

# Introduction to International Relations

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## Course Description

Political Science 102 serves as an introduction to international relations. It provides theoretical tools and frameworks of analysis that permit us better to understand the international system in which the United States operates. Such an understanding serves two immediate functions. In the first place, it enables us to make more sense out of the *New York Times* every morning, to carry out our democratic obligations more wisely, and to deal more effectively with those aspects of our daily lives that are affected by world political, military, and economic events. In the second place, it acts as a foundation for upper-level courses in international relations. Thus, the twin aims of this class are to provide a structure for comprehending international events -- why states, nations, and leaders behave as they do, and whether their behavior is wise or just -- and to provide a background for more specialized courses in international relations theory, strategies of international relations, defense policy, the causes of war, foreign policy, and international political economy.

Although this course is introductory in the sense that it does not assume prior coursework, it is not easy. It sets high expectations. The reading is substantial and much of it is difficult. The lectures and discussion sections are based on the assigned reading and assume that everyone in the class has done this reading. Attendance at lectures and active participation in discussion sections are required. Exams test the material presented and ideas developed in the readings, lectures, and discussion sections. In addition to two midterms and a final, the course requires five quizzes and three short papers. Makeups will not be offered for the exams or quizzes. If you know that you will be unable to take an exam or quiz, see the professor in advance. If you miss class the day of an exam or quiz, it is your problem. Unless a dean's excuse is provided in a timely fashion, you will receive a failing grade for any missed exam or quiz. Late papers will be accepted only if permission is obtained from your section leader in advance. She or he is under no obligation to grant such permission.

As the above paragraphs suggest, we have several different goals in this course. (1) You should be able to understand and participate in the ongoing public debate about the major issues international politics. (2) You should acquire the knowledge and intellectual skills necessary for more specialized courses in international relations at the 300 and 400 level, as well as a sense of the variety of topics and approaches in such courses. (3) You should understand the distinctive social science approach to gaining knowledge.

To be more precise, by the end of the term you should be able to reasonably discuss all of the following questions:

a) What are states, and how were they created? Why did they become the major actors in international systems, and is this likely to continue? What is the relationship between nations and states? What do nationalism and self determination mean? What is the role of non-state actors in international systems historically, currently, and in the future?

b) What is the international system, and what concepts have been useful in understanding this environment within which all states function? How does the lack of central government (anarchy) create the problem of the security dilemma? How are international systems classified? What different types have existed throughout history? How is the current system similar to and different from earlier ones? How has the current international system evolved from the Treaty of Westphalia in 1648 through the 18th century balance of power, the French Revolution, the Napoleonic Wars, the Concert of Europe, the unification of

Germany and Italy, the new imperialism, World War I, the rise of Hitler, World War II, and the Cold War system?

c) What is power in international affairs, and why is it important? What is the national interest? What is the relationship between military and economic power? Is power increasingly defined in terms of economic rather than military means, and if so, why? What is economic competitiveness, and why is it important?

d) How does cooperation sometimes emerge from international anarchy and sometimes not? How do international law and international organizations function? How and under what circumstances are international regimes formed? What is interdependence, how has it changed over time, and what difference does it make? How is this likely to change in the future?

e) What are the different ideas of the role of ethics and morality in foreign policy? How should such decisions be made? How can we make arguments about values which will persuade others to adopt our position? Are the standards for such decisions changing over time? Is this a good thing? How can we tell?

f) What are the differences among the major alternative theoretical approaches to the study of international relations -- realism and its alternatives? Why have such different approaches developed? What are the strengths and weaknesses of theories at different levels of analysis such as the international system, the state, and the individual?

g) What are the causes of war? How useful is it as an instrument of policy? How has military technology, including nuclear weaponry, changed war's role in the international system? What is deterrence theory? Why did the United States and the Soviet Union not fight a thermonuclear war during the Cold War?

h) Why do states which have waged war among themselves establish peace? What is the relationship between arms control, disarmament, and peace? Are democratic states more peaceful than non-democratic states? What is collective security, and when is it more or less likely to work?

i) How do states make decisions about foreign policy issues when good people disagree? What is the role of organizations and institutions in such choices? Why are some decisions implemented differently than political leaders expected? Do democracies have different foreign policies than non democracies? What does it mean to say that a decision was made politically?

j) What is distinctive about the social science method of gaining knowledge and making it persuasive to others? What other methods of gaining knowledge are commonly used? What are the strengths and weaknesses of each?

