

**INS 101 – GLOBAL PERSPECTIVES:
INTRODUCTION TO INTERNATIONAL STUDIES**

Sections C1, C2

Fall 2007

Professor: **Dr. M. Laura Gomez-Mera**
Office Hours: M, W, 11.15-12.15

Class: M, W, 10:10-11AM
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COURSE OBJECTIVES

This course introduces students to core concepts that are useful in understanding how the international system is structured and how it functions. The course has three interrelated objectives:

- (1) To introduce students to the main academic debates in the field of International Relations and the implications of different scholarly approaches for an understanding of international affairs. This is especially important as a foundation for upper-level coursework in international studies.
- (2) To introduce students to the most important issues confronting societies within the international arena at the outset of the 21st century , including the continuing threat of inter-state war (nuclear, chemical, biological and conventional); national, religious and ethnic conflict; terrorism; transnational organized crime; environmental and public health problems; the costs and consequences of accelerating globalization and economic interdependence; global poverty and inequality; and the protection of human rights.
- (3) To provide students with a general overview of the evolution of international affairs in the modern era, with major emphasis on the late 20th century and the outset of the 21st.

SEMESTER ASSIGNMENTS

A. Attendance, Class Participation and Reading Assignments:

It is *essential that students come to each class having read the assigned material*. Class sessions – both the lectures and the discussion groups – are intended to clarify and supplement the readings. They will not replicate the readings exactly or completely.

Regular class attendance and participation are required for three basic reasons. First, materials covered in lectures and discussion groups will be included in all tests and examinations. Second, classroom participation, especially in the Friday discussion sessions, will provide you the opportunity to raise any questions that you may have about both the readings and the lectures. Finally, your final grade will be based, in part, on an assessment of the effort that you have put into the course: attendance and

participation are visible indicators of such effort. Class attendance and participation will represent *ten percent* of the final grade for the course.

Required Texts:

Copies of the following books are available for purchase at the University of Miami Bookstore.

John Baylis and Steve Smith (eds.), *The Globalization of World Politics: An Introduction to International Relations*, 3rd Edition (Oxford – New York: Oxford University Press, 2004).

Chris Brown, *Understanding International Relations*, 3rd Third Edition (New York: Palgrave Macmillan, 2005).

Robert Jackson and Georg Sorensen, *Introduction to International Relations: Theories and Approaches*, Second Edition (Oxford: Oxford University Press, 2003).

Recommended:

Ngaire Woods (ed.), *Explaining International Relations Since 1945* (Oxford - New York: Oxford University Press, 1996).

W. Carlsnaes, and T. Risse and B. Simmons (eds.), *Handbook of International Relations* (London: Sage, 2006).

B. Written Projects [Note that students will receive writing credit for this course]:

1. **Journal of Issues in Global Politics:** Each student will be required to maintain a “journal” of major developments in current international affairs. To maintain this journal, every student must write two entries each week. Each entry should include a summary of a major article appearing in *The New York Times*. You may use the online version that can be found at:

The New York Times <http://www.nytimes.com/>

Each summary should be approximately one-half page in length, printed and double-spaced using 12-point typescript. It should also provide the student’s commentary on and analysis of the development described in the article and should relate the assumptions or the argument of the article to the general theoretical approaches to the study of international relations. Students should be sure to include full bibliographical information on each article: author, title, source, and date.

Journals will be submitted three times during the semester. The first submission, with ten entries, will be due at the beginning of class on **September 21**. The second submission, with a total of twelve entries, will be due at the beginning of class on **November 2**. The third and final submission, with a total of ten entries, will be due at the beginning of class on **November 30**. Each of the journal submissions will be worth *eight percent* of the course grade for a total of *twenty-four percent*.

Note: Journals not submitted at the beginning of class on the due date will be considered late. Late papers will be downgraded a full letter grade for each weekday that they are late.

