

Topics in World Politics (aka International Relations)

July 16 – August 11, 2012

EPGY Summer Institutes, Stanford

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How should we understand world politics? What fundamental characteristics of the global system might shed light on the occurrence of war or the chances of peace and on the causes and effects of economic crises? What shapes the changes of the global political system and where is it going? This course will provide an overview of some of the main scholarly approaches to understanding global politics in terms of the international system of states, as well as some novel work that extend beyond these theories. The course will take a social science approach to these issues and try to see what can be generalized from history and from current events for a better theoretical understanding of global politics. We will present and discuss different theoretical framework as well as look at specific problems such as the occurrences of war, trade and financial relations, the efficacy of, the causes of poverty, the power of international organizations and the role of transnational advocacy networks. Throughout the course we will encounter and then engage with a series of moral questions that come up when discussing global politics. What should we do about global poverty? Under what circumstances are we justified in going to war? The course is similar to a college-level introduction to international relations in its content, its work-load and in the skill-sets it aims to develop.

The course has three main goals:

- 1) To familiarize students with the main questions facing the study of world politics and with the main scholarly approaches to answering these questions.
- 2) To develop the ability to think like social scientists: to formulate theoretical arguments in a clear and concise manner, and to think how theoretical arguments about world politics might be empirically tested.
- 3) To equip students with a set of academic skills: reading, evaluating and summarizing academic literature; forming, justifying and presenting a coherent

thesis; collaborating on a research project; presenting the results of the project in class.

Format

The course will consist of morning and afternoon sessions. The morning sessions, starting promptly at 9:00am, will have lectures, seminar-style discussions, guest lecturer, movies and some trips (like a trip to San Francisco or a tour of the Hoover library). Every day we will discuss together the topics and reading for that day and it is therefore essential that every student come prepared to class, having read all the assigned material and ready to discuss it in class. To be clear, material assigned to a specific day, is to be read *before* that day's class. In the afternoon, the TAs will guide students in further study, in preparation for the next day, and in work on the assignments for the class.

Requirements

1. Reading and participation

As noted, the course will include a substantial amount of structured debate and seminar-style discussion. Students are expected to come prepared to class, having read the material assigned in the syllabus for each day, having formulated an opinion on each of the readings, and being prepared to discuss the readings with the class.

The assigned articles and chapters are of varied difficulty. Do not be discouraged if some of it is opaque; try to pinpoint the difficulties or questions that remain unanswered, in your view, for discussion in class. The TAs would assist students with readings – providing tips to approaching academic materials as well as help with particular essays. The goal of preparation is not demonstrate mastery of the material, but rather to enable a fruitful exploration of the questions at hand.

Supplementary reading will also be provided below; while it is *not* required, it will allow students to expand upon topic they find most interesting and to prepare for the more in-depth assignments.

Material for each class is to be read *ahead* of class; supplementary reading is not required, but can provide a good starting point to explore a topic further.

2. Four short response papers

Each week, students will hand in a short response paper of no more than two pages. The papers should briefly discuss one or more of the topics from the week. The papers can synthesize or contrast the readings, or they can apply the concepts we cover to an issue from history or current events.

You are free to write about the readings for any of the days of a given week, and I strongly encourage you to draft the response papers on the day we discuss the topics in class. All papers are due, however, by Thursday evening.

Response papers for each week (no more than two pages in length) are due during the week, but no later than Thursday evening, and should be sent by email to the TAs.

3. **A paper rewrite**

Dealing with, responding to and improving according to comments by rewriting your paper is an important academic skill. Indeed, it is at the heart of the academic profession – every journal article that you will read has been reviewed by journal referees and revised in light of their comments; every PhD dissertation is the product of such dialogue between students and their advisors. In this class we will do the rewrite with the final paper (details about it below). Students will submit a draft of the paper by the end of the second week, receive comments during that week and will rewrite the paper for the end of the course. The purpose of the assignment is to learn how to respond to constructive criticism and improve writing skills by revisiting one's own written work.

The First version of the final paper (5-10 pages) is due by Saturday night of the second week.

4. **Policy brief group presentations**

Students will work in small groups to formulate policy briefs addressed to a head of state. The briefs should tackle a major policy issue facing the policy-maker you are addressing, it should analyze the question from a social science perspective and it should draw meaningful policy options from this analysis. We will assign different groups for each policy brief and discuss the choice of topics in more detail in class. At the end of the third week of the course, groups will present their policy briefs to the class. The presentations should tie the policy issue to the themes studied in the course and explain how analysis and scholarship inform the policy recommendations. All members of the group should actively participate in the presentation.

Policy briefs should be no longer than five pages. The policy brief is due by Friday evening of the third week of class.