What sorts of questions can each best answer? How do you decide which is more appropriate in a particular situation?

k) What global issues (problems on which reasonable people disagree, which influence the entire international system, and which cannot be resolved by individual states) are likely to be important in the next few decades? What should we do about some of these issues? What are we likely to do about them? Can the current state system respond to them appropriately? Will we be able to respond to them more appropriately than in the past?

We do not expect you to be able to answer any or all of these questions with great confidence after a single semester introductory course; indeed, the faculty members who teach international relations at Rutgers disagree among themselves about many of them. However, we do expect you to be able to understand some of the issues involved and to know how to get more information about particular questions and evaluate that information appropriately.

*Related Courses and Careers:*

If you wish to pursue these issues further, a number of advanced courses are routinely taught at Rutgers. Some -- such as 790:321 (Theories of World Politics), 790:322 (Strategies of International Relations), 790:324 (Causes of War), 790:327 (International Political Economy), 790:362 (International Law), and 790:363 (Conflict Resolution in World Politics) -- focus on the international system. Others are more concerned with the particular role of the United States in international affairs: 790:319 (Issues of American Foreign Policy), 790:323 (Defense Policy), and 790:366 (Formulation of American Foreign Policy). For more advanced students, the department also offers a few research seminars every year on varying topics.

Possible careers in international relations are, of course, as varied as the world itself. No single course of study or set of activities is necessarily "right" or "wrong" as a preparation for a career that will involve you in international affairs, foreign events, or world politics. Plainly, however, the development of key skills such as critical reading, expository writing, public speaking, analytical reasoning, and moral judgment is important. These skills can be developed only through repeated exercise, continued practice, and hard work: if you are serious about a career in international relations, you will need to seek out classes with substantial reading and writing assignments and which involve considerable in-class discussion or out-of-class group-work. Although small, intensive courses that provide an opportunity to hone critical skills can be difficult to find, they do exist and represent a critical part of an education at a major research university such as Rutgers. Obviously, too, development of skill in one or more foreign languages is also extremely valuable; languages such as Chinese and Japanese which are spoken in regions of the world in which American contact is now growing and which have been historically under-studied in the United States are likely to be particularly useful, but any foreign language may serve as a doorway through which you can pass to enter into the larger world beyond. Perhaps less obviously, mathematics is also a critical literacy for many or most careers in international relations: most professional schools and many jobs require at least some familiarity with calculus. Finally, most students find that a solid background in American and world history and a substantial exposure to economics (e.g., microeconomics and macroeconomics, and an additional, more advanced class) are critical.

A short pamphlet, entitled "Careers in International Affairs," is available in the Political Science Department's undergraduate office (Hickman Hall 509) for copying costs (\$0.50). This pamphlet, written by Professor Licklider, discusses some of the different types of careers and educational training available and is a useful place to begin your thinking.

#### 1. Lectures.

Lectures are based on assigned readings: you are expected to have done the assigned reading prior to class.

#### 2. Discussion Sections.

There are seven discussion sections scheduled during the course of this semester. Discussion sections meet in lieu of one of the regular lectures. It is your responsibility to remember when your section meets and to attend it~

The schedule for discussion sections is as follows:

*Section 102-01* will meet Wednesdays second period (9:50 to 11:10 a.m.) in Scott 206 on the following Wednesdays: January 28, February 11, February 25, March 4, March 25, April 8, and April 22.

*Section 102-02* will meet Wednesdays third period (11:30 a.m. to 12:50 p.m.) in Scott 206 on the following Wednesdays: January 28, February 11, February 25, March 4, March 25, April 8, and April 22.

*Section 102-03* will meet Fridays fourth period (1:10 to 2:30 p.m.) in Scott 206 on the following Fridays: January 30, February 13, February 27, March 6, March 27, April 10, and April 24.

*Section 102-04* will meet Wednesdays second period (9:50 to 11:10 a.m.) in Lucy Stone Hall B112 on the following Wednesdays: January 28, February 11, February 25, March 4, March 25, April 8, and April 22.

