

*University of Southern California*  
**IR 210 Fall 2008**

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School of International Relations  
Lecture: 2-3:20/ MW THH 201

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Office Hours:

4-5:30 Wednesday

Instructor's Discussion: Wed. and Fridays 8-9 AM

Friday: Appointments only

## **Introductory Theory and Analysis in International Relations**

*All philosophies tend to elevate their truths into suppositions of absolute validity, based upon the authority of reason and claiming what the modern age calls science.* **Hans Morgenthau**

*As the world order of states and wars is being transformed by networks and digital potency, we must reconceive politics as the art of the impossible.* **Richard Falk**

*The real voyage of discovery consists not in seeking new landscapes but in having new eyes.*

**Marcel Proust**

### **COURSE INTRODUCTION**

This course is designed as a comprehensive review of theoretical and analytical developments in the field of international relations. IR 210 is required for all majors and minors in the School of International Relations. However, it is designed for any student who wants to *participate as an informed citizen* in the world around them and not just watch as others make decisions. We want to prepare you to be a *critical and creative thinker* and a potential *problem-solver*. Our discipline began in the years following WWI. At the time, leaders believed that by educating people in international relations it might be possible to avoid future wars. This new *enlightenment project* was obviously not successful but we continue to search for ways of preventing war and providing human security. *Violence and wars* continue to plague the populations of the world. As the world's sole superpower, the US has chosen to fight the global war on terrorism on two fronts: *assisting failed states and adopting a new doctrine of preemption when confronted with potential security threats*. In the economic world, globalization has created one big global shopping mall. Most of the developed world's economies are doing well and many of you are comfortable but inequality within and between states is greater than ever. So, the world remains divided and unequal. We can just accept that fact or we can try to do something about it. As university educators, we believe in the *enlightenment project*. Thus, we continue to prepare students to go out in the world to find ways of solving or at least managing all of these problems created by past generations. Do not despair. We do not expect you to solve all of the world's problems but at least you will know what they are, how these problems developed and some possible ways to resolve them.

Thus, one major goal of this class is to introduce you to some *critical and creative thinking skills* that will help you participate in the various communities that you will encounter in the next 60 plus years of your life. We want you to know where to find information to verify claims made by leaders and we want you to learn to think before acting. A second, perhaps more pragmatic goal of the course, is to provide an introduction to terms, concepts, theoretical frameworks, and issues in this field. This is a foundational course and at times you may find it difficult. This course *is not about current events*; instead, it will introduce you to the tools that are essential for understanding the current events that splash across your video and computer screens every minute of the day. We hope you will learn to become a scholar and reject the ideological and polemical arguments we often hear on radio talk shows and from media pundits and self-proclaimed experts with their own blogs and podcasts.

You may also learn how policy and theory are related and how history shapes our ideas. What we know about international relations is dependent upon developing sound international relations theory. Without theories and time-tested analytical models and frameworks, our *explanations, descriptions, predictions, and policy prescriptions* are limited in scope and are usually excessively normative. Above all, we hope that all students in this class will learn to *review and analyze* issues from the perspectives of all relevant actors.

*The other capital shortcoming of the international community is failure to secure general acceptance of the postulate that the good of the whole takes precedence over the good of the part.* **E.H. Carr**

**Here is a critical assumption of this course** → *Where you stand on issues depends on where you sit and you are sitting in a world constructed by your core beliefs and assumptions about human behavior, social relations, institutions and the world around you.*

**Another critical assumption** → *Politics is all about conflict and controversy. People look at the world through different prisms that we will call worldviews. These worldviews are shaped by their environment, their histories, experiences and by the core beliefs that define their world. Discussions and analyses of international relations are more contentious because of the diversity of worldviews and the lack of consensus on such issues as governance, the nature of human rights and how best to provide order and stability in an anarchic system. What makes international relations different from domestic politics is that it is more about survival and it is a constant search for order and equity in an anarchic, unequal, and competitive global environment.*

The critical point here is that *theory matters!* Every decision-maker carries theories around in her/his head. Every individual uses theories to organize, evaluate, and critically review contending positions in controversial policy areas. Your confidence as a scholar or policy-maker is increased if supported by theoretical positions that are in turn formulated after a thorough understanding of historical evidence in a given policy area.