2. **Position Paper:** Over the course of the semester each student will be asked to assume the role of an advisor to a president or prime minister of a country or to the leadership of an international organization or of a non-governmental organization. In that role, the student will prepare a position paper (6-8 pages) on a major issue of policy importance to a country, an international organization or

an NGO. The final paper will identify and analyze an **international** policy issue of importance for the country or organization involved [e.g., terrorist threats, a growing trade deficit, the threat of global warming, the prospect of ethnic conflict, nuclear proliferation, etc.].

The initial or introductory section of the paper should state clearly the nature and source of the problem, as well as the nature of the threat – both short- and long-term – that it poses for the country or organization being advised. In describing the problem area the student should support her/his discussion with concrete information, the sources of which should be clearly indicated.

The second portion of the paper should present at least three options or approaches that might be taken to deal with the problem described earlier. In discussing each of the potential solutions of the problem the student should assess in some detail both the pros and the cons of each approach under discussion, including financial and political benefits and costs. Special attention should be given to possible, longer-term, negative implications that pursuit of a particular approach might bring with it.

In the third and final section of the paper the student should make his/her recommendation about the best course of action to pursue. What policy should be carried out and why?

Students may well wish to select a topic on which to write their position paper early in the semester, so that they can focus on the issue as they prepare their weekly entries in their journal. [Obviously, not all topics will lend themselves to this approach.] By **September 14** all students must submit in writing a brief one paragraph description of the proposed topic of their position paper. The Instructors will advise them on the feasibility of the topic and provide suggestions about how they might proceed in developing their papers.

On **October 26** all students must submit a two-three page outline/précis of their paper. The outline/précis should present the basic outline of the argument that will be developed in the final paper. The final paper should be about six to eight pages [for honors credit, ten to twelve pages] in length, double-spaced. It will be due at the beginning of class on **November 21**. The position paper project will be worth *twenty-six percent (26%)* of the course grade, with the final version constituting three-quarters of the paper grade.

Note: Papers not submitted at the beginning of class on the due date will be considered late. Late papers will be downgraded a full letter grade for each weekday that they are late.

3. **Criteria for the evaluation of written materials.** Each returned written assignment will identify weaknesses in rhetoric and substance and suggest ways in which the paper might be improved. The papers will be evaluated in terms of the following criteria:
 - a. Mechanics of rhetoric – spelling (use spell check), grammar, syntax, punctuation.
 - b. Organization and clarity of presentation of the material.
 - c. Discrimination and depth of analysis in the options presented.
 - d. Persuasiveness and cogency of the argument.
 - e. The supporting evidence and documentation.
 - f. The depth of the research and the degree to which there is a clear relationship between cited material, the written presentation, and the tasks required in the assignment.
 - g. Proper form in citing quotes and evidence in the footnotes and bibliography.

4. Project for Students enrolled for Honors Credit. Students enrolled in the course for honors credit will write a more extensive position paper and will also prepare a critical review essay based on at least two books that treat a contemporary issue of importance in international relations. The topic and the books selected must be approved in advance, by **September 21**, by the course instructors. The topics can be

selected from a wide range of issues – IR theory, globalization, regional wars, Iraq, Middle East conflicts, Latin American drug traffic, international terrorism, NATO expansion, regional integration, international public health threats, and environmental degradation are illustrations of general topic areas that would be appropriate.

The paper should be about ten pages in length, double-spaced, and should both summarize the factual materials and, more importantly, provide an analytic comparison of the two books. To what extent do the assumptions, theoretical framework, and questions posed by the authors differ or coincide? Do the authors provide adequate evidence to support their respective arguments? To what extent do the arguments and the evidence coincide?

The final paper will be due by **November 30**. The “rules” concerning late papers apply to honors papers as well. The grade on the honors project will not be incorporated into the overall course grade. Note that honors credit will be granted only to those students who receive at least a B in both the regular course work and on the book review project.