*Section 102-05* will meet Wednesdays third period (11:30 a.m. to 12:50 p.m.) in Lucy Stone Hall B112 on the following Wednesdays: January 28, February 11, February 25, March 4, March 25, April 8, and April 22.

*Section 102-06* will meet Fridays fourth period (1:10 to 2:30 p.m.) in Beck 003 on the following Fridays: January 30, February 13, February 27, March 6, March 27, April 10, and April 24.

Discussion sections will be used to discuss case materials. These case materials provide historic illustrations of some of the theoretical points raised in lecture, thereby offering a chance to explore how international politics actually works in the real world. *It is absolutely necessary that YOU read the case materials Prior to coming to our discussion section, so that you can participate fully in the discussion .* Discussion sections are a key part of the class.

### 3. Short Papers.

Two 3-page papers are required for this class. These papers will be due at the beginning of discussion sections. Section leaders are not obligated to accept late papers, nor to grant permission for late submission. These papers should be typed, double-spaced, with normal margins. They should not exceed the three-page limit; section leaders are not obligated to read more than the first three pages of any paper you submit. The papers are based on the case material assigned for discussion sections. While you should feel free to do any additional reading you want, you are not obligated to do extra reading. Be sure, in writing your papers, that you answer the question posed. Study the question -- and the case material -- carefully before you write your paper. The paper topics as well as some advice on writing short papers is included in the study guide; you may wish to review this advice before writing these papers.

Paper due dates are as follows:

First paper due at sections meeting on February 25 and February 27.

Second paper due at sections meeting on April 8 and April 10.

4. Quizzes. Five quizzes are required in this class. There are no make-up quizzes. If you will be unable to take the quiz and wish to avoid a zero, see the professor in advance.

These quizzes are on world geography. It is difficult, if not impossible, to understand international relations without a sense of where countries are and how they are related to each other. Consequently, you will be responsible for learning the location of the countries listed in the study guide in the course packet. You are responsible for learning this world geography on your own -- we will not teach it in class.

Each quiz will involve locating the countries listed in the study guide on a map. The quiz on Western Europe is on February 10; on Africa and the Middle East, on February 24; on Eastern Europe, on March 10; on the Americas, on March 31; and on Asia, on April 14.

### 5. Midterm and Final Exams.

The first midterm will be held in class on February 20; the second midterm will be held in class on April 3; the final will be on Tuesday, May 12 from 8 to 11 a.m. Each exam will cover all material -- from readings, lectures, discussion sections, and quizzes -- through that point in the course. *No makeup exams will be given .*

### 6. Readings.

As a matter of principle, I do not keep any money made on sales of my textbook to my students; any royalties I earn I donate to Rutgers University. Regrettably, the price of both textbooks and of the other readings is still extremely high. Given the high cost, you may want to share books with friends. This is fine. You will, however, each need to bring a copy of the relevant case study reading with you to discussion section meetings.

The following items are available for purchase at the Rutgers College bookstore, Ferren Mall:

1. Richard Mansbach, *The Global Puzzle, Second Edition*. (To encourage you to buy a new, rather than used, copy of this textbook, the publisher has agreed to include with all new copies a historical atlas at no cost. You may find this historical atlas helpful and interesting. It is not, however, required reading. If you prefer, go ahead and buy this text used. (Other bookstores around New Brunswick may also be stocking used copies of this textbook. Check to make sure, though, that it is the second edition.)

2. Edward Rhodes, *International Relations: Introductory Readings, REVISED EDITION* (green cover).

OR

a used copy of Edward Rhodes, *International Relations: Introductory Readings* (original edition -- red cover). Note: the old, "red" edition lacks eight chapters that are in the revised, "green" edition of this textbook and that are required reading for this course. If you buy a used, "red" copy, you will have to go to the Alexander Library reserve room to read (or copy) these eight chapters. Thus while used copies of the "red" edition are cheaper than new copies of the "green" edition, the "green" edition is more convenient and saves you trips to Alexander Library. The choice is entirely yours.

3. Case Studies:

-- Kennedy School Case #661: "Falklands/Malvinas (A): Breakdown of Negotiations."

-- Kennedy School Case #144: "The Coming of the Cold War."