*War is a stern teacher.* **Thucydides**

## Learning Objectives

It is hoped that after completion of this course, students will know more about the international system and the issues that shape the priorities and behavior of states and other actors in that system. The course will be designed to encourage students to approach international relations in a more sophisticated and theoretically grounded manner. If we are successful, students will:

- **Develop a more comprehensive understanding of the various theoretical positions and the roles these theories play in our understanding of the international system. (Knowledge-building)**  
(Student response: What does this mean I will have to know to pass the course?)
  - a. *You will be able to describe the core assumptions of maintainers, reformers and transformers.*
  - b. *You will be able to identify the similarities and differences between theories in these three categories.*
  - c. *You will be able to identify how someone with a particular worldview constructs the world in terms of policy priorities and responses to those problems.*
  
- **Understand the relationship between theory and policy-making in the international system. (Problem-solving)**  
(Student response: Huh? Okay, tell me what I need to know to get a great job.)
  - a. *You will be able to identify how policy-makers with a particular worldview are likely to respond to a given global challenge.*

- **Develop an appreciation of the fact that your own worldview is not universally shared and that other worldviews and theoretical assumptions may need to be considered before one has a full understanding of a situation. (Values and attitudes)**  
(Student response: Will knowing this get me into law school?)
  - a. *You will understand how you construct the world. You will explore your own worldview and understand how it both limits and liberates in terms of your pursuit of the good life.*
- **Enhance their ability to understand the international system and thereby increase their capacity to act or participate at various levels in the international system. (Participation and action)**  
Student response: Does this mean I have to go to class and work in the community? Can I get extra credit?)
  - a. *You will be able to identify how power is organized and who the key players in the system are and what role they play.*
  - b. *You will be able to identify opportunities for civic engagement and participation in the policy processes at local and global levels.*

*But surely professional thinkers and analysts have a mandate to look beyond the obvious, the immediate, and to see the possibilities open for reform and improvement. **Richard Falk***

We have one real goal in this course. That is to help you become a citizen-scholar. We want you to practice asking some very important questions as you deal with issues of controversy in this world. Consider how much more you would know if you asked and then found answers to the following questions:

**Why did that happen? What options are being explored? What has been done about it? What should I do? Who can help me do something about this situation?**

*Controversy rules in the field of international relations. We disagree about what we study and how we study the world around us. In our complex world, we cannot afford to dismiss any legitimate source of information. People see the world through different filters and they then use this information to evaluate, analyze, and eventually, to act. Knowing the factors that shape the various *worldviews* is an important starting point for international relations scholars. The critical questions here are the following: **Who informs me? Why do I believe this to be true?***

*We prefer to believe what we believe to be true. **Francis Bacon***

## **OVERVIEW OF COURSE CONTENT**

*The 29 class sessions will be divided into three interrelated sections:*

- I. The Cartography of International Relations: Four Worlds of IR**
- II. Analytical Tools: Explaining and understanding**
- III. Worldviews and the Global Agenda**

*As students of international politics, we need to become less parochial, more energetic, and more curious.*

**Cynthia Enloe**

## **CONDUCT OF THE CLASS**

**Lecture Sessions:** The decision to take this class is a decision to attend the class every time it meets! I promise to be on time and to prepare for every lecture. I will do my best to make certain that you have an opportunity to learn. Come to every lecture to listen, think and respond!

**TA Discussions:** This is where you will meet to discuss lectures and actually apply the information from lectures and readings by completing several analytical exercises. Learning theory suggests we all learn better when we are asked to use or apply information frequently not once a month. You will have a few analytical exercises, case studies and problems without passports and these are worth as much as an exam. Each will force you to think again about readings and lecture material. **Be aware that you may not submit an assignment unless you attend the TA sessions.**

**Readings:** All reserves are in Leavey Library or on-line. All books are in the bookstore or you can buy on Amazon or some other on-line service. The *Foreign Affairs* reader will be put on reserve.