C. Examinations

There will be one in-class mid-term examination, worth *twenty percent (20%)* of the course grade and an in-class final exam, worth *twenty percent* of the course grade (20%). The mid-term exam will be a regular forty-five minute exam on **October 17**. The final will be equivalent to the standard 2.5 hour final exam and it will be held during final exam week, on **December 5**. Both examinations will be based on assigned readings, class lectures and class discussions. The mid-term exam will cover the materials for the portion of the course corresponding to Topics 1 to 8. The final examination will cover the entire course, with emphasis on the final portion (Topics 9 to 16). The examinations will require essay answers. In their essays students will be asked to define key terms, to relate materials to one another, and to develop arguments based on the concepts and materials presented in the readings, lectures and class discussions.

E. Grading

Grades will be based on a combination of class attendance and participation, the written assignments and the examinations. The breakdown of grading for the course is summarized as follows, with a perfect score totaling 1,000 points; 980 = A+; 820 = B-; 750 = C, etc:

Class attendance and participation	ten (10) percent of grade	- total of 100 points
Written assignments		
Total of three journal submissions	twenty-four (24) percent of grade	- total of 240 points
Position paper	twenty-six (26) percent of grade	- total of 260 points
Examinations		
Mid-term exam	twenty (20) percent of grade	- total of 200 points
Final examination	twenty (20) percent of grade	- total of 200 points
		TOTAL 1,000 points

F. Course Rules and Honor Code:

1. Academic honesty: All work for this course must be the student’s own. Please refer to the Student Handbook for the University of Miami Undergraduate Honor Code. That Code binds all students. By enrolling in this course you pledge to abide by the ethical academic standards listed in the above document. Anyone guilty of academic dishonesty will fail the course. One of the most common

sources of problems arises in the failure to indicate sources used in completing requirements. Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging them. Students guilty of, or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be referred to the University Honor Code. In short, all ideas that are not your own or are not part of “common wisdom” should be footnoted. A general rule is that, if the information cannot be found in three or more commonly available sources, it should be referenced. All direct quotations must be placed in quotation marks. These guidelines will be enforced. If you are unsure whether or not to footnote, err on the side of caution and footnote. For additional information on this and related matters see the guidelines on writing that follow the syllabus timetable.

2. Arrive in class and be seated five minutes PRIOR to class beginning
3. In the classroom please turn off cell-phones and beepers and remove your hats AND headphones.
4. Do not sleep in class. It will seriously affect your class attendance and participation grade.
5. Do not chat/do e-mail in class. It will seriously affect your class attendance and participation grade.
6. Only in the most serious of circumstances [serious personal illness, family emergency, and travel for unavoidable university business] will the primary instructor grant permission – which must be obtained in advance – to delay the due date for an assignment.
7. Students may request the instructor to reassess exam questions that they believe have been inaccurately evaluated. Requests for re-evaluation must be submitted to the instructor in writing [including via e-mail], with a copy to the relevant teaching assistant, within a week after the examinations are returned to students. The written statement must suggest and defend the grade that the student believes he/she deserves. Note that the initial responsibility for grading lies with the instructor in your discussion session. Therefore, all questions about exams and other graded projects should be raised initially with the appropriate instructor.
8. The professor and the Instructors are interested in helping you master the course materials. Your questions are invited in class, especially in the discussion sessions. Also, you are encouraged to take advantage of office hours to raise questions about materials covered in the course or about other matters. Also, e-mail is a wonderful way to pose questions and share materials; please be sure that you provide your current e-mail address.

G. Course Schedule and Reading Assignments

PART I: INTRODUCTION

Aug. 22 Organization of the course and assignments.

TOPIC 1 INTRODUCTION TO INTERNATIONAL STUDIES

Aug. 27, 29 Introduction to International Studies and to International Relations (IR) as an academic subject. Main concepts and themes in IR.

Jackson & Sørensen, ch. 1, 2.
Brown, ch. 1.

Aug. 31 Discussion Sessions

Sept. 3 **HOLIDAY- LABOR DAY**

TOPIC 2

Sept. 5

HISTORICAL CONTEXT I: THE COLD WAR

The End of World War II. The construction of the post World War II order. The Cold War (Part I).