-- Kennedy School Case #279: "Kennedy and the Bay of Pigs."

-- Freedman and Karsh: "How Kuwait Was Won: Strategy in the Gulf War."

-- Political Science 102 Cases Part II (packet of cases prepared by ISD, containing the following cases:

\* Pew Case Study #374: "Watershed in Rwanda: The Evolution of President Clinton's Humanitarian Intervention Policy."

\* Pew Case Study #168: "Human Rights and Trade: The Clinton Administration and China."

\* Pew Case Study #454: "Debt-For-Nature Swaps: Win-Win Solution or Environmental Imperialism?")

In addition, I have asked the bookstore to stock an inexpensive atlas for those of you who want to study your world geography after library closing time.

Though it is not a requirement for the course, I strongly encourage you to read a major daily newspaper -- the *New York Times*, *Washington Post*, or *Wall Street Journal*. The foreign correspondents for these papers provide coverage that offers a wealth of insights into the issues we will be discussing in class, as well as illustrations of the concepts we are developing and new questions to be answered and mysteries to be resolved. The *New York Times* usually offers a cut-rate subscription to students. Though it is very expensive, the *Economist*, a weekly news magazine published in Britain, provides extraordinarily well-written and well-researched accounts of international affairs.

7. Web Site.

Optional supplemental reading and information, including material relevant to cases we will be discussing, will be posted at:

<http://www.eden.rutgers.edu/~jdicicco/jonspage.html>

8. Study Groups.

Although we do not require or formally organize them, we strongly encourage students to form their own regular study groups. It has been our experience that study groups are enormously helpful in identifying key questions for review or greater study, in clarifying concepts and ideas, and in honing arguments. It has also been our experience that participants in serious study groups get more out of the course and find exams easier. We encourage you to meet regularly with friends or with others from your discussion sections.

## 9. Cheating and Plagiarism.

Neither will be tolerated. Suspected instances will be handed over to college deans for disciplinary action. All quizzes, exams, and papers for this class are individual work. No notes of any sort may be used on quizzes and exams and no help is to be given or received while they are in progress. By handing in a paper, each student is affirming that this paper is her or his own personal work and that it was written by him or her. On papers, whenever another author's *words* are used, this is to be indicated by enclosing these words in quotation marks and indicating the name of the author and the source for the quotation. On papers, whenever another individual's *ideas* are used, this must be acknowledged and indicated by citing the individual and source. If you are unclear about what constitutes plagiarism, it is your responsibility to see one of the instructors before handing your work in.

## 10. Grading.

Grading will be as follows:

2 papers, each 10% = 20%

5 quizzes, each 2% = 10%

2 midterm exams, each 15% = 30%

section participation = 10%

1 final exam = 30%

## Course Schedule

January 20: Introduction.

### PART I. A WORLD OF NATION-STATES: BASIC CONCEPTS

January 23: The State.

*Mansbach, Chapters 1 and 2.*

*Mansbach et al. , "The Rise of the State," in Rhodes ("green" edition only).*

January 27: Nationalism and the State.

*Tilly, "The State," in Rhodes.*

*Krasner, "Strong and Weak States," in Rhodes.*

*Connor, "The Nation," in Rhodes ("green" edition only).*

*Connor, "The Development of Nations," in Rhodes ("green" edition only).*

January 28 or 30:

Section -- Sovereignty, Territory, and Public Opinion.

*Kennedy School Case #661: "Falklands/Malvinas (A): Breakdown of Negotiations.II*

February 3: Anarchy, Power, and Coercion.

*Mansbach, Chapter 5.*

*Waltz, "Anarchy," in Rhodes.*

*Knorr, "Power," in Rhodes.*

*Schelling, "Coercion," in Rhodes.*

February 6: International Society, Government, and Law.

*Mansbach, Chapter 9.*

*Bull, "International Systems and Societies," in Rhodes.*

*Bull, "Anarchical Society," in Rhodes.*  
*Keohane, "International Regimes," in Rhodes.*  
*Bull, "International Law," in Rhodes.*

February 10: The Role of Non-State Actors and the Emergence of Complex Interdependence.  
\*\* QUIZ: Western Europe.