**Ethical behavior:** We will not tolerate any form of academic dishonesty. Any violation of the USC rules as articulated in **SCampus** will result in an F for the class. We will attempt to create an atmosphere of tolerance and open discussion in our class. We ask you to recognize every individual's right to have an opinion that might not be yours. However, we need to recognize that even tolerance has its limits.

**Make sure I know you!** Please come to my office hours to discuss your problems with the course or with the readings. There are solutions to all problems. You need to make an effort to start a dialogue. Come to my discussion on Wednesday and Friday morning.

*Morality cannot be divorced from power. Political action must be based on a co-ordination of morality and power.*

**E. H. Carr**

- **NO CELLPHONES**-You will be asked to leave the course for a day if caught using your phone.
- **YOU MAY USE COMPUTERS FOR NOTES BUT NO FACEBOOK, MY SPACE OR ANY OTHER INTERNET SURFING. One violation, no computer for the remaining time in the semester.**

*Multilateralism, collective decision-making, and the rule of law-these offer the best hope of achieving a stable and equitable world. Kofi Annan*

### **EXIT OPTIONS/Grading:**

*Everybody is ignorant, only on different subjects. Will Rogers*

#### **1. Examinations→ 50 points**

End of Section Exercises (2): **10 points on October 15<sup>th</sup> and Nov. 5<sup>th</sup>**  
Final Exam..... **30 points December 12, 2008/2-4PM**

#### **2. Case Studies and Analytical Exercises→ 45 points**

There will be four case studies and four analytical exercises in the TA sessions

#### **3. Participation and Problems without Passports (PWP) puzzles.....5 points**

**Service Learning option:** students may decide to participate in a service to the LA/USC Community through JEP or TIRP. You may earn up to **10 points**, not as extra credit, but in lieu of two analytical exercises. **You must meet with Dr. Lamy to review progress at least once during the semester.**

### **REQUIRED READINGS**

The required readings that will be available for purchase include:

J. Baylis and S. Smith, **The Globalization of World Politics (4<sup>th</sup> Edition)** Please note assigned chapters are based on the 4<sup>th</sup> edition.

*Robert Kaplan, Warrior Politics*

**Optional Text-useful if you do not know anything about history post 1945**

McWilliams and Piotrowski, **The World Since 1945**

**Georgetown/Pew Case Studies: Available on line- <http://www.guisd.org>**

Pew Case # 290 *A Helping Hand? Eliminating Child Labor in Bangladesh's Garment Industry*

Pew Case # 161 *Hazardous Waste Trade*

Pew Case # 258 *Establishing An International Criminal Court*

Pew Case # 278 *Going to the United Nations: George W. Bush and Iraq*

***Try always to do key readings and ask which ones are most important!***

*A leader is a man who has the ability to get other people to do what they don't want to do and like it.*

**Harry Truman**

*One of the most time consuming things to have is an enemy. E.B. White*

**Please Note: All readings marked with "R" are on reserve in Leavey Library**

### **Course Schedule**

We will do our best to stay on schedule. However, one can never anticipate major world events that might delay our schedule. My sincere apologies for those of you who need order and stability in your lives and must always follow a script. Maybe you should see someone about this?

### **I. The Cartography of International Relations: Four Worlds of IR**

- *Week of August 25th*

#### **Introductory Sessions**

**Session One:** An introduction to the discipline and the culture of the course

A careful review of the syllabus and a discussion of the expectations we have for students in this class.

**Session Two:** The Course Analytical Framework: Worldviews-DEPPP.

*Readings:*

S. Lamy, Worldviews and IR Theory p.3-35 **Reserve in LVL**

Baylis and Smith, The Globalization of World Politics, Intro and chapter 1

Foreign Affairs: Ikenberry and Krauthammer articles **R**

Worldview charts-there will be three charts!

