

# International Politics

## CTY Course Syllabus

This course will examine important historical and contemporary themes in international relations that set the stage for analyzing the current international system. Capitalism, colonialism, imperialism, Marxism, revolution, nationalism, anti-colonialism, neo-colonialism, modern economic globalization are all important eras of international political history, and its effects have shaped the current geopolitical order immensely. Also, videos will serve as secondary learning tools to compliment and reinforce lectures and readings. Our primary textbook will be *World Politics Into the Twenty-First Century: Unique Contexts, Enduring Patterns* by Alan C. Lambon and Joseph Leggold. Supplemental reading materials will also be provide by the instructor. The New York Times International section will play an integral part of the course as students will read, analyze, and discuss major geopolitical topics and events on a daily basis.

### 1<sup>st</sup> Unit: What is International Relations: Critical Themes and setting the Global Stage.

How is the International Political System structured?

- The Nation-State
- Idealism, Realism (competing theories)
- Global Institutions
- International Agreements (Treaties)
- The legacy of Colonialism
  - anti-colonial movements (national & social revolutions),and the impact on the geopolitical environment.

### 2<sup>nd</sup> Unit: The Middle East: A Region in Turmoil

The birthplace of the world's three "great" monotheistic faiths-Judaism, Christianity, Islam, and a region with vast energy resources, the Middle East is a place the world's economy depends on. It's unique history of being the origin of three major religions, nearly 100 years of colonial occupation, the Arab-Israeli conflict, lack of democracy, and the impact of Islamic fundamentalism has made the region extremely volatile. *The class will examine these factors in order understand contemporary international politics in a region of the world that is closely watched by students, academicians, governments, and people generally from around the world. Students will participate in a simulated Israeli/Palestinian peace conference that will enable them to simulate the roles of negotiators.*

### 3<sup>rd</sup> Unit: Asia: The Rise of the Economic Tigers

Asia, the world's largest continent has been characterized by significant population growth and economic progress during the last half of the twentieth century. China, the world's most populous country is poised to be a major global economic and military power. The dispute over North Korea's nuclear proliferation has heightened tension in the region considerably, creating the potential for a major regional conflict. In addition, the conflict between India and Pakistan over the disputed territory of Kashmir also has the possibility of developing into a major confrontation. *The class will examine historical and current events in Asia with an emphasis on its economic growth and potential for conflict between the United States and North Korea. Also, the Kashmir conflict will be examined with a special emphasis on the prospect and potential effects of a nuclear war between India and Pakistan.*

### 4<sup>th</sup> Unit: Latin America: Population Growth, Poverty, and Potential

Latin America faces great social and economic challenges. During the second half of the twentieth century most Latin American societies moved from authoritarian military dictatorship, various Marxist insurgencies, and toward democracy. Its primary challenge remains how to improve standards of living, strengthen democratic institutions, and provide education and jobs for growing populations. Democratic change, reducing poverty are the stated goals of many Latin American countries. *The course will examine important political developments in Latin America, particularly major trading agreements designed to give Latin American countries preferred trading status with the United States and Canada. The controversial issue of economic globalization takes center stage in Latin America, especially concerning labor rights, environmental concerns, and the export of American jobs.*

### 5<sup>th</sup> Unit: Africa: A Triple Heritage

The African Scholar, Ali A. Mazrui says that Africa has a triple heritage, one that represents the traditional African experience of village life, polytheism (belief in many gods), the arrival of Islam and the Arabs, and the impact of European colonial rule and culture. For the last 1600 years, African history has been characterized by the interacting relationship between these forces, often in conflict, but sometimes cooperative depending upon the time period and issues at hand. During the twentieth century African societies and leaders challenged the forces of colonial rule under the banner of nationalism, independence, and self-determination. Using the traditions of European inspired political thought-from liberal democratic thought to Marxism, African nationalist from Algeria to South Africa engaged in a protracted struggle for independence. However, like Latin America, economic independence and the quest for democracy proved elusive throughout the latter half of the twentieth century, but many countries made a dramatic shift toward greater democracy during the last decade. Other problems persist however, such as economic dependence, and

under-development, the fight to subdue AIDS, ethnic and political conflict that has devastated many countries throughout the continent. *The course will examine problems associated with post-colonial rule, the slow pace of alleviating poverty and achieving economic development, ethnic conflict, and the AIDS crisis.*

#### **6<sup>th</sup> Unit: The Politics of Europe**

No other region of the world has determined the course of international politics than Europe. After centuries of brutal warfare, and the rise and fall of kingdoms and empires, Europe introduced the modern age of the nation-state with all the benefits, ideas, and challenges that it produced-nationalism, devastating warfare, democracy, fascism, capitalism, socialism, communism, and advances in technology. Political developments have entrenched and expanded the European Union and NATO in a very dynamic and dominate way, making the E.U. the most powerful economic force on the planet. *The course will examine these developments, as well as explore other important areas of political and cultural change in Europe, particularly the issue of making Turkey a member of the European Union.*