Baylis & Smith, ch. 2, 3, 4.

M. Kramer, "The Soviet Union and Eastern Europe: Spheres of Influence," in N. Woods (ed.), *Explaining International Relations Since 1945* (Oxford: OUP, 1996).

Sept. 7

Discussion Sessions

TOPIC 3

Sept. 10, 12

HISTORICAL CONTEXT II: THE POST-COLD WAR PERIOD

The Cold War (Part II). The end of the Cold War and the "New World Order."

Baylis & Smith, ch. 2, 3, 4.

Slaughter, A. M., "The Real New World Order," *Foreign Affairs*, 76 (1997).

F. Fukuyama, 'The End of History', *The National Interest*, Washington DC, 16, (Summer 1989)/ or F. Fukuyama, *The End of History and the Last Man*, Free Press, 1992.

Sept. 14

Discussion Sessions

Position paper description/outline due.

PART II: THEORY AND THE STUDY OF INTERNATIONAL RELATIONS**TOPIC 4**

Sept. 17, 19

THEORIES OF WORLD POLITICS

The role and uses of theory. Classical theories of IR: Realism, Liberalism and Marxism. Neorealism and neoliberal institutionalism.

Baylis & Smith, ch. 7 to 10.

Jackson & Sørensen, ch. 3, 4.

Brown, ch. 2, 3.

Sept. 21

Discussion Sessions

First journal submission is due.

Final date for submission of Honors book review project.

TOPIC 5

Sept. 24

THEORIES OF WORLD POLITICS AFTER THE COLD WAR

Social constructivism, Reflectivist and "Post-positivist" approaches.

Baylis & Smith ch. 11, 12.

Jackson & Sørensen, ch. 9.

A. Wendt, "Anarchy is what states make of it: the social construction of power politics," *International Organization*, vol. 46, no. 2, 1992.

TOPIC 6

Sept. 26

FOREIGN POLICY ANALYSIS

Levels of analysis. International, domestic and individual sources of foreign policy. The role of the state, interest groups, bureaucratic politics and presidential leadership.

Brown, ch. 4.

W. Carlsnaes, "Foreign Policy," in W. Carlsnaes, and T. Risse and B. Simmons (eds.), *Handbook of International Relations*, Sage, 2006.
G. Allison and M. Halperin, "Bureaucratic Politics: A Paradigm and Some Policy Implications," *World Politics*, vol. 24, 1972.

Sept. 28 Discussion Sessions

PART III: STRUCTURE AND PROCESSES IN INTERNATIONAL AFFAIRS

TOPIC 7 INTERNATIONAL SECURITY IN THE POST-COLD WAR ERA

Oct. 1, 3 The concept of security. The security dilemma. International and domestic causes of war. Terrorism.

Brown, ch. 5.

Baylis & Smith, ch. 13, 21.

J. Levy, "War and Peace," in W. Carlsnaes, and T. Risse and B. Simmons (eds.), *Handbook of International Relations*, Sage, 2006.

Fearon, James, 'Rationalist Explanations for War', *International Organization*, 49 (1995).

Oct. 5 Discussion Sessions

TOPIC 8 POWER AND SECURITY

Oct. 8, 10 The concept of power. The Realist road to security: balances of power, alliances and preemption. The changing nature of power.

Brown, ch. 5, 6.

D. Baldwin, "Power and International Relations," in W. Carlsnaes, and T. Risse and B. Simmons (eds.), *Handbook of International Relations* (London: Sage, 2006).

S. Walt, "Alliance Formation and the Balance of World Power," *International Security*, Vol. 9, no. 4 (Spring 1985).

Nye, J., *Power in the Global Information Age: From Realism to Globalization*, Taylor & Francis, 2004, ch. 1, 2.

Oct. 12 Discussion Sessions

Oct. 15 **REVIEW SESSION**

Oct. 17 **MID-TERM EXAM**

Oct. 19 **No Discussion Sessions – FALL RECESS**

TOPIC 9 NATIONALISM AND CULTURE AS SOURCES OF CONFLICT

Oct. 22, 24 The politics of Identity after the Cold War. Nationalism. National and ethnic conflict. The case of Rwanda.