Read for Wednesday 9/3: *Captain Lawrence Rockwood in Haiti* (Available on Blackboard)

Consider this question: What is the US national interest here? What is Rockwood's interest?

*USC @ Virginia. We hope the USC team is not too "Cavalier"*

### **September 1st USC Holiday-Labor Day-Read Marx or go to work for your capitalist masters**

- *Week of September 3*

**Session Three:** Critical Issues and Debates-Beginning to think about your own worldview

In class discussion: A foreign policy agenda for each worldview

Case discussion: The Capt. Rockwood

### **First TA Sessions: Introductions and Overview of Assignments**

- *Week of September 8th*

### **The Four Worlds of International Relations**

**Session Four and Five:** The Economic World: actors, belief systems and controversies

*Readings:*

Baylis and Smith, Globalization of World Politics Chapters 14, 26 and 27

Foreign Affairs Reader-Zakaria and Birdsall articles **R**

*The spirit of trade cannot coexist with war, and sooner or later the spirit dominates every people. I. Kant*

### **Second TA Sessions: Globalization-What does it mean and why should I care? (5 points)**

Readings: Baylis and Smith, Globalization of World Politics, Chapters Introduction 1 and 32

End of section review questions:

What are the primary issues that define our global economic world?

Is the state inconsequential in this economic world? What is a trading state?

Why is inequality increasing in this global economy?

What is uneven globalization?

What are the factors that may cause this system to collapse?

***September 13<sup>th</sup>: What is a Buckeye? We will find out today!***

• *Week of September 15th*

**Session Six and Session Seven:** The Political and Military World: Actors- states, systems and regimes

*It's economics when you've got it and politics when you don't.*

*It is easier to be brave from a safe distance. Aesop*

Readings:

Baylis and Smith, Globalization of World Politics, Chapters 4, 12, 13  
Foreign Affairs Reader-Rice, Wolf and Pillar **R**

### **Third TA Sessions: Preparation for Case Study**

#### **Sources of Information: Critical IR Resources (5 points)**

*Check on World News.Com*

- Week of September 22nd

#### **Session Eight: Case Study → Going to the UN: Bush and Iraq (5 points)**

**Session Nine:** The Political and Military World: key issues and controversies

Readings:

Robert Kaplan, Warrior Politics, Chapter 1

### **Fourth TA Sessions: Sharing IR Resources and Information Lists: these are critical for future exercises**

End of section review questions:

What differentiates a state from other organizations?

Is the state obsolete? Is the political process shifting away from the state?

What does power mean? Hegemony? Balance of Power? Security?

What is the security dilemma?

Why war? Will it ever be obsolete?

*Intelligence is not all that important in the exercise of power, and is often, in point of fact, useless.*

**Henry Kissinger**

#### **Thursday Game? September 25<sup>th</sup> USC v. Oregon State**

• Week of September 29<sup>th</sup>

**Session Ten and Eleven:** The Cultural World: actors, issues and controversies

*Wherever one turns, the world is at odds with itself. If differences in civilizations are not responsible for these conflicts what is?* **Samuel Huntington**

Readings:

Baylis and Smith, The Globalization of World Politics, Chapters 23, 24 and 29  
Foreign Affairs reader-Huntington

*A major difference among societies today is their respective conceptions of individual-social-group relationships. Freedom of religion, for example, can only be granted in societies where religion has lost its primary importance as a formative ideology, where it is no longer the basic cement that holds the society together. Religion in some societies is what social security is in the West.* **Werner Daum**

### **Fifth TA Sessions: A Presidential Foreign Policy Agenda**

*USC v Oregon → Cleaning up the state of Oregon: From Beavers to Ducks*

- Week of October 6th

**Session Twelve and Thirteen:** The Social World- Global Civil Society

*Readings:*

Baylis and Smith, Globalization of World Politics, Chapters 19 and 32  
R. Falk, Predatory Globalization, Chapter 9. **R**  
Foreign Affairs reader-Mathews and Slaughter **R**

