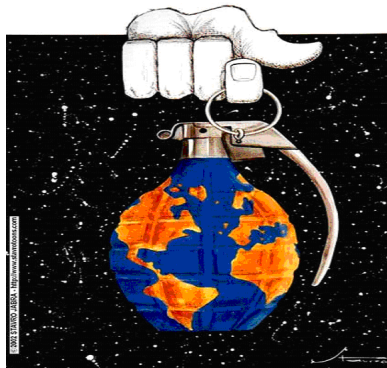


Political Science 333-ZA: World Politics

Fall 2009

DCE Class

online - <http://public.online.ksu.edu/>



Dr. Amanda Murdie

Office: 228B Waters Hall

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Office Hours: Tuesday, Thursday 2:00 - 4:00 and other times by appointment

Letter from Instructor

Dear Students,

I'm excited to share my passion for international relations with you this semester! I want this online course to be as good as *or better than* taking the class on campus. Please feel free to email me at any time with questions or concerns. Also, feel free to comment on the class message boards. I will respond to all emails within 24 hours and we can arrange a time to chat by phone or chat online at your convenience as well.

Amanda

Course Description and Objectives

When are countries likely to go to war? Why does the Chinese economy impact American politics? Could environmental treaties help stop pollution? These questions, and many like them, are becoming impossible to ignore in an increasingly globalized world. This class serves as a first step in understanding the scientific study of international politics. We will focus on scientific explanations of war, political economy, terrorism, civil society, human rights, and environmental protection in order to gain better theoretical insights into

the current world political environment. After this class, you will have not only an understanding of the major players in world politics, but a base understanding of the social scientific processes which govern the international political system. As such, this class is **not** a history class or a class on current events. Though current and historical events will be discussed, your grade will not depend on your rote memorization of these events. Instead, the focus will be on understanding the underlying interests of the actors in the international system, the arenas in which they interact, and the rules which govern their interactions. This focus on basic principles will provide you with a rich practical knowledge of international politics.

We will begin the semester by focusing briefly on the social scientific method and the major actors in world politics. After this introduction, the class will be divided into three major sections: (1) War and Peace, (2) International Political Economy, (3) Emerging Areas in World Politics. The first section will focus on scientific explanations for the occurrence of international and civil war and the various instruments that can be used to stop war. The second section will focus on the study of globalization, international trade, investment, and monetary relations. The final section will include discussions on the growing number of scientific studies concerning terrorism, international advocacy and non-governmental actors, human rights, and the environment. After this class, you will be prepared for upper level courses on each of these major topics or you could use your knowledge to gain entry-level positions with various government and international organizations.

Online Delivery

This syllabus is for the Division of Continuing Education version of POLC 333. The course will be conducted completely via K-State Online. The course consists of 29 lectures and 3 tests. Lectures will be augmented from the ongoing on-campus version of this course. As such, I will upload a new lecture each Wednesday and Friday morning. Each lecture will be roughly 90 minutes in length. I realize it is difficult to just listen to an online lecture for that long. As an alternative, I will also provide a lecture outline and summary for DCE students only. Though it would be ideal to listen to each lecture for its entirety, reading the lecture slides and online summary should provide you with the necessary information for the tests and assignments. A review sheet will be provided for each test. On this review sheet, I will mark whether the term comes mainly from the book or lecture. If you are unsure of any of the lecture-based terms on this review sheet, I'd recommend first listening to the audio lectures. If there are still questions, please email me at any time. All tests and assignments will be taken via K-State online. Below, I will outline the particulars concerning the assignments and their due dates.

Grading

Your course grade is calculated from the following components:

- 28.3% - Test 1 - **October 6th**
- 28.3% - Test 2 - **November 5th**
- 28.4% - Test 3 - **December 15th, 9:40 to 11:30 am**
- 15% - Quizzes - various times throughout the semester

All assignments will be conducted via K-State Online. Exams will be posted for a calendar week. Each exam will be closed note, closed book and 90 minutes in length. The test will be multiple choice, consisting of between 40 and 50 questions. If you would prefer to take an essay test, I have no problem providing one for you. Prior to the exam, I will hold 2 chatroom sessions for review (completely optional).

