

INR 2002 International Politics
Spring 2007, MWF, 8:00-9:00 a.m., 51/152

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Office Hours: Mondays, 9:00 – 3:00 p.m.; Wednesdays, 9:00-11:00 a.m.;
and (most) Fridays, 1:00-5:00 p.m.

(It is best if you make an appointment ahead of time by calling 474-2337.)

What this course is about.

Most of the earth's surface is divided into political entities, called states, in which a government, be it a democracy or a dictatorship, attempts, with various degrees of success, to regulate what the population inhabiting this territory does. Most states pay at least lip service to the principle of sovereignty. Sovereignty means that no state is subordinate to any authority higher than itself. This means that the world of states is an anarchical one, i.e., one without a government to regulate it.

That does not mean, however, that the world is necessarily chaotic. In their relations with one another, states are constrained by international law (a set of rules embodied in written agreements or treaties), widely (though far from unanimously) shared principles of fair-dealing, humanity, etc., and, most importantly, by the economic and military power of other states. Thus, gross violations of international law or norms are often checked by some state or alliance of states being willing to impose trade sanctions or employ military force to hold miscreants accountable. For example, the 1990 Iraqi invasion of Kuwait was a violation of international law. It took a coalition of nations under the leadership of the United States and sanctioned by the United Nations Security Council to expel Iraq's armies from Kuwait the following year, enabling the latter to recover its sovereignty.

Thus, though in anarchy, most states are at peace with their neighbors most of the time. They may have disputes in which one or the other or both threaten to use force or may even use it in a limited way, but most of the time these conflicts are settled without war. Occasionally, though, conflicts do escalate, sometimes to truly frightful levels. In the 20th century alone, wars directly or indirectly caused untold destruction and the premature death of tens of millions of people. Peace, on the other hand, makes possible economic growth and all the good things associated with it—longer, less painful, more commodious lives, more opportunities to acquire education, engage in international travel, etc. If we could understand the causes of war, then presumably based on this knowledge we could take action that would make war less likely and peace more so. Like the physician who uses the findings of medical research, itself rooted in biology and chemistry, to help his patients combat disease and lead healthier lives, it would be ideal if we could apply whatever knowledge we acquired about war and peace to promote a more peaceful world.

In this course, we will ask such questions as, “What factors are associated with peaceful as well as warlike relations among states? Under what conditions do governments decide to go to war? Under what conditions are the deadliest wars fought?

What accounts for the very long periods of peace between wars? Is there anything that can be done to promote peace or is war, like death and taxes, something that is inevitable? What should be the U.S. role in the world? What can American power hope to accomplish?"

In seeking answers to these questions, we will look to **theory, history, and contemporary observations** about international relations. A theory is a coherent explanation, founded on reasonable or plausible premises, of what directly or indirectly we are able to observe about the world. That is, at least in principle, a theory is a tool for understanding some aspect of the world around us. As such, it is testable against facts, subject to verification or refutation by observations culled from history or contemporary events

There are several competing theories of international relations, each supported by a body of evidence. We will call them "paradigms." In this course, we will focus on the two principal paradigms of international relations. They go by the name of realism and liberalism (or institutionalism). Actually, I prefer Hobbesian and Kantian, respectively, after the names of philosophers identified with them. Thomas Hobbes was a 17th century English philosopher. In *The Leviathan*, he painted a grim picture of what he called the "state of nature," or the anarchical condition in which man would live without government. He described natural anarchy as a state of war of "every man against every man," in which the life of man, bogged down in a constant struggle for power and security, was "solitary, poor, nasty, brutish, and short." Noting that there is no authority above the sovereign state, and ultimately no guarantee of any state's sovereignty save its own power or that of its allies, Hobbesians view international relations in ways that are parallel to those of human beings in the state of nature. According to this view, power relations between states determine whether they go to war or remain at peace. In this course, the Hobbesian view is represented by Professor John J. Mearsheimer of the University of Chicago, author of *The Tragedy of Great Power Politics*

Immanuel Kant, considered one of the greatest philosophers of the modern era, lived in 18th century Prussia (which went on, through wars of conquest, to unify Germany). In his essay on "Perpetual Peace," Kant envisioned that a combination of republican government (roughly equivalent to what today we call democracy), international trade, and international organizations would do away or reduce drastically the incidence of war between nations. In this vision, international politics need not be a perennial state of war. Cooperation and trade carried out according to principles of law and justice, and International Governmental Organizations (IGOs) composed of democratically governed states, possibly leading up to a world-wide federation, constitute a formula for international peace. Although not neglecting the role of power in international relations, in the Kantian paradigm the only durable peace is one founded on agreement rooted in mutually beneficial relations. Representing the Kantian view in this course is Professor Michael Mandelbaum of Johns Hopkins University, author of *The Ideas that Conquered the World. Peace, Democracy, and Free Markets in the Twenty-First Century.*

The principal learning outcomes anticipated from this course are the following:

- (1) At the end of the course students should have a good understanding of
 - (a) the elements that make up possible answers to the questions about war and peace posed by Hobbesians and Kantians alike;
 - (b) the evidence which each side marshals on behalf of its position;
 - (c) the general thrust of policy prescriptions the United States government may be able to deduce from each model in the making of American foreign policy.
- (2) In the process of attaining this understanding, students will acquire or sharpen reading, research, analytical, and communication skills.