*Are politics shifting away from the state? If so, why?*

*USC v. Arizona State*

- Week of October 13<sup>th</sup>

**Session Fourteen: Case: A Helping Hand? Eliminating Child Labor in Bangladesh (5 points)**

**Session Fifteen:** A review of all four worlds-*How best to govern this world?* End of Section Exercise

**NO TA Sessions-discussion about exercise with Professor Lamy**

*From Sun Devils to Cougars-USC v. Washington State*

## **II. Analytical Tools: Explaining and Understanding**

- Week of October 20<sup>th</sup>

**Session Sixteen and Seventeen:** Two Stories of IR: Explaining and Understanding  
Levels of Analysis: Explaining Foreign Policy

*Readings:*

Nye, Understanding International Conflicts, Chapter Two. **R**  
Beckman, World Politics in the 20th Century, Chapter 9. **R**:  
Agnew and Pyke, The Science Game, **R**.  
Baylis and Smith, Globalization, Chapters 9 and 10

**Sixth TA Session: Why Did it Happen? A Two Part Exercise**  
**Part One: Picking Puzzles (5 points)**

*Raising Arizona: USC vs. U of A*

*At its core, the human security agenda is an effort to construct a global society in which the safety and well being of the individual is an international priority and a motivating force for international action.*

**Lloyd Axworthy**

- Week of October 27<sup>th</sup>

**Sessions Eighteen and Nineteen: Man, the State and War →explaining foreign policy decisions**

Level I: The human dimension-explaining the behavior of states

*Do we act rationally or do other factors shape our decision-making?*

*Level II: Domestic factors as independent variables.*

*Readings:*

Margaret Hermann, *Effects of Personal Characteristics of Political Leaders on Foreign Policy* **R**  
*Foreign Policy*, Chapter by Hermann and Hagan (Spring 1998) **R**  
Graham Allison, Essence of Decision, selected sections **R**

*Everyone thinks of changing the world, but no one thinks of changing himself. Leo Tolstoy*

**Seventh TA Session: Why Did it Happen? Hypotheses and resources-(5 points)**

*USC v. Washington*

- Week of November 3rd

**Session Twenty and Twenty-one:** Level III - Systemic Approaches

*Readings:*

R. Putnam, "Two Level Games: The Impact of Domestic Politics On Transatlantic Bargaining" in Haftendorn & Tuschhoff, America and Europe in An Era of Change R  
Baylis and Smith, Chapters 16 and 17

Level IV - Global and Transnational Factors

*Readings:*

R. North, War, Peace and Survival, Chapter 8 R  
Baylis and Smith, Chapters 20 and 21  
Foreign Affairs reader, Osterholm article R

*No matter how good their intentions, policy-makers must bear in mind the implications of the **third image**, which can be stated in summary as follows: each state pursues its own interests, however defined, in ways it judges best. Force is a means of achieving the external ends of states because there exists no consistent, reliable process of reconciling the conflicts of interest that inevitably arise among similar units in a condition of anarchy. **Kenneth Waltz***

**Eighth TA Session: Using Levels Tools with the Hazardous Waste Case**

**End of section exercise-10 points**

*NOCAL v. SOCAL*

- Week of November 10<sup>th</sup>

**III. Issues and Worldviews**

**Session Twenty-two and twenty-three: The Importance of Worldviews**

*Readings:*

K. Boulding, The Image, pp. 3-18, 97-114 R  
S. Lamy, Worldviews and IR Theory R  
G. Fisher, Mindsets, Chapters 1 & 2 R

*Weekender: The Annual Trek to NOCAL by USC Lemmings-Revenge against the Nerds 24-23 and no national championship*

*Now people do not want conflict. It is only, I think, mistaken leaders that grow too belligerent and believe that people really want to fight. **Dwight David Eisenhower***