Quizzes will be given as well. For each quiz, you will be provided a question relating to the reading due for the class and/or the previous class's lecture. Once a quiz question is posted, you have 3 calendar days to

email me your response (as a Word Document or as an Adobe PDF only). I will not post quizzes on a Friday or during the weekend. You shouldn't have to spend more than 15 minutes on your response, providing a concrete thesis statement and additional anecdotes and examples from the lecture and readings. The goal of each quiz is just to demonstrate that you are up to date on the readings and are comprehending the lectures. The quizzes also allow me to evaluate your ability to write in a way that others can comprehend. Attached to this syllabus is a sample quiz question and a response that would get an "A" for the assignment. Quizzes will be returned (via email) within one calendar week of when they are given. Though the exact number of quizzes will depend on class performance and feedback, you should expect between 4 and 10 quizzes during the semester.

Your final grade will be calculated on the following scale:

- 89.5 to 100 - A
- 79.5 to 89.49̄ - B
- 69.5 to 79.49̄ - C
- 59.5 to 69.49̄ - D
- 59.49̄ and below - F

Useful Information and University Policies

Attendance and Missing Class

I realize you are adults with rich and full lives outside of class. As such, I know that emergencies arise and that these could create difficulties with completing the tests or quizzes in the time provided. To make up either of these requires proper documentation for a medical or family emergency or for a university-sanctioned event.

Academic Honesty

The following is taken verbatim from <http://www.k-state.edu/honor/faculty/syllabusstate.htm>:

"Kansas State University has an Honor & Integrity System based on personal integrity which is presumed to be sufficient assurance in academic matters one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor & Integrity System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning.

A component vital to the Honor & Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work."

The default in this class is that ALL work will be accomplished individually, UNLESS my permission is given in advance of an assignment/quiz/exam/take-home exam/final. If you are in doubt, please ask

A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

For more information, visit the Honor & Integrity System home web page at: <http://www.ksu.edu/honor>

Classroom Conduct

The following is taken verbatim from <http://www.k-state.edu/provost/policies/course.htm#conduct>:

“All student activities in the University, including this course, are governed by the Student Judicial Conduct Code as outlined in the Student Government Association By Laws, Article VI, Section 3, number 2. Students that engage in behavior that disrupts the learning environment may be asked to leave the class.”

Syllabus Campus Safety Statement 08-14-08

Kansas State University is committed to providing a safe teaching and learning environment for student and faculty members. In order to enhance your safety in the unlikely case of a campus emergency make sure that you know where and how to quickly exit your classroom and how to follow any emergency directives. To view additional campus emergency information go to the University’s main page, www.k-state.edu, and click on the Emergency Information button.”

Disability Services

The following is taken verbatim from <http://www.k-state.edu/dss/statement.html>:

“Any student with a disability who needs an accommodation or other assistance in this course should make an appointment to speak with me as soon as possible.”

Disability Services can be contacted at:

Disability Support Services
202 Holton Hall
Kansas State University
Manhattan, KS 66506
Phone: 785-532-6441
FAX: 785-532-6457
dss@k-state.edu

Nondiscrimination

The following is taken verbatim from <http://www.k-state.edu/nondiscrimination.html>:

“Kansas State University is committed to nondiscrimination on the basis of race, color, ethnic or national origin, sex, sexual orientation, gender identity, religion, age, ancestry, disability, military status, veteran status, or other non-merit reasons, in admissions, educational programs or activities and employment, including employment of disabled veterans and veterans of the Vietnam Era, as required by applicable laws and regulations. Responsibility for coordination of compliance efforts and receipt of inquiries concerning Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans With Disabilities Act of 1990, has been delegated to the Director of Affirmative Action, Kansas State University, 214 Anderson Hall, Manhattan, KS 66506-0124, (Phone) 785-532-6220; (TTY) 785-532-4807.”

Copyright on Lecture and Course Materials

Copyright 2009 (Amanda Murdie) as to this syllabus and all lectures.

During this course students are prohibited from selling notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course.

Course Textbook

There is one required textbook for this course. Unfortunately, it is brand new this year and there are not used copies available for discount purchase. The good news: it is quickly becoming the premier textbook in the United States for this course (Harvard, UCSD, Stanford, Middlebury, Emory, and many other top colleges are using this book) and should be easy to sell at the end of the semester. It is available for purchase at the K-State associated bookstores and can also be purchased at Amazon.com, etc.