Requirements.

There will be **two exams**. The exams will be “objective,” a list of multiple-choice and true-or-false questions, administered on-line. The first exam will cover the Mearsheimer book and reviews thereof. The second exam will cover most of Mandelbaum’s book, reviews thereof, points of agreement and disagreement between the two authors, as well as other assigned readings in which realists and liberals face off.

A **review of reviews** constitutes a third factor. This consists of one essay of 6-7 pages (typewritten, double-spaced, in Times New Roman #12 or equivalent font, exclusive of title page, tables or figures, and references), on one of the texts. Half of the class will write an essay on two reviews of Mearsheimer’s book and the other half an essay on two reviews of Mandelbaum’s. If your last name begins with any letter between A and J (inclusive), you will be responsible for writing an essay on the former and if your name starts with any letter between K and Z, you will do an essay on the latter. The due dates for these essays are specified in the attached reading schedule. A format for the essay will be made available on the e-learning page in due course. Suffice it to say here that the essay will summarize, compare, and evaluate two reviews of the specified text in light of your own understanding of the same.

The fourth element of the course consists of class preparation and contribution, or **P&C** for short. This consists of two elements, one in class, the other on-line. Taking up the class portion first, you are expected come to class having read and summarized each of the readings for that day. Summarize each item separately in about 250-300 words of your own prose, weaving choice words or phrases of the original, duly enclosed within quotation marks. As well as bringing them to class, all summaries must be placed in the drop box no later than 15 minutes before class starts. Also, you need to arrive to class on time, chapter summaries in hand, prepared to read them and to ask and answer questions about the readings.

Every week of the semester you will get a P&C grade of between 0 and 100 as follows. Starting from a base of 85, (1) I will subtract 14 points for every day you’re absent, or 43 if you’re gone all week (regardless of how many days we are scheduled to meet that week); (2) I will subtract 14 points for every summary you do not put in the drop box, or 42 if you fail to upload any during the entire week (again, regardless of how

many days we meet that week), and up to that many points if the quality of the summaries is not satisfactory, something I may do retroactively after either exam (see italicized passage in the next paragraph); (3) I will add up to 15 points if you make meaningful contributions to the class in the form of answering my questions, or asking questions or making comments relevant to the readings that add something of value to the discussion. In short, if you come to class every day and do all your summaries satisfactorily, you earn 85 points that week. If, in addition, you raise points of interest that contribute to better class sessions, you can earn up to additional 15 points, raising the total to 100 points for the week.

Be it noted that I will not correct your summaries. In fact, I will only spot check them, skimming most and only reading carefully a few per day. However, *if you do poorly in either exam, I reserve the right to review your summaries and reduce the grade assigned to them if they turn out to have been less than satisfactory.* Please note that you will not have the P&C grade reduced just because you did poorly in an exam. But doing poorly in the exam will trigger my going over your summaries with greater care than before. It is only if I find them to have been done poorly, too, that I will reduce the P&C grade for that week.

To do an excellent summary, start with a dense sentence that lays out the theme developed in the chapter, with all key ideas included. Don't leave any doubt in the reader's mind as to what the chapter or article is all about. Then, in the rest of the page, expand on that sentence, giving the details of the argument and evidence presented in the assignment. (For what, exactly, it is that you should summarize of an essay, a book chapter, or a book review, [see](#) "Tips for Studying" on the UWF Department of Government website.) *Again, be sure to do one summary per chapter or item listed under the reading assignment for that day.*

To improve the quality of your summaries you should compare them with mine. These will be made available after every class session. By design my summaries are longer than yours because I not only summarize but also insert, in brackets, comments throughout. But as well as the content pay special attention to the structure of my summaries, especially the opening sentence and paragraph. Strive to model future summaries according to what I have done. This will help you develop analytical and communication skills.

The second half of the P&C grade consists of an informed on-line discussion on American foreign policy conducted during the last week of the semester. You will summarize and evaluate a recent article on some international issue of interest to the United States in light of Mearsheimer's or Mandelbaum's texts. A set of instructions for fulfilling this portion of the course will be posted in due course. Suffice it to say here, though, that as with the in-class portion of P&C, you will be graded on the quantity and quality of your contributions.