- Week of November 17<sup>th</sup>

**Session Twenty-four and five:** Core assumptions of Maintainers

*Foundational Voices Readings:*

Baylis and Smith, Chapters 5 and 7  
Foreign Affairs Reader, Pollack and Mandelbaum articles  
Kaplan, *Warrior Politics*  
*Added readings on Blackboard*

**Ninth TA Session: ICC Case and worldviews**

**Start DEPP Charts**

*All nations make decisions based on self-interest and then defend them in the name of morality.*

**William Sloane Coffin**

- Week of November 24<sup>th</sup>

**Session Twenty-six and twenty-seven: Core Reformer Assumptions**

*Readings:*

Baylis and Smith, Chapters 2, 6, and 28  
Keohane & Nye, Power and Interdependence, Chapter 1 & 2 **R**  
C. Pratt, "Middle Power Internationalism and Global Poverty", Middle Power Internationalism, pp. 3-24 **R**

*But among the traits characteristic of man is an impelling desire for society, that is, for the social life-not of any and every sort, but, peaceful, and organized according to the measure of his intelligence, with those of who are of his own kind. Hugo Grotius*

**Happy Thanksgiving!**

*The clash of civilizations; Fighting Methodists versus the Papacy*

*Moral suasion is a farce. Why then this obsession with conventions, protocols, legalism? Their obvious net effect is to temper American power. Charles Krauthammer*

- Week of December 1st

**Session Twenty-eight and twenty-nine: Transformer Assumptions**

*Readings:*

A. Tickner, "Searching for the Princess," Harvard International Review (Fall 1999) **R**  
\_\_\_\_\_, "Why Women Can't Run the World" International Studies Review **R**  
Baylis and Smith, Chapters 8, 11 and 15  
S. Hunt and C. Posa, "Women Waging Peace," Foreign Policy (May/ June 2001) **R**

*The passions that incline men to peace are fear of death, desire of such things as are necessary for commodious living and a hope by their industry to obtain them. Thomas Hobbes*

*A Worldview Analysis of the UCLA-USC Game*

**Extra sessions to develop study guides and apply worldviews to current issues. Professor Lamy will conduct sessions during study days: First Session: December 7<sup>th</sup>**

**Other exam reviews on December 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup>**

*The bourgeoisie has through its exploitation of the world market given a cosmopolitan character to production and consumption in every country. The bourgeoisie draws all, even the most barbarian nations, into civilization. Karl Marx*

*If you act like there is no possibility for change, you guarantee that there will be no change.*

**Noam Chomsky**

**Administrative Rules:**

**Incomplete Grades** Remember, the University says there are no incompletes unless you have a medical excuse or a family tragedy. **You must also submit a contract signed by Professor Lamy.**

We will be very strict on due dates. You will lose one (1) point for every day an exercise is late, unless, you have discussed the issue with me and I have given you permission to submit the paper late.

**Grades:** **Please do not come in at the end of the course and complain about your grade.** Keep in touch with me about your progress. Please keep communication lines open throughout the semester.

**Grades will not be changed unless there are clear errors in computation or interpretation of your answers.** If you appeal your grade, I will review all of your work and then submit it to another professor for review. Your points might increase or decrease. That is a chance that you must be willing to take.

**Written Assignments and Examinations**

You must be in class on time to participate in case studies!

You must be in attendance at the TA sessions to participate in the analytical exercises. When an exercise is spread over two weeks, you **MUST** be there for both sessions.

These rules apply in all cases unless you have an approved excuse for your absence. Professor Lamy is the only one who can grant you an exception. **DO NOT** ask the TA.

**USC Statement on Disabilities:**

Students requesting academic accommodations based on disability are required to register with Disability Services and programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP when adequate documentation is filed. Please be sure the letter is delivered to me-NOT the TA as early as possible. DSP is in STU 301, call 213-740-0776.

*Hope has two beautiful daughters. Their names are anger and courage; anger at the way things are, and courage to see that they do not remain the way they are. **Saint Augustine***