- Frieden, Jeffrey A., David A. Lake, and Kenneth A. Schultz. 2009. World Politics: Interests, Interactions, Institutions. New York: W.W. Norton & Company . ISBN: 978-0-393-92709-2

I expect you to have completed the readings before the day they appear on the syllabus (before you listen or review the lectures). I will refer to the book as “FLS” in the Class Outline.

Class Outline

August 26 : Intro to Course

Lecture Title: Why should I care about World Politics? (Or, why the \$\$\$& should I pay attention if I don't have to?)

Readings: None

Goals of the Lecture: Outline the class, define world politics

Questions: What are the goals of this class? When are the tests and assignments due? Is this an easy "A"? I already watch CNN/Fox News - why do I need this course anyway?

August 28: Scientific Method and Social Science

Lecture Title: Let's Put the Science in Political Science

Readings: FLS Intro and Chapter 1

Goals of the Lecture: Provide background knowledge on social science and political science methodology, discuss world politics as a subdiscipline

Questions: What is the difference between a political scientist and a political pundit? How is political science organized as an academic discipline? What can social science answer? And, why do you call countries "states"?

September 2: Interests, Interactions, and Institutions, Part 1

Lecture Title: Learning about World Politics without Memorizing a UN Flow Chart

Readings: FLS Chapter 2

Goals of the Lecture: Identify major actors in international relations and their motivations and constraints (signaling, audience costs)

Questions: Who is important in world politics? Does domestic politics matter if we are focusing on international war? What can constrain a leader in an anarchic system?

September 4: Interests, Interactions, and Institutions, Part 2

Lecture Title: Cooperation and Bargaining (ie: How "A Beautiful Mind" Can Help You Get Ahead at Home)

Readings: None

Goals of the Lecture: Focus on the interactions between actors, cooperation and bargaining, why interests matter for outcomes

Questions: Why do some countries always seem in conflict? What are some basic insights into cooperation?

September 9: War and Peace, Introduction

Lecture Title: Is There a Pattern to War Outbreak?

Readings: FLS Chapter 3

Goals of the Lecture: Define war (international and civil), outline how war is different than just interstate conflict, explain 3 images or different units of analysis when looking at war, start into rationalist explanations for war

Questions: What is war? Why should we study it? What is the difference between international and a civil war? Are all conflicts war?

September 11: Rationalist Explanations for International War

Lecture Title: Why the Heck would Anyone go to War?

Readings: None

Goals of the Lecture: Expand on the rationalist explanations for war, define commitment, indivisibility, incomplete info

Questions: If war is costly, why would a rational country ever go to war? How is information important in war? Why is it hard to commit to peace? Why couldn't countries ever just divide up the land and compromise?

September 16: Rationalist Explanations for Civil War

Lecture Title: All War is Costly, But Civil War Might Cost the Most

Readings: None

Goals of the Lecture: Explain the similarities and differences between civil and international war, outline the factors that lead to civil war, discuss how they relate to the rationalist explanations discussed previously

Questions: What leads to civil war? How is civil war different? Why are civil wars so long and deadly? Is it all just "ancient hatreds?" How does this relate to the rationalist explanations of war?

September 19: Domestic Politics and War, Part 1

Lecture Title: Leaders, Special Interests, and War: Perhaps Some People Do Want More War

Readings: FLS Chapter 4

Goals of the Lecture: Explain the role that leaders, domestic politics, military, and special interests have in decisions to go to war and in the fighting of the war

Questions: Is there really a "wag the dog" effect? Are testosterone filled men more likely to go to war? Are military leaders more likely to fight? Can ordinary citizens really impact their country's decision to go to war? How? How does this relate to the rationalist explanations of war?

September 24: Domestic Politics and War, Part 2

Lecture Title: Democratic Peace Theory: The Closest Thing to A Law We Have in the Social Sciences

Readings: None

Goals of the Lecture: Explain how regime type impacts war

Questions: Do democracies fight wars more or less than nondemocracies? Should we encourage democracy for peace? How does this relate to the rationalist explanations of war?

September 26: International Actors and War, Part 1

Lecture Title: Allies and Enemies: Are they Mutually Exclusive?

Readings: FLS Chapter 5

Goals of the Lecture: Understand the role alliances have in international war onset, fighting, and termination

Questions: Why ally? Are alliances good or bad for peace? Do alliances work to stop war or do they just bring in more countries into a war? What is the alternative of alliances? How does this relate to the rationalist explanations of war?