#### **7<sup>th</sup> Unit: The Geopolitics of Economic Globalization**

There is probably not a more controversial topic in international affairs today than the ideas, policies, and institutions that manage the global economy. This course will examine the structure of the global economy, historical background, and its winners and losers. *Beginning with examining powerful global economic institutions, such as the International Monetary Fund, World Bank, and World Trade Organization, and studying the impact that colonialism has had on the developing world, we will examine specific case studies of countries that are both "winners and losers" in the global economic arena.*

#### **Research Paper/Presentation Assignment**

This course will introduce important themes in international relations with a specific focus on the role of the nation-state, regional issues and conflicts, and critical international topics, such as terrorism, economic globalization, and the global AIDS crisis. **Your assignment:** Choose a contemporary topic in international relations and write an analytical research paper using several of the major themes presented during the course. Your paper should be divided into several sections. For example: Location of the conflict. What part of the world is it in? What is the historical background of the issue, or conflict? Who are the major players-leaders, political parties, organizations, etc. and what are their views? What role have international organizations played concerning the issue, or conflict? For Example, United Nations, NATO, Organization of American States, European Union, Organization of African Unity, etc. What are the prospects for the issue, or conflict being solved, getting worse, or remaining a stalemate. Provide an outline for your research paper on July 5th highlighting some of the points I have listed, and several of your own.

#### **Presentation**

A 10-15 minute should also accompany your research paper highlighting the major themes of your paper. Your presentation should use the following format. Power Point with overhead transparency slides, the use of easel paper, or poster board paper. The class will utilize the library often for your research and presentation planning. If you choose to use easel paper or poster board you may want to purchase a thick marking pen in order to emphasize your points.

#### **Term Paper Guidelines Continued**

Your research paper must be sourced. In other words, identify thoughts, information, ideas, data, and facts that are not your own. There are a number of ways you can do this. First, I suggest purchasing a book for writing term papers, such as Kate L. Turabian's [A Manual for Writers of Term Papers, Theses, and Dissertations](#). You can use various citation guidelines to source your paper. A common one is the Modern Language Association (MLA) guidelines which require the writer to list the last name of the author of a book, journal, or periodical and the page number of the citation at the end of sentence cited, or if you are attributing a thought, or idea that is not your own. Ex.(Strong 3).

Also, The American Psychological Association (APA) requirements are also acceptable. It is a footnote system that most computers will automatically do for you. The writer inputs the source (citation) information at the bottom of the page listing the last name of the author, first name, the title of the book, journal, or periodical, with the page number, and year of publication.

I will provide examples during the days ahead. Whether you choose the MLA or APA citation system, you must also include a bibliography at the end of your paper, including any Internet sources.

At least two-thirds of your sources must be books, journals, or periodicals, such as magazines and newspapers. The Internet is of course a quick and easy way to obtain quick information, but it is often difficult to verify information obtained from the Internet, because it is often not primary source information. It is a short cut, but ultimately you short

change yourself by not developing research skills. It is better to get into the practice of doing actual research by utilizing library, a bookstore, reading newspapers, and magazines that cover your research topic.

		<b>What</b> Skills Goals/Knowledge goals/concepts/readings	<b>How</b> (activities)
Day 1	morning	New York Times Briefs  Introduction of major geopolitical themes-historical & contemporary concepts The Intl. system, idealism, realism, colonialism, anti-colonial national and social revolutions	Analysis of major international news/events 90 minutes (45 minutes reading of Intl. news and 45 minutes class discussion, debate, and analysis) <b>NYT Briefs led by TA</b> break  lecture and discussion
	afternoon	Geopolitical themes Continued	Lecture and Discussion
	Late afternoon/evening	Introduction of major course project (researching a major geopolitical issue) <b>Paper and presentation</b>	Choosing a research topic concerning a contemporary geopolitical problem or issue Course readings World Politics-Competing World Views-Lamborn & Leggold pgs.32-44
Day 2	morning	New York Times Briefs	Analysis of major international news/events 90 minutes break
	afternoon	Setting the Stage in the "Third World" Examining the difference of national & social revolutions and the impact on international relations	Lecture and discussion  Revolution in the Third World:  Third World Revolution-Gerard Chaliand Readings
	late afternoon/evening	Third World Revolution	Video: Ho Chi Minh
Day 3	morning	New York Times Briefs  The Middle East: A Region In Turmoil The Arab-Israeli Conflict, the impact of Islamic fundamentalism, the Iraq War	Analysis of major international news/events 90 minutes break  lecture and discussion
	afternoon	The Middle East Continued	Lecture and discussion
	Late afternoon/evening	<u>The History of the Modern Middle East-William Cleveland</u>	Readings
Day 4	morning	New York Times Briefs  The Middle East Continued  "The Clash of Civilizations"-Samuel P. Huntington	Analysis of major international news/events 90 minutes break  lecture and discussion readings
	afternoon	Shattered Dreams (summer 2000 Israeli and Palestinian peace negotiations fail) Create Negotiation teams for Mock Peace Conference	Video Choose negotiation delegations: Israel, Palestinian Authority UN,EU,USA,Russia Research positions, develop strategy, write statements