The final grade for the class will be broken down as follows:

Exam I -----	20%
Exam II-----	25%
Review Essay-----	20%
P&C (in class)-----	25%
P&C (on-line)-----	10%

Texts.

As previously noted, the texts for the course are *The Tragedy of Great Power Politics*, by John Mearsheimer, and *The Ideas that Conquered the World. Peace, Democracy, and Free Markets in the Twenty-First Century*, by Michael Mandelbaum. Both are available for purchase in the bookstore. Additional readings are posted on the e-learning page. The schedule of assignments is shown below. I reserve the right to revise it with proper notice. It is up to you to be alert for revisions to the syllabus announced in class or posted on the e-learning page.

Integrity.

It goes without saying, but it bears repeating anyway, that anyone enrolled in this course makes a commitment to act with integrity. As the home page of the Department of Government puts it, this means “conducting ourselves honorably, conspicuously refraining from lying or cheating about our work. There can be no phony excuses for failing to complete an assignment, no turning in another's work as one's own, no plagiarism.” Anyone found to have violated this expectation is subject to being assessed a penalty up to and including being assigned an F in the course and reported to university authorities for additional action.

Regarding the last-named offense, here is UWF’s plagiarism policy: “The UWF Student Handbook, Code of Student Conduct, Academic Misconduct, states: ‘Plagiarism. The act of representing the ideas, words, creations or work of another as one's own.’ Plagiarism combines theft with fraud, and the penalty is correspondingly severe: failure for the assignment and, in some cases, for the entire course. At the instructor's discretion, she/he may recommend that the student be suspended from the university. Ignorance of the rules about plagiarism is no excuse for it, and carelessness is just as bad as purposeful violation. Students who have plagiarized have cheated themselves out of the experience of being responsible members of the academic community and have cheated their classmates by pretending to contribute original ideas.” (For additional information on plagiarism, go the UWF’s home page, click on keyword search, and enter "plagiarism policy" (in quotation marks), which allows you to download a word document several pages long.) Plagiarism will be penalized with an "F" for the course.

Student Conduct.

The Student Code of Conduct sets forth the rules, regulations and expected behavior of students enrolled at the University of West Florida. Violations of any rules, regulations, or behavioral expectations may result in a charge of violating the Student Code of Conduct. It is the student's responsibility to read the Student Code of Conduct and conduct themselves accordingly. You may access the current Student Code of Conduct at <http://www.uwf.edu/judicialaffairs>.

Disability Services.

From the UWF 2006-2007 catalog: "Students with special needs who require specific examination-related or other course-related accommodations should contact the Student Disability Resource Center (SDRC), sdrc@uwf.edu, 850.474.2387. SDRC will send an email to the instructor that specifies any recommended accommodations."

SCHEDULE OF ASSIGNMENTS

(The schedule is subject to revision at my discretion, due notice having been given.)

Monday, January 8th

Introduction to the course.

Wednesday, January 10th

Mearsheimer, "Preface" and Mandelbaum, "Introduction."

Friday, January 12th

Mark Helprin, "Our Blindness" and Joshua Muravchik, "The Democratic Ideal." Both items are available in the OTHER REQUIRED READING module on the course e-learning page.

Monday, January 15th

NO CLASS in honor of Martin Luther King Jr.

Wednesday, January 17th

Mearsheimer, Chapter One, "Introduction."

Friday, January 19th

Mearsheimer, Chapter Two, "Anarchy and the Struggle for Power."

Monday, January 22nd

Mearsheimer, Chapter Three, "Wealth and Power."

Wednesday, January 24th

Mearsheimer, Chapter Four, "The Primacy of Land Power," pp. 83-110.

Friday, January 26th

Mearsheimer, Chapter Four, "The Primacy of Land Power," p. 110-end of the chapter.

Monday, January 29th

Mearsheimer, Chapter Five, "Strategies for Survival."

Wednesday, January 31st

Mearsheimer, Chapter Six, "Great Powers in Action," pp. 168-202.

Friday, February 2nd

Mearsheimer, Chapter Six, "Great Powers in Action," p. 202-end of the chapter.

Monday, February 5th

Mearsheimer, Chapter Seven, “The Offshore Balancers.”

Wednesday, February 7th

Mearsheimer, Chapter Eight, “Balancing vs. Buck-Passing,” pp. 267-297.

Friday, February 9th

Mearsheimer, Chapter Eight, “Balancing vs. Buck-Passing,” p. 297-end of the chapter.

Monday, February 12th

Mearsheimer, Chapter Nine, “The Causes of Great Power War.”

Wednesday, February 14th

Mearsheimer, Chapter Ten, “Great Power Politics in the Twenty-First Century.”

Friday, February 16th

Richard Rosecrance, “War and Peace,” Parts I, II, and III. (This article is available in the OTHER REQUIRED READING module on the course e-learning page.)

