Course Description
How can we explain the patterns of international politics? Why do wars happen? How do culture and religion affect international politics? Has the internet empowered individuals, social movements, and businesses so much that states have become irrelevant? How are countries affected by the global economy, with its ever-increasing levels of international trade and investment, and in turn how does the political economy of individual countries shape international relations? How do alliances between countries function, and what impact do they have on foreign policy? What causes terrorism? Is the proliferation of nuclear weapons a threat to peace, and if so, how should the world respond? Does the United Nations matter?

In this course we will begin to grapple with these issues, using theories developed by current political scientists and by philosophers throughout history, to try to explain and predict the patterns of international politics. We will analyze which theoretical perspectives actually lie behind common historical and current interpretations of international relations, and students will be encouraged to choose or develop their own theories to explain events.

Learning Objectives
Students who complete this course successfully will be able to:
- Demonstrate broad factual and causal knowledge of important current and historical issues in international relations
- Apply contending theories from the political science literature and the policy world to analyze, compare, and evaluate events and trends in international relations
- Assess the value of competing theories in explaining events
- Synthesize facts and arguments across cases in order to reason critically and argue creatively, through both oral discussions in section and written essay exams

Course Requirements and Procedures
Participation in weekly discussion sections is required. Small-group discussion forms an important part of the course experience, and students should come to discussion section prepared to discuss the assigned readings.

There are three do-at-home essay exams [pending Barnard administrative approval] for this course—two midterms and a final. All exams are equally weighted, but improvement throughout the course of the semester will be rewarded when Prof. Marten is determining each student’s final course grade. Each exam will be turned in electronically at the specified date and time; late turn-ins will be significantly penalized, with 1/3 grade taken off for each day late (e.g., an A- exam turned in after the due date and hour will earn a B+ if it is received within 24 hours of the due time; it will receive a B if its turned in 24-48 hours after the due time; etc.).

Each exam will require students to answer two essay questions, with a total word count for each completed exam of approximately 1,000 words per essay (or 2,000 words total). Essays must rely on currently assigned course readings alone for analysis; these are not research papers, and the major purpose
of the exams is to monitor whether students are doing the assigned readings, and whether they are analytically engaged with the assigned course material. **Honor code:** Students may consult with whomever they like as they are considering the assigned essay questions. (Please note that the TAs will *not* read essay drafts or discuss the essays with individual students; all consultation with TAs must happen in section and in public only, so that all students in the section have an equal advantage.) However, once a student begins outlining and writing the essay, no further consultation is allowed. **In other words, the structure and content of all essays must be the student's alone.** Prof. Marten has served on the Barnard College Honor Board, and takes the issue of academic integrity very seriously. For each exam, all students (whether or not they are Barnard College students) must sign a Barnard College Honor Code pledge upon turn-in, affirming that the structure and content of the written work is completely their own. **Any student found to have violated the Honor Code will receive a failing grade in the course,** and will face the disciplinary rules of his or her home college.

Questions will be emailed to students via Courseworks, and exams will turned in as Word or PDF documents only, on the 1601 (i.e., lecture, not section) Courseworks “assignments” page for this class, which will include an honor code statement, as follows:

Midterm 1 questions: emailed after lecture on Mon. Oct. 1; due Friday Oct. 10 at 5pm
Midterm 2 questions: emailed after lecture on Wed. Oct. 22; due Tuesday Nov. 11 at 5pm
Final exam questions: emailed after lecture on Mon. Dec. 8; due Wednesday Dec. 17 at 5pm

Prof. Marten supervises all grading, sets grading guidelines, and reviews section leader performance. Any student who wishes to challenge the grade given by a Teaching Fellow must discuss the situation with the TF who graded the exam first. If the student remains unsatisfied after this, Prof. Marten will review the work in question; but students should realize that a change in grade is very unlikely, and that Prof. Marten reserves the right to lower a grade as well as raise it. Exams must be turned in when scheduled. Exceptions will be granted only in cases of medical or family emergency, and will be granted only by Prof. Marten, not by the TAs. **If you have an extracurricular event that will interfere with the midterm schedule, you should not take this course.** A passing grade of C- or better must be achieved on each exam and in section for the student to receive a passing grade in the course.