Baylis & Smith, ch. 23.

Brown, pp. 185-96.
International Affairs (July 1996). Special Issue on "Ethnicity and International Relations."
S. Van Evera, "Hypotheses on Nationalism and War," *International Security*, 18 (1994/95).

Oct. 26 Discussion Sessions
Position paper outlines due

TOPIC 10 GLOBALIZATION & THE INTERNATIONAL POLITICAL ECONOMY
Oct. 29, 31 Introduction to IPE. The post-war global economy. Global governance in monetary and trade issues. Globalization and the state.

Baylis & Smith, ch. 14, 19, 27.
Brown, ch 8, 9.
Jackson & Sørensen, ch. 6, 7.
R. Keohane and J. Nye, "Globalization: What's New and What's Not (And So What?)," *Foreign Policy*, 118 (2000).

Nov. 2 Discussion Sessions
Journal submission #2 is due.

TOPIC 11 NEGOTIATIONS, DIPLOMACY & COOPERATION
Nov. 5, 7 Diplomacy and International Negotiations. The UN.

Baylis & Smith, ch. 16, 17, 18.
Brown, ch. 7.
C. Jonsson, "Diplomacy, Bargaining and Negotiation," in W. Carlsnaes, and T. Risse and B. Simmons (eds.), *Handbook of International Relations* (London: Sage, 2006).

Nov. 9 Discussion Sessions

PART IV: CONTEMPORARY INTERNATIONAL ISSUES

TOPIC 12 HUMAN RIGHTS AND HUMANITARIAN INTERVENTION
Nov. 12, 14 International human rights. The debate on humanitarian intervention. Post-cold war humanitarian interventions.

Baylis & Smith, ch. 25, 31.
Brown, ch. 11.
Jackson & Sørensen, ch. 5.
H. Schmitz and K. Sikkink, "International Human Rights," in W. Carlsnaes, and T. Risse and B. Simmons (eds.), *Handbook of International Relations* (London: Sage, 2006).

Nov. 16 Discussion Sessions

TOPIC 13 POVERTY, DEVELOPMENT AND INEQUALITY
Nov. 19 Competing definitions and approaches to development. Measurement strategies and indicators. Impact of globalization on global poverty and inequality.

Baylis & Smith, ch. 29, 30.
UNDP, Millennium Project Report, 2005.

TOPIC 14 GLOBALIZATION AND THE ENVIRONMENT

Nov. 21 Global threats to the environment. Issues and challenges in environmental politics.
International cooperation in environmental issues.

Baylis & Smith, ch. 20.
Jackson & Sørensen, ch. 10
The World Bank, “Protecting the Global Commons”, Chapter 4 in *World Development Report 1999/2000* (Oxford: OUP, 2000).
(<http://www.worldbank.org/wdr/2000/pdfs/chap4.pdf>)

Position paper due

Nov. 23 **No Discussion Sessions – Thanksgiving**

TOPIC 15 REGIONAL INTEGRATION

Nov. 26 The history and evolution of the European Union. Regionalism in the Americas, Africa and Asia. Regionalism and Multilateralism.

Baylis & Smith, ch. 26.
E. Mansfield and H. Milner, “The New Wave of Regionalism”, *International Organization*, 53: 3 (1999).

TOPIC 16 US HEGEMONY AND WORLD ORDER

Nov. 28 The role of the US in the post-911 world order. The Hegemony vs. Imperialism debate. The War on Terror.

Brown, ch. 12.
Ikenberry, G. John, ‘America’s Imperial Ambition,’ *Foreign Affairs*, 81:5, (2002)
Nye, J., ‘US Power and Strategy After Iraq,’ *Foreign Affairs* (Jul/Aug 2003)

Nov. 30 Discussion Sessions
Journal submission #3 is due.
Final Honors book review due.

Dec 5 **FINAL EXAM**