*Mansbach, Chapters 3 and 7.*  
*Keohane and Nye, "Complex Interdependence," in Rhodes ("green" edition only).*

February 11 or 13:  
Section -- Power, Coercion, and Cooperation: the Desert Storm Experience.

*Freedman and Karsh, "How Kuwait Was Won: Strategy in the Gulf War."*

February 17: National Interest, Morality, and War.

*Wolfers, "International Morality," in Rhodes.*  
*Thucydides, "Realism," in Rhodes.*  
*Johnson, "Just War Theory," in Rhodes.*

February 20: \*\* FIRST MIDTERM

## PART II. EXPLAINING CONFLICT AND COOPERATION: LEVELS OF ANALYSIS

February 24: The Security Dilemma.  
\*\* QUIZ: Africa and the Middle East.

*Mansbach, Chapter 10.*  
*Woods, "Alternative Theoretical Perspectives," in Rhodes ("green" edition only).*  
*Jervis, "The Security Dilemma," in Rhodes.*  
*Gulick, "The Balance of Power," in Rhodes.*

February 25 or 27:  
Section -- Anarchy, Cooperation, Interest, and Moral Duty: Coping with Genocide in Rwanda.  
\*\* FIRST PAPER DUE.

*Pew Case Study #37g: "Watershed in Rwanda: The Evolution of President Clinton's Humanitarian Intervention Policy."*

March 3: Hegemony, Hegemonic War, and Hegemonic Stability.

*Gilpin, "Hegemonic Conflict and Cooperation," in Rhodes.*  
*Keohane, "Conflict and Cooperation in the Absence of Hegemony," in Rhodes.*

March 4 or 6:  
Section -- Great Power Rivalry: the United States and Soviet Union.

*Kennedy School Case Study #14g: "The Coming of the Cold War."*

March 10: "National Interest" Problematic: Domestic Politics and Foreign Policy.  
\*\* QUIZ: Eastern Europe.

*Mansbach, Chapter 6.*  
*Krasner, "Marxist and Liberal Explanations," in Rhodes.*

Levy, "Domestic Factors," in Rhodes.

March 13: Bureaucratic Politics and Standard Operating Procedures.

Allison, "Organizational Behavior," in Rhodes.

Allison, "Governmental Politics," in Rhodes.

March 24: Mean and Stupid: The Human Dimension of International Violence.

Stevens, "Human Biology," in Rhodes.

Lebow, "Cognition and Stress," in Rhodes.

March 25 or 27:

Section -- Stumbling into Disaster: American Foreign Policy Making and the Bay of Pigs Fiasco.

*Kennedy School Case #279: "Kennedy and the Bay of Pigs."*

March 31: The Problem of Explanation: Epistemology, or How Do We Know What (We Think) We Know?

\*\* QUIZ: The Americas.

Rosenau and Durfee, "Thinking Theoretically," in Rhodes ("green" edition only).

Carr, "Interpreting History," in Rhodes ("green" edition only).

Licklider, "How Do We Know What We Know?" in Rhodes ("green" edition only).

April 3: \*\* SECOND MIDTERM

PART III. GLOBAL POLITICS AND THE FUTURE

April 7: The Impact of Economic Interdependence.

*Mansbach, Chapters 12 and 13.*

April 8 or 10:

Section -- Balancing Domestic Prosperity and Foreign Democracy: the United States and China.

\*\* SECOND PAPER DUE.

*Pew Case Study #168: "Human Rights and Trade: The Clinton Administration and China."*

April 14: The Politics of Environmental Catastrophe.

\*\* QUIZ: Asia.

*Mansbach, Chapter 14.*

April 17: "Security" in the Shadow of the Mushroom Cloud.

*Mansbach, Chapter 11.*

April 21: The State and Citizen: Human Rights as a Global Issue?

*Mansbach, Chapter 15.*

April 22 or 24:

Section -- Complex Interdependence and Global Challenges: Development and the Environment.

*Pew Case Study #454. "Debt-For-Nature Swaps: Win-Win Solution or Environmental Imperialism?"*

April 28: Alternative Futures.

*Mansbach, Chapter 16.*  
*Bull, "Alternative Futures," in Rhodes.*

May 1: Conclusion.

Tuesday, May 12, 8 to 11 a.m.: \*\* FINAL EXAM