**Laptop policy:** student use of electronic devices in lecture and discussion section is prohibited. An exception will be made for those who sign the Laptop permissions assignment on the main Courseworks website with their name and UNI. The conditions of use are as follows: (1) Laptops and other electronic devices can be used in lecture only for taking notes, and in discussion section only for taking notes or referring to saved notes or readings. Students affirm that once class has begun, they will not use electronic devices for any other activity, including texting, email, social media, web searches, playing games, etc. (2) Anyone wishing to use a laptop or other electronic device in lecture must sit in the back half of the classroom, so as not to disturb other students. (Any student wishing to have an exception made to the seating rule because of special circumstances should talk to Prof. Marten; most special requests will be granted.)

**Grading:**
First midterm: 30%
Second midterm: 30%
Final exam: 30%

**Section participation:** 10%. Students are expected to attend all section meetings. If you must miss a section because of a religious holiday or an illness or family emergency, please notify your section leader (*not* Prof. Marten). The section leader will give you a one-page make-up essay assignment to substitute for class participation that day.
**Required Reading List**

Please do the readings in the order they are listed on the syllabus; they are listed in the order that will make comprehension easiest. It may be helpful to do the readings after the lecture for which they are assigned; the lectures will help students understand what it is about each reading that is important. (Please make an exception for the longer readings from the case-study books: Clark, Dobbs and Marten. It will be good to start those readings early, so as not to fall too far behind.) A **good skill to learn is “strategic skimming”**: learn to extract the important arguments from each piece—how arguments are built and supported, what their strengths and weaknesses are—rather than reading each piece word-for-word. It may be useful to have a dictionary at hand while reading; some readings include difficult vocabulary. All readings are assigned because they are important elements in ongoing debates—not because they present the “truth.” In other words, read each piece critically and with a grain of salt. In discussion section and in your essays, you will be expected to analyze and critique the readings, not merely summarize them.

The books are available at Book Culture (536 West 112th St., between Broadway and Amsterdam), and are also on reserve at both the Barnard College and Butler libraries. You should feel free to buy copies used or on the web at discount rates, or to share purchases with a friend in class. **The assigned articles are every bit as important as the books, and should not be considered optional.** Many of these must be accessed through Columbia University’s eLibrary (library.columbia.edu) in order to avoid a fee. Students must have a Columbia UNI account and password to use these sources. (All registered Barnard and Columbia students are automatically eligible for such accounts. If you have not yet activated your account, you may do so at http://cuit.columbia.edu/cuit/manage-my-uni). To access CU eLibrary sources, simply enter the electronic journal title on the Columbia library web “quick search e-resources” page, and then find the correct issue number or article title when the corresponding database opens. (There will be an in-class demonstration of how to do this on the first two days of class.)


Nye, Joseph S., Jr. and David A. Welch. *Understanding Global Conflict and Cooperation: An Introduction to Theory and History*, 9th ed. (Pearson, 2012). Please note that earlier editions are not a good substitute, because they do not contain important material included in this edition.
Course Schedule and Assignments

Sept. 3. Introduction: thinking about international politics.

Part I: The “Isms”: Realism and Its Critics

Sept. 10. Realist views on security and the causes of war

Sept. 15. Liberalism and neo-liberalism: the theory and its evolution.
  Nye and Welch: “Liberalism,” pp. 64-69; “Managing Conflict” (pp. 193-200).
  Immanuel Kant, “Perpetual Peace: A Philosophical Sketch,” 1795, available at: https://www.mtholyoke.edu/acad/intrel/kant/kant1.htm
  Columbia eLibrary: Michael Mousseau, “The Democratic Peace Unraveled: It’s the Economy,” International Studies Quarterly 57 (2013): 186-97. (Please note: this gets very technical starting on p. 190; feel free to skip the statistical analysis if you prefer, and concentrate on the argument.)