5. **Final paper**

During the course, each student will work on his or her own paper, exploring one topic of their choice in more detail. The topic can be a major world event explored it from different theoretical perspectives, a critical review of the literature on a particular phenomenon or a theoretical contribution. Students can also choose one major theme or theoretical approach and examine it in light of several world events.

The purpose for this paper is to think like a social scientist. Unlike the policy briefs, the product should be either an analytical investigation of a central theme, or a research design that explores how we *could* investigate a question *empirically* (if we had significant resources at our disposal). We will discuss these papers in more depth in

class.

At the beginning of the second week of class, and after browsing the syllabus, each student should discuss potential topics with the TAs or with me. I will be meeting students individually on Monday of the second week to discuss your first response paper (which I will read), which means you'll have a fabulous opportunity to run your ideas by me. By the end of the week you need to write a paragraph or two (not more than half a page) about your topic and submit it to the TAs for approval.

Final papers (no more than ten pages) are due on Thursday evening on the last week of class. All topics must be approved by the end of the second week.

Books

Jeffrey A. Frieden, David A. Lake, and Kenneth A. Schultz, eds., *World Politics: Interests, Interactions, Institutions* (New York: W. W. Norton & Co., 2009).

Online site: <http://www.wwnorton.com/college/polisci/world-politics/>.

Scott D. Sagan and Kenneth Waltz, *The Spread of Nuclear Weapons: A Debate Renewed*, 2nd edition (New York: W.W. Norton & Co., 2002).

Schedule

Week 1 – Introduction to global politics

Tuesday, July 17 – Welcome and overview

- Introduction
- Overview of the course – assignments and syllabus
- What is world politics? What kinds of questions do we ask?
- The paradigms and what to expect from this week
- Introduction to the board game *Diplomacy*

Readings

Thucydides, The Melian Dialogue – will be read in class

Supplementary

FLS, ch. 1

Michael W. Doyle, "Thucydidean Realism," *Review of International Studies* 16, no. 3 (1990): 224

Bagby, "The Use and Abuse of Thucydides in International Relations,"

David A. Welch, "Why International Relations Theorists Should Stop Reading Thucydides," *Review of International Studies* 29, no. 3 (2003)

Wednesday, July 18 – Realism and neorealism

- Hans Morgenthau, *Politics among Nations, Chapter 1*
- John J. Mearsheimer, *The Tragedy of Great Power Politics, Chapters 1-2*

Supplementary

- Kenneth N. Waltz. *Theory of International Politics* (Reading Mass.: Addison Wesley, 1979), introduction
- (Reader) Allison, Graham T. 1969. "Conceptual Models and the Cuban Missile Crisis." *The American Political Science Review* 63(3):689-718

Thursday, July 19– Liberalism

- Robert O. Keohane. *After Hegemony, Chapters 1, 4-6*

Supplementary

- Jeffrey Frieden and Lisa Martin. 2002. "International Political Economy: Global and Domestic Interactions" In *Political Science: The State of the Discipline*, eds. Ira Katznelson and Helen Milner. 118–46. New York: W.W. Norton
- Kenneth Schultz, "Domestic Politics and International Relations," in *Handbook of International Relations*, edited by Walter Carlsnaes, Thomas Risse, and Beth Simmons, 2nd edition.

Friday, July 20 – constructivism

- One of the following:
 - (Reader) Finnemore, Martha, and Kathryn Sikkink. 1998. "International Norm Dynamics and Political Change." *International Organization* 52(04):887-917

- Finnemore, Martha. "Norms, Culture, and World Politics: Insights from Sociology's Institutionalism." *International Organization*, Vol. 50, No. 2 (Spring, 1996), pp. 325-347
- Alexander Wendt, "Anarchy is What States Make of It," *International Organization* 46 (Spring 1992), pp. 391-425

Week 2 – Security, power and violent struggles

Monday, July 23 – game theory and the post-paradigmatic era

Hobbes, *Leviathan*, Chs. 13, 14, 15, 17, 18

Excerpts about game theory (will be provided)

FLS, chapter 2

Tuesday, July 24 - why war?

- GUEST LECTURE: Prof. Jim Fearon

Readings

- FLS, chapter 3
- (reader) James Fearon. 1995. "Rationalist Explanations for War." *International Organization* 49 (Summer 1995): 379-414 (don't worry about the technical notations, skim through those parts).

Supplementary

- Joseph Nye, Jr. 2005. *Understanding International Conflicts*, 6th ed. (New York: Longman, Addison-Wesley), Chs. 1-2.
- Van Evera, Stephen. 1998. "Offense, Defense, and the Causes of War." *International Security* 22(4):5-43.