Monday, February 19th

Rosecrance, “War and Peace,” Part IV to the end of the article.

Wednesday, February 21st

NO CLASS. Read the assigned reviews of Mearsheimer’s book. Prepare for exam. Also, if your last name starts with any letter between A and J (inclusive), you will work on Essay #1. The essay must meet the specified requirements. See instructions and outline. **Please note:** there will be questions in the exam taken from the reviews. So read them carefully even if it is not your turn to do a review essay this time.

Friday, February 23rd

NO CLASS. Read the assigned reviews of Mearsheimer’s book. Prepare for exam. Also, if your last name starts with any letter between A and J (inclusive), you will work on Essay #1. The essay must meet the specified requirements. See instructions and outline. **Please note:** there will be questions in the exam taken from the reviews. So read them carefully even if it is not your turn to do a review essay this time.

Monday, February 26th

NO CLASS. Read the assigned reviews of Mearsheimer’s book. Prepare for exam. Also, if your last name starts with any letter between A and J (inclusive), you will work on Essay #1. The essay must meet the specified requirements. See instructions and outline. Please note: there will be questions in the exam taken from the reviews. So read them carefully even if it is not your turn to do a review essay this time.

Wednesday, February 28th

NO CLASS. Essay #1 due in drop box no later than 11:45 p.m. The drop box will close at that time.

Friday, March 2nd

NO CLASS. EXAM I. This exam will be administered on-line during the class period, starting at 7:55 a.m. You will have 50 minutes to answer as many questions, all multiple choice or true or false. The exam will include questions from all the readings to date.

Monday, March 5th

Mandelbaum, Chapter 1, “Wilson Victorious.”

Wednesday, March 7th

Mandelbaum, Chapter 2, “The Cold War Reconsidered.”

Friday, March 9th

Mandelbaum, Chapter 3, “A World of Sovereign States.”

Monday, March 12th

Mandelbaum, Chapter 4, “The Cure for Cancer.”

Wednesday, March 14th

Mandelbaum, Chapter 5, “The Most Dangerous Place on the Planet.”

Friday, March 16th

NO CLASS.

Monday, March 19th – Friday, March 23rd

NO CLASS. Spring break.

Monday, March 26th

Mandelbaum, Chapter 6, “Post Cold War Disorders.”

Wednesday, March 28th

Mandelbaum, Chapter 7, “The Dragon’s Lair.”

Friday, March 30th

Chapter 8, “The Democratic Peace,” pp. 241-259.

Monday, April 2nd

Chapter 8, “The Democratic Peace,” p. 259-end of the chapter.

Wednesday, April 4th

Mandelbaum, Chapter 9, “The Triumph of the Market.”

Friday, April 6th

Mandelbaum, Conclusion and Epilogue to the Paperback Edition.

Monday, April 9th

NO CLASS. Read the assigned reviews of Mandelbaum’s book. Prepare for exam. Also, if your last name starts with any letter between K and Z (inclusive), you will work on Essay #2. The essay must meet the specified requirements. See instructions and outline. **Please note:** there will be questions in the exam taken from the reviews. So read them carefully even if it is not your turn to do a review essay this time.

Wednesday, April 11th

NO CLASS. Read the assigned reviews of Mandelbaum’s book. Prepare for exam. Also, if your last name starts with any letter between K and Z (inclusive), you will work on Essay #2. The essay must meet the specified requirements. See instructions and outline. **Please note:** there will be questions in the exam taken from the reviews. So read them carefully even if it is not your turn to do a review essay this time.

Friday, April 13th

NO CLASS. Read the assigned reviews of Mandelbaum’s book. Prepare for exam. Also, if your last name starts with any letter between K and Z (inclusive), you will work on Essay #2. The essay must meet the specified requirements. See instructions and outline. **Please note:** there will be questions in the exam taken from the reviews. So read them carefully even if it is not your turn to do a review essay this time.

Monday, April 16th

Essay #2 Due in drop box no later than 11:45 p.m. The drop box will close at that time.

Wednesday, April 18th

NO CLASS. On-line threaded discussion. Instructions will be posted on the e-learning page.

Friday, April 20th

NO CLASS. On-line threaded discussion. Instructions will be posted on the e-learning page.

Monday, April 23rd

NO CLASS. On-line threaded discussion. Instructions will be posted on the e-learning page.

Wednesday, April 25th

We will meet for the last time. Review and recapitulation. Also, I will offer hints for the final exam, solicit feedback on the course, and assign one more in-class P&C grade.

On-line threaded discussion ends at the end of the day.

Friday, April 27th

NO CLASS. Prepare for exam.

Monday, April 30th

NO CLASS. Exam II. Like the first exam, this one will be administered on-line during the class period, starting at 7:55 a.m. You will have 50 minutes to answer as many questions, all multiple choice or true or false.