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	late afternoon/evening	Israeli/Palestinian Mock Peace Conference preparation	Library visit
Day 5	morning	New York Times Briefs  Final peace conference preparations	Analysis of major international news/events 90 minutes break lecture and discussion
	afternoon	Peace Conference Simulation	Teams Negotiate, Devise Solutions, or not
	late afternoon/evening <b>Sunday study hall</b>	Choosing the research project: A major global or regional conflict, or issue (Deadline)	Library research
Day 6	morning	New York Times Briefs  East Asia: Pillar of the Global Economy and the potential nuclear crisis on the Korean Peninsula	Analysis of major international news/events 90 minutes break  lecture and discussion
	afternoon	Nuclear Standoff on the Korean Peninsula	Video: "Kim's Nuclear Gamble"
	late afternoon/evening	Major project	Library
Day 7	morning	New York Times Briefs  South Asia on the Brink India and Pakistan Kashmir Crisis and the Nuclear Deterrence in the Himalaya	Analysis of major international news/events 90 minutes break  lecture and discussion
	afternoon	India and Pakistan	lecture and discussion
	late afternoon/evening	Research project (Developing the outline)	Library
Day 8	morning	New York Times Briefs  Latin America: Democracy and Economic Regionalism	Analysis of major international news/events 90 minutes break lecture and discussion
	afternoon	Latin America Continued	Video: Emerging Powers: Mexico and Brazil
	late afternoon/evening	Research project	Library
Day 9	morning	New York Times Briefs  Africa: A Triple Heritage The Politics of Traditionalism, the Islamic factor, and the Impact European Colonialism	Analysis of major international news/events 90 minutes  break  lecture and discussion
	afternoon	Ethnic Conflict: The Rwandan Case Study	Video: The Ghost of Rwanda
	late afternoon/evening	Research project progress report	Library
Day 10	morning	New York Times Briefs  Reducing African Poverty through The New Economic Partnership for Africa (NEPAD)	Analysis of major international news/events 90 minutes break Africa in World Politics: Post Cold War Challenges Harbeson & Rothchild Readings lecture and discussion
	afternoon	Final project research	Library

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	late afternoon/evening <b>Sunday study hall</b>	Decolonization and Cold War Subterfuge: The Congo Case Study	Movie: "Lumumba" The rise of the anti-colonial leader assassinated in 1961
Day 11	morning	New York Times Briefs  Introduction to Economic Globalization: The Post World War II Structure too Third World Dependency	Analysis of major international news/events 90 minutes break  World Politics pgs. 291-335
	afternoon	Economic globalization: The controversy of global poverty and Intl. finance institutions	lecture and discussion
	late afternoon/evening	Research project	Library
Day 12	morning	New York Times Briefs  Case Studies in economic globalization Readings-pgs.335-363	Analysis of major international news/events 90 minutes break <b>Globalization: A Primer</b> Readings
	afternoon	United Nations Millennium Development Goals to Reduce Poverty	Video-"Commanding Heights"  lecture and discussion
	late afternoon/ evening	Finalizing the research project	Library
Day 13	morning	New York Times Briefs  The geopolitics of European integration-Introduction	Analysis of major international news/events 90 minutes break lecture and discussion
	afternoon	Turkey's quest for E.U. membership	lecture and discussion
	late afternoon/evening	Final project due: paper and presentation completion	Library
Day 14	morning	New York Times Briefs  The Geopolitics of the Global Environment: Pop. growth, land use, pollution and food shortages	Analysis of major international news/events 90 minutes break  lecture and discussion
	afternoon	The Global Environment Continued-pgs.405-431	Now With Bill Moyers @ the 2002 Earth Environmental Summit
	late afternoon/evening	Final project due: paper and presentation completion	Library option of rehearsing presentations w/instructor and TA
Day 15	morning	New York Times Briefs  Final project presentations	Analysis of major international news/events 90 minutes break student oral reports
	afternoon	Final project presentations	student oral reports
	late afternoon/evening	Studying geopolitics through art	"Osama" movie of Afghan child surviving under Taliban rule