Wednesday, July 25– war and domestic politics

- The "Democratic peace"
- The domestic constraints on and incentives for war
- We will watch the film *Dr. Strangelove*

Readings

- FLS, chapter 4
- (reader) Michael Doyle, "Liberalism and World Politics," *American Political Science Review* 80 (December 1986), pp. 1151-1169

Supplementary

- Clausewitz, "War as an Instrument of Policy" (<http://www.clausewitz.com/readings/OnWar1873/Bk8ch06.html>)
- Kant, "Perpetual Peace"
- Bruce Russett, *Grasping the Democratic Peace* (Princeton, NJ: Princeton University Press, 1993), pp. 3-42.
- Henry S. Farber and Joanne Gowa, "Politics and Peace," *International Security* 20:2 (Fall 1995), pp. 123-146.

Thursday, July 26 – The spread of Nuclear Weapons

- GUEST LECTURE: Prof. David Holloway

Readings

- Sagan and Waltz (2002): Chs. 1-2,.

Supplementary

- Scott D. Sagan, "Why Do States Build Nuclear Weapons?: Three Models in Search of a Bomb," *International Security* 21:3 (Winter 1996/1997): 54-86.
- Robert Jervis, "The Political Effects of Nuclear Weapons," *International Security* 13, no. 2 (Autumn 1988): 80-90.
- Marc Trachtenberg, "The Influence of Nuclear Weapons in the Cuban Missile Crisis," *International Security* 10 (Summer 1985), pp. 137-63.

Friday, July 27 –A normative interlude – Just war theory

- When is justified to go to war?
- Under what conditions can we justify humanitarian intervention?

Readings

- Michael Walzer, *Just and Unjust Wars*, pp. 51-55, 58-63, 86-95, 101-108.

- David Luban, "Just War and Human Rights", *Philosophy and Public Affairs*, 9, 2, (1980).
- Michael Walzer, "The Moral Standing of States: A response to Four Critics", *Philosophy and Public Affairs*, 9, 3, (1980).
- David Luban, "The Romance of the Nation State", *Philosophy and Public Affairs*, 9, 4, (1980), pp. 209-229.

Week 3 – International political economy (IPE)

Monday, July 30 – International trade and globalization

- What is "Globalization"?
- Trade and its international institutions

Readings

- FLS, ch. 6
- One of the following:
 - (reader) Ross, Robert J.S., and Anita Chan. 2002. "From North-South to South-South." *Foreign Affairs*.
 - (reader) Rodrik, Dani. 2001. "Trading in Illusions." *Foreign Policy* (123):55-62.

Supplementary

- (reader) Milner, Helen. 1988. "Trading Places: Industries for Free Trade." *World Politics* 40(3):350-376.
- Paul Krugman, "In Praise of Cheap Labor: Bad Jobs at Bad Wages are Better than No Jobs at All," *Slate Magazine*, 20 March 1997.
- (reader) Wade, Robert. 2004. "Globalization and Its Limits: Reports of the Death of the National Economy are Greatly Exaggerated." in Berger and Dore, eds., *National Diversity and Global Capitalism*. Ithaca, NY: Cornell University Press.

Tuesday, July 31 – Financial relations

- FLS, ch. 7
- Dani Rodrik, "How Far Will Economic Integration Go?", *Journal of Economic Perspectives* 14, 1 (Winter 2000), 177-186.

Supplementary

- Michael Tomz. *Reputation and International Cooperation: Sovereign Debt across Three Centuries*. Princeton University Press, 2007. Chapter 2.
- James Vreeland. *The International Monetary Fund: Politics of Conditional Lending*. New York: Routledge, 2007.
- Strom Thacker, "The High Politics of IMF Lending," *World Politics* 52, no 1 (October 1999): 38-75.

Wednesday, August 1– Aid and poverty

- Does aid work? What are the implications of aid?
- How can we reduce poverty reduction
- GUEST LECTURE: Kennedy O. Opalo

Readings

- FLS, ch. 9
- Robert H. Wade. "Is Globalization Reducing Poverty and Inequality?" *World Development* 32, 4 (2004): 567-89.

Supplementary

- Easterly, William. *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics*. The MIT Press
- Joseph Stiglitz. *Making Globalization Work*. New York: Norton, 2006. (see for example pp. 61-93)
- Jeffrey Sachs. *The End of Poverty. Economic Possibilities of Our Time*. (Penguin 2006).
- Jagdish Bhagwati, *In Defense of Globalization* (2004) pp. 51-67

Thursday, August 2 – Normative interlude: global distributive justice

- What do we owe to the world's poor?
- What is the basis for such a commitment?

