nature of Political Economy,” from U.S. Power and the Multinational Corporation, in Mingst and Snyder

No Class —February 16

A11—February 17: Liberalism: Globalization and Interdependence

Core Readings Approaching Myanmar: POLS 232 Anthology:


Topics:
   - Nation-Building Challenges
   - Ethnic Conflict and Regional Stability

Yangon, Myanmar — February 19-23

A12—February 24: Constructivism and Contending Perspectives of New World Orders

Core Reading: Nye and Welch, Chapter 9: The Information Revolution and Transnational Actors

Topics:
   - Power and the Information Revolution
   - Transnational Actors

Ancillary Readings:


A13— February 26: International Political Economy (IPE) and Development: Marxism Redux

Core Readings: Niall Ferguson, Chapter 1: Dreams of Avarice, Ascent of Money.

Topics:
   - How to think about economics and international relations
   - Politics of economic development
   - Approaching India and Its Relationship with Pakistan

Ancillary Readings in POLS 232 Anthology:

Cochin, India — February 28 – March 5

A14—March 6: IPE (cont.)

Core Readings: Niall Ferguson, Chapter 2: Of Human Bondage.

Topics:
Efficacy of trade v. finance

Ancillary Readings:

No Class — March 7

A15—March 9: IPE (cont.)

Core Readings: Niall Ferguson, Chapter 3: Blowing Bubbles.

Topics:
State regulation (or non-regulation) of financial markets
Finance and global power configurations throughout history

Ancillary Readings:

Port Louis, Mauritius — March 11

A16—March 12: IPE (cont.)

Core Readings: Niall Ferguson, Chapter 4: The Return of Risk.

Topics:
The Washington Consensus and Its Aftermath

A17—March 14: IPE (cont.)
Core Readings: Niall Ferguson, Chapter 5: Safe as Houses

Topics:
  Betting the market

Ancillary Readings:

Ronald Rogowski, “Political Cleavages and Changing Exposure to Trade,” in Mingst and Synder.

Popcorn, Film and Quiz: Inside Job (2010)  
Film Quiz “Inside” due by COB following day.

Inside Job is a 2010 documentary film, directed by Charles H. Ferguson, about the late-2000s financial crisis. Ferguson says the film is about “the systemic corruption of the United States by the financial services industry and the consequences of that systemic corruption”... In five parts, the film explores how changes in the policy environment and banking practices helped create the financial crisis. (Source: Wikipedia, at https://en.wikipedia.org/wiki/Inside_Job_(2010_film)).

Part 3: Configurations of Emerging Power and Globalization Issues - Africa

A18—March 16: IPE (cont.) The Debate Over Development

Core Reading: Niall Ferguson, Chapter 6: From Empire to Chimerica.

Topics:
  America’s Role as Economic Hegemon
  Rise of China

Approaching South Africa and Its Role in the International System:

Ancillary Readings in POLS 232 Anthology:

Cape Town, South Africa — March 18-23

A19—March 24: Transnational Issues – Human Rights


A20—March 26: Transnational Issues – Environment Challenges

Garrett Hardin, “The Tragedy of the Commons,” in Mingst and Snyder.

Scott Barrett, “Why Have Climate Negotiations Proved So Disappointing?,” in Mingst and Snyder.

A21—March 28: Transnational Issues – Disease

Core Reading: Laurie Garrett, “Ebola’s Lessons,” in Mingst and Snyder.

Topics:
   Nation-building amidst epidemics
   Governance, corruption and development

Ancillary Readings in POLS 232 Anthology:

Stratfor Worldview, “The Limited Promise of a Malaria Vaccine,” available at: https://www.stratfor.com/article/limited-promise-malaria-vaccine

Ghana: Model for Africa?


Research Paper Due
Temaa, Ghana — March 30 - April 1

Takoradi, Ghana — April 2-3

A22—April 4: Transnational Issues: Status of Women.

Core Reading: Valerie M. Hudson and Andrea M. Den Boer, “Missing Women and Bare Branches: Gender Balance and Conflict,” in Mingst and Snyder.

Topics:
- Patrimony, Corruption and Political Legitimacy
- Role of International Organizations


Core Reading: Jon R. Lindsay, “The Impact of China on Cybersecurity,” in Mingst and Snyder.

Topics:
- Illegal drug markets and political legitimacy
- Cyber-conflict and the rules of international warfare

Study Day — April 8

A24—April 9: Future Evolution of the International System

Core Readings: Nye and Welch, Chapter 10: What Can We Expect in the Future?

Topics:
- Alternative Visions
- A New World Order?
- Thinking About the Future

Ancillary Readings in POLS 232 Anthology:

Approaching Morocco: Between Worlds


Casablanca, Morocco — April 11-14
A25—April 15: Final Exam

Arrive Bremerhaven, Germany — April 19

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, and are developed and led by the instructor.

Field Class & Assignment
The field class for this course will take place on Friday, 12 January, in Honolulu, USA.