September 27: International Actors and War, Part 2

Lecture Title: Treaties and IGO Involvement: Let's Agree to Disagree

Readings: None

Goals of the Lecture: Expand upon war termination, discuss the role treaties and IGOs play in war termination, understand why mediation can help

Questions: Do treaties really help? Can IGOs and third party mediators help stop international war? How does this relate to the rationalist explanations of war?

October 2: International Actors and War, Part 3

Lecture Title: Bring in the Big Guns: Third Party Interventions in Civil War

Readings: None

Goals of the Lecture: Outline the role of third party interventions in war fighting and in peacekeeping in civil wars, expand upon the differences between peacekeepers

Questions: Can we stop civil war? Do outside countries help quash rebellion? Can UN peacekeepers really keep the peace? What makes peacekeepers more likely to get involved in the first place? How does international economic assistance help fuel civil war?

October 2- October 9: Test 1 - Multiple Choice, Covering All Prior Material

October 9: Introduction to International Political Economy

Lecture Title: International Political Economy: Another Source of International Conflict, Sometimes with Blood

Readings: FLS Chapter 6

Goals of the Lecture: Outline the study of IPE and what political science adds to the understanding of international economics, discuss globalization in detail, outline how integration occurs in commodity, labor, and capital markets

Questions: Wait a second - shouldn't economists study this? What is international political economy? Why is it political? What is trade, finance, and monetary relations? What does globalization really mean?

October 14: International Trade, Part 1

Lecture Title: International Trade: Where You Sit Determines Where You Stand

Readings: None

Goals of the Lecture: Discuss the domestic political demands for trade protection, outline 3 different theories for trade preferences, the role regime type and domestic institutions play in trade protection

Questions: Who gains and loses from free trade? When do leaders respond to what the public's preferences over trade? How does regime type and domestic institutions factor in to trade protection?

October 16: International Trade, Part 2

Lecture Title: International Trade: The Impact of International Conflict and Institutions

Readings: None

Goals of the Lecture: Outline the endogenous relationship between conflict and trade (after defining endogeneity), discuss the role international institutions have in facilitating trade and in mitigating trade disputes

Questions: Does conflict influence trade (or does trade influence the likelihood of conflict)? Do alliances make trade more likely? Can institutions help trade disputes?

October 21: International Financial Relations - Direct Investment

Lecture Title: Multinational Corporations and Foreign Direct Investment: The Good, the Bad, and the Ugly

Readings: FLS Chapter 7

Goals of the Lecture: Define multinational corporations and international direct investment, discuss the causes and effects of each, also discuss migration

Questions: Are multinational corporations bad for a developing country? What makes foreign direct investment likely? Is this investment good for people living in the country?

October 23: Sovereign Debt and the IMF

Lecture Title: What Happens When The Big Guys are Broke? Sovereign Debt and the IMF

Readings: FLS Chapter 7

Goals of the Lecture: Outline sovereign lending, the IMF, the politics behind lending, define conditionality, commitment and borrowing

Questions: What is sovereign debt? How does a country get a loan? What is the IMF? Do loans really help?

October 24: International Monetary Relations

Lecture Title: Three C's: Currencies, Capitalism, and Conflict

Readings: FLS Chapter 8

Goals of the Lecture: Outline finance policy, domestic political interests in monetary relations, the role international institutions play in monetary policy

Questions: What is an exchange rate? How is it determined? Who wants fixed capital? How do international institutions impact monetary relations?

October 30: Development, Part 1

Lecture Title: Why Aren't All Countries Developed? A Tale of Colonialism, Resource Wealth, and the Resource Curse

Readings: FLS Chapter 9

Goals of the Lecture: Define development and its components, discuss why development is difficult to achieve, outline the role colonialism and resources play in development

Questions: Why isn't every country developed? Is colonialism to blame? Do natural resources help or hurt a country's development?

November 4: Development, Part 2

Lecture Title: Is There A Happy Ending? Development Policies and Globalization

Readings: FLS Chapter 9

Goals of the Lecture: Outline what can be done to help countries develop, outline the interests for and against these policies, discuss how globalization can help and harm a country's development

Questions: Do developmental policies work? What's the deal with foreign aid? Is globalization helping?