Readings

- Peter Singer, *The Life You Can Save*, pp. 3-19.
- One of the following:
 - Thomas Pogge, *World Poverty and Human Rights*, Introduction, pp. 1-26.
 - Beitz, Charles (1999). "International Liberalism and Distributive Justice, A Survey of Recent Thought" † *World Politics* 51:(2) pp. 269-296.

Supplementary

- Rawls, John (1999a). *The Law of Peoples*. Cambridge, Massachusetts: Harvard University Press. Ch. 1-2
- Pogge, Thomas (1994). "An Egalitarian Law of Peoples" *Philosophy and Public Affairs* 23:(3) pp. 195-224.
- Beitz, Charles (1979). *Political Theory and International Relations*. Princeton: Princeton University Press.
- Pogge, Thomas (1992). "Cosmopolitanism and Sovereignty" *Ethics* 103:(1) pp. 48-75.
- Buchanan, Allen (2000). "Rawls's Law of Peoples: Rules for a Vanished Westphalian World" *Ethics* 110:(4) pp. 697-721.
- Debra Satz, "World Poverty and Human Wrongs", *Ethics and International Affairs* 19, 1 (2005), pp. 47-54.

Friday, August 3 – Group policy papers

- We will watch the movie 'please vote for me'.
- Group presentations

Week 4 – Additional issues

Monday, August 6 – Human rights and international treaties

- What role do considerations of human rights play in foreign policy?
- What is the place of such considerations, from a normative perspective?

Reading

- FLS, Ch. 11.
- (reader) Eric Neumayer. "Do International Human Rights Treaties Improve Respect for Human Rights?" *Journal of Conflict Resolution* 49, no. 6 (2005): 925-53.
- Universal Declaration of Human Rights

Supplementary

- Beth Simmons, *Mobilizing for Human Rights: International Law in Domestic Politics* (2009).
- James Vreeland. "Political Institutions and Human Rights: Why Dictatorships Enter into the United Nations Convention Against Torture." *International Organization* 62, no. 1 (2008): 65-101.

- Jana von Stein. "Do Treaties Constrain or Screen? Selection Bias and Treaty Compliance." *American Political Science Review* 99, no. 4 (November 2005): 611-22.

Tuesday, August 7 – Transnational politics and activists

- Global civil society and activism – their role in world politics
- How do actors of global civil society affect world politics?
- Possible: Trip to SF to meet with Amnesty INTL and a visit to the UN Plaza

Readings

- Kathryn Sikkink, Margaret E. Keck, *Activists Without Borders*, chapters 1 and 6
- FLS, ch. 10, pp. 370-381 and 402-407

Supplementary

- Mary Kaldor - *Global civil society*, chapter 4-5

Wednesday, August 8 - global governance and international organizations

- What are international organizations? How were they formed?
- Are international organizations consequential to world politics?
- GUEST LECTURE: Robert Gulotty

Readings

- Ian Hurd, *International Organizations: Politics, Law, Practice*, chapter 1-2
- One of the following:
 - Deborah D. Avant, Martha Finnemore, Susan K. Sell, *Who Governs the Globe?*, chapter 1
 - James Rosenau, "Toward an Ontology for Global Governance," in Martin Hewson and Timothy J. Sinclair (eds.), *Approaches to Global Governance Theory* (Albany, NY: State University of New York, 1999).

Supplementary

- Anne-Marie Slaughter, *A New World Order*, introduction
- Michael N. Barnett, Martha Finnemore *Rules For The World: International Organizations In Global Politics*, chapter 1,5

- Klaus Dingwerth and Philipp Pattberg (2006), "Global Governance as a Perspective on World Politics", *Global Governance*

Thursday, August 9 - Global environmental policy

- Global environmental treaties
- Cap and trade, carbon taxes

Reading

- FLS Ch. 12.
- (reader) Garrett Hardin, "The Tragedy of the Commons," *Science* 162 (Dec. 1968), pp. 1243-1248.
- Thomas C. Schelling, "What Makes Greenhouse Sense?" *Foreign Affairs* 81:3, (May/June 2002).

Supplementary

- M. J. Peterson. "Whalers, Cetologists, Environmentalists, and the International Management of Whaling." *International Organization* 46, no. 1 (Winter 1992): 147-86.
- Elinor Ostrom. *Governing the Commons: The Evolution of Institutions for Collective Action*. New York: Cambridge University Press, 1990.
- Dale Jamieson, "Adaptation, Mitigation, and Justice," in *Climate Ethics: Essential Readings*, pp. 263-284.
- Stephen Gardiner, "Ethics and Global Climate Change," *Ethics* 114 (April 2004), 555-600. (Read 557-569 for useful primer on the science of climate change.)

Friday, August 10 - Conclusion

- What have we learned?
- What lies in the future for world politics?

Readings

- FLS, ch. 13