Sept. 17: Liberalism, realism, and international institutions: the example of NATO.
Sept. 22. Constructivism: ideas, culture and power in the international system, for good and bad.


**Columbia eLibrary:**


Alexander Wendt, “Anarchy Is What States Make of It,” *International Organization* 46, No. 2 (Spring, 1992): 391-425. Note: this article makes challenging reading; it is assigned because it was responsible for introducing constructivist theory to the world of international relations scholarship. Do your best to get the important arguments out of it.

Sept. 24. Levels of analysis: bureaucratic, organizational, and individual actors.

**Available on Courseworks:**

**Open web:**

**Part II: 20th Century Examples and Why They (Still) Matter**

Sept. 29 and Oct. 1. The Origins of World War I

**Nye and Welch:** chapter 3, “From Westphalia to World War I,” pp. 78-110.

**Clark:** Introduction (pp. xxi-xxix), chapters 3 and 4 (pp. 121-241), chapters 10-12 and conclusion (pp. 451-562).

**Columbia eLibrary:**


Oct. 6. The Origins of World War II: Appeasement, Desperation, and Bandwagoning


**Columbia eLibrary:**

Oct. 8. No lecture or assigned readings; use this time to complete midterm 1, due by Friday, Oct. 10 at 5pm on Courseworks.


**Columbia eLibrary:**


Oct. 15 and 20. The Cold War, part 2: The nuclear arms race, the Cuban Missile Crisis, détente, and arms control

Dobbs, entire.

Columbia eLibrary:
Recommended (not required): Foreign Affairs has a special issue (July/Aug. 2014) where well regarded historians give their perspectives on what the documents reveal really happened in four Cold War cases where the US has been accused of interfering with democratic elections or overthrowing elected leaders (Bangladesh, Chile, Congo, and Iran). These readings are not required, but are very interesting, and some of this will be discussed in lecture.

Open web:
Recommended (not required): These sources will give you some of the flavor of how newly released government archives are contributing to our understanding of historical events.

Oct. 22. The End of the (first?) Cold War: Realism, Liberalism and Ideas.

Columbia eLibrary:

Oct. 27. The UN Security Council, peacekeeping and peace enforcement: the legacy of the 1990s

Available on Courseworks:
Joshua Goldstein, Winning the War on War, chapters 4 and 5, pp. 73-135.

Columbia eLibrary:

Open web or Columbia eLibrary:


Open Web:
For background information, see the WTO website, “What Is the WTO?” http://wto.org/english/thewto_e/whatis_e/whatis_e.htm

Columbia eLibrary:

**Open Web or Columbia eLibrary:**

**Nov. 3. Election Day Holiday. No class meeting. If you are eligible, please vote!**

Nov. 5. The European Union: a slow death, or the success of “governance”?

**Columbia eLibrary:**
Andrew Moravcsik, “Europe after the Crisis: How to Sustain a Common Currency,” *Foreign Affairs* 91, no. 3 (May/June 2012): 54-68.

**Open Web:**
Daniel Altman, “No Quiet on the Western Front,” ForeignPolicy.com, Dec. 9, 2013.

**Nov. 10. No lecture or assigned readings; use the time to complete midterm 2, due by Tuesday Nov. 11 at 5pm on Courseworks.**

**Part IV. International Security in a New Era**

Nov. 12. International oil and gas politics

**Open web:**

**Columbia eLibrary:**

Nov. 17. The rise of China.

**Columbia eLibrary:**

**Open web:**
Nov. 19. International terrorism

**Columbia eLibrary:**

Nov. 24. State Failure and Warlordism

**Marten:** chapters 1, 2, 5, 6, and conclusion (pp. 1-30, 102-200).

Nov. 26. Wednesday afternoon before Thanksgiving, no lecture.

Dec. 1. Iraq: The US Intervention and Beyond.

**Columbia eLibrary:**

**Open web:**

Dec. 3. Palestinian statehood and the Israeli/Palestine conflict

**Open web** (recommended, not required if you are already familiar with this material):

**Columbia eLibrary:**


**Columbia eLibrary:**

**Open web:**