Field Class Title: Confronting and Understanding War

Field Class Description:

Hawaii’s Pearl Harbor was the target for the most destructive attack on U.S. territory by a foreign power since the War of 1812. The airborne and submarine attack by Japan initiated a war that resulted in it becoming the only country to be bombed by atomic weapons. The Pearl Harbor attack and its aftermath serve as meaningful case studies for academic investigations of war characterizing “realist” theories of international relations. Students will tour the World War II Valor in the Pacific National Monument, including the USS Arizona Memorial, as well as the U.S. Army Museum of Hawaii at Fort DeRussy, located beachfront in Waikiki, Honolulu.

Learning Objectives:

1. Students will participate in a guided tour of the World War II Valor in the Pacific National Monument, including a visit to the USS Arizona Memorial (time permitting).
2. Students will learn about the causes of World War II and the conflict between the United States and Japan in the Pacific Theater.
3. Students will learn about the proliferation of nuclear weapons and their delivery systems as among the most crucial issues challenging the evolving world order of the 21st Century.
4. Students will learn about the history and governmental roles of the U.S. military missions in Hawaii at the U.S. Army Museum of Hawaii located at Fort DeRussy in the Waikiki section of Honolulu.
5. Students will submit a **Field Class Report** in which they will write essays addressing specific questions posed by their instructor focusing on weapons evolution, proliferation and disarmament.

**Field Class Report:**

The Field Class Report is a (3-page, single-spaced, Chicago Style footnotes) report organized according to the following points:

1. **Page 1 – Summary of the Field Class activities** – Briefly detail where the Field Class took place, who were the speakers, and what did you see and experience?
2. **Page 2 – Please organize and compose short essay answers to the questions on the hand-out distributed prior to the Field Class pertaining to the country and issues being covered.**
3. **Page 3 – Relate and compare your answers to Page 2 with the assigned readings and viewpoints expressed by the author(s). Does your experience and observations confirm or contradict the authors’ viewpoints and analysis. Why?**
4. **Students will learn to compare their own observations with the viewpoints expressed by the authors in the assigned readings.**

**Independent Field Assignments**

While the Field Class assignment focuses on one port of call and one country, students will also be asked to “academically observe” similar phenomena in all ports and countries visited. As part of their Research Paper assignment, they will be tasked with two “Academic Observer” activities in each port of call: (1) Scan the local media for trending topics and people by scanning an onshore kiosk and photographing the publications’ covers as presented on the stands. Collect locally-published English-language newspapers or magazines which we will discuss later in class. (2) Once you have identified some of the trending topics, interview a taxi driver or street vendor about their view of “how business is going,” as well as their perspective on some of the trending topics. Asking topical questions of local interest serve as useful “ice breakers” that can move interviewees to provide thoughtful and insightful perspectives conventional tourists rarely glimpse. If possible, try to travel with another student with language abilities so that conversations may take place in the local lingua franca. Record your impressions and quotes for later use in your research paper.

**METHODS OF EVALUATION / GRADING SCALE**

**Attendance (10%) and Quizzes (4 quizzes worth a total of 10%)** – students are expected to come to seminar sessions having already read the assigned readings and prepared to engage in seminar discussions. Points may be deducted for unexcused absences. Discussion contributions demonstrating prior reading of texts
and thoughtful analysis will be assigned higher participation scores. Four quizzes (one “early” and three film quizzes) will evaluate comprehension and analysis of course topics, readings, and discussions.

Field Class and Field Class Report (20%) – Students will attend, participate, and submit a written summary of the Field Class political analysis assignment.

Research Paper (20%) – This is an integrative analytical project in which a student employs IR theories and methodologies to critically examine the governance issues in the security, economics, and political-cultural realms of globalization.

The Research Paper assignment is a (5-page, single-spaced, Chicago Style footnotes) research essay in which the systemic and sub-systemic perspectives are utilized to analyze an assigned topic.

Midterm Examination (20%) – evaluation of student mastery of the course’s curriculum following Parts 1 and 2. Part 3 will be covered in the Final Examination.

Final Exam (20%) – cumulative evaluation of student mastery of the course’s complete curriculum.

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:

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

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes is mandatory, but it is at the instructor’s discretion to assign a grade to the participation and attendance requirement. Remember to include information concerning the evaluation of Field Assignments and the Field Classes, which must constitute at least 20% of the total grade in a course.

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 a 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.

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 this 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

None

FILM REQUEST:

Title of Film: Dr. Strangelove (CSU Library)
Distributor: Columbia Tri-Star Home Video

Title of Film: The Fog of War (CSU Library)
Distributor: Sony Pictures

Title of Film: Inside Job (CSU Library)
Distributor: Sony Pictures Home Entertainment
ELECTRONIC COURSE MATERIAL

Ancillary readings will be available as an *Anthology* on the Intranet as compiled by the instructor.

ADDITIONAL RESOURCES

None