November 4-10: Test 2 - Multiple Choice, Covering Only Material Since Test 1

November 11: Introduction to Emerging Areas in World Politics

Lecture Title: Beyond States, War, and Political Economy: Looking for Alternative Interests, Institutions, and Interactions

Readings: FLS Chapter 10

Goals of the Lecture: Define rare events, discuss how globalization may be leading to alternative areas of focus for world politics, define terrorist organization, TAN, and INGO

Questions: Should we really be focusing so much on war / political economy? What other interests and actors are important in world politics? Are these things new?

November 13: Terrorism and Terrorist Groups, Part 1

Lecture Title: The Growth and Nature of Terrorist Groups

Readings: None

Goals of the Lecture: Outline the social network of terrorist groups, their motivations and interactions

Questions: What does the typical terrorist group and individual look like? What motivates a terrorist?

November 15: Terrorism and Terrorist Groups, Part 2

Lecture Title: Strategic Logic and Response to Terrorism

Readings: None

Goals of the Lecture: Discuss the strategic logic of terrorism, outline what terrorism can achieve and how it can be stopped

Questions: Does terrorism work? Do the policies against terrorists work?

November 20: INGOs and Advocacy Networks

Lecture Title: INGOs and Advocacy Networks: Are the Good Guys Good?

Readings: None

Goals of the Lecture: Define INGOs and TAN, discuss their motivations and scope, outline their impact in world politics

Questions: Does Amnesty International really matter? What explains the growth in INGOs? Are their motives ideal? What institutions complicate their interactions with local citizens?

November 25: Human Rights, Part 1

Lecture Title: Human Rights: Is it Just Rhetoric for Birkenstock-Wearing Hippies?

Readings: FLS Chapter 11

Goals of the Lecture: Define human rights, outline the rise of human rights institutions and the rise of the human rights movement

Questions: What is human rights? Why do we focus on them? Are everything human rights? How are they protected?

November 27: University Holiday

December 2: Human Rights, Part 2

Lecture Title: Human Rights: Will [insert Country X Here] Be Protected?

Readings: None

Goals of the Lecture: Outline the domestic and international factors which improve human rights, discuss why international treaties do not work for human rights protection

Questions: What leads to human rights abuse? What stops it? Do international treaties help? Why would countries want to protect human rights?

December 4: Environment, Part 1

Lecture Title: The Environment: If Everyone Needs It, Why Isn't It Protected?

Readings: FLS Chapter 12

Goals of the Lecture: Define collective action and the tragedy of the commons, outline the domestic and international interests concerning the environment, outline environmental institutions

Questions: Why isn't the environment protected? Which domestic and international interests are for protecting the environment? Which ones are not? Do treaties help?

December 9: Environment, Part 2

Lecture Title: The Environment and Conflict

Readings: None

Goals of the Lecture: Outline the endogenous relationship between environmental degradation and conflict

Questions: Does the environment matter for war outbreak? Does war harm the environment?

December 11: The Future in International Politics

Lecture Title: What I Learned Out on the Road and Where to Go From Here

Readings: FLS Chapter 13

Goals of the Lecture: Discuss WMDs, US Leadership, and the future in world politics

Questions: Can we stop WMD? What are the new issues on the horizon?

December 11 - December 18: Test 3 - Multiple Choice, Covering Only Material Since Test 2

Sample Quiz Question and an “A” Answer

Question:

Define and describe one of the 3 rationalist explanations for war and outline an example discussed in class or in the textbook where this explanation could explain war outbreak..

Answer:

Political scientists typically refer to three explanations why rational actors would go to war. These include: issue indivisibility, commitment problems, and incomplete information. In the following response, I will outline how commitment problems could be used to explain the outbreak of war and discuss an example of this phenomena discussed in lecture.

Commitment problems are defined as problems that occurs when states cannot credibly commit to not use military force in the future. This occurs because it is often not in a country's self interest to commit to not use force, such as if it would be in a country's interest to strike first. For example, commitment problems could be used to used to explain why George W. Bush struck first against Hussein; he thought that Hussein could have developed WMDs in the future.

Reasoning for the “A”:

Student answered all parts of the question

Student provided a concrete thesis statement (*In the following response...*)

Student conveyed that he/she knew the information provided in the book

Student conveyed that he/she knew the information provided in the previous lecture