

## 3329-001: THE POLITICS OF INTERNATIONAL CONFLICT

UNIVERSITY OF TEXAS AT ARLINGTON, DEPARTMENT OF POLITICAL SCIENCE  
FALL SEMESTER 2011  
COURSE OUTLINE

Instructor: Brent E. Sasley  
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Class location: 01 University Hall  
Class time: Tues/Thurs, 11:00am-12:20pm

Office hours: Monday, 11:00am-12:00pm, or by appointment

**Please note: The best and fastest way to reach me is by email.**

### COURSE CONTENT AND DESCRIPTION:

International relations (IR) is about the interplay between various actors (states, international organizations, multinational corporations, communal groups, militant movements, etc) in the international system and their continual search for wealth, power, influence, security, and authority. This course will introduce students to how we approach the understanding and explanation of international relations. Given Albert Einstein's argument that the purpose of a university education is not to teach students just facts, but to teach them to think, the course will not necessarily provide definitive answers to relevant questions. Rather, it will provide the skills and knowledge necessary for students to think creatively about their own answers. It is divided into three sections: Section A discusses the main conceptual and theoretical tools used to study international relations. Section B explores violence and war in the international system. Section C examines select issues of contemporary importance in world affairs.

It is advisable that students keep up with contemporary international daily political, security, economic, social, and cultural developments through various media outlets. Students can follow developments in all major media outlets—such as CNN, *The New York Times*, *The Washington Post*, BBC, and so on.

### *COURSE OBJECTIVES:*

By the end of the course students will be familiar with the various processes and the norms of interaction within the contemporary international system. To meet these goals the course has the following objectives:

*Identify* key concepts and theoretical frameworks used for investigating contemporary international relations. This provides us with the appropriate tools for our exploration of specific issues.

🧠 *Understand* why current global interactions play out the way they do. This takes us into a deeper, more detailed examination of various “facts” within global affairs.

🔍 *Think critically* about international relations. It is easy to take a stance on a given issue, but more difficult to defend that stance in a logical manner that rests on a judicious, nuanced, and open-minded foundation of understanding. Learning to think critically allows us to do the latter.

🌐 *Connect* this knowledge to a better understanding of politics in general, in any region of the world. By sharpening our critical thinking and analytical skills, we can more effectively take on the problems faced by societies everywhere.

### **FORMAT:**

The course is conducted within a lecture framework. But class time will be used for general discussions and group work, in order to give students more time to discuss their own ideas and to understand the material through dialogue. Because this is a university course, students are expected to actively participate in class discussions, and are encouraged to question and debate with the professor and each other on the various issues. This must be done in a productive and civil manner. Personal attacks and polemics will not be tolerated. The purpose of a freer flow of dialogue is to better understand and absorb the materials covered in class, and offensive actions and ideological or political agendas impede this process. Students who engage in such activities will have to leave the class.

PowerPoint will be used, but only to provide a skeletal outline of the lectures; students must pay attention to and take notes on what is said in class. Otherwise, they will not learn what is necessary for the course and the assignments.

The lectures are based in part on the readings, but will not necessarily directly discuss them; it will be assumed that students have done the readings.

### ***OBLIGATIONS AND RESPONSIBILITIES:***

Both the professor and the students have obligations and responsibilities in this course.

My responsibilities include making clear the objectives and material of the course; training students to think critically; returning assignments within a reasonable period of time with adequate comments and suggestions for improvement; treating students with respect and a willingness to hear their opinions and ideas; and keeping my own personal politics out of the classroom.

Students' responsibilities include taking seriously the purposes and assignments of the course; preparing themselves adequately for the lectures; handing their assignments in on time; treating each other and the professor with respect and a willingness to hear other opinions and ideas; and a readiness to think about the material with an open mind while keeping their own personal politics out of the classroom.

Students are also responsible for their own attendance and participation in class. Students who do miss class are responsible for obtaining the material discussed in class from their colleagues. I will not provide notes from lectures or discussions, but I am happy to discuss the material with a student who has already obtained the information. Poor attendance and poor participation will reflect on your final grade.

All cell phones, gadgets for listening to music, playing games, or contacting other people, and all similar devices must be turned off prior to the beginning of class. Students who engage in such activities will have to leave the class.


Please note that topics may change or may not be covered, depending on unforeseen circumstances. Any such changes are at the instructor's discretion. If there are any changes, they will be announced in class; students then are responsible for knowing whether and when any changes have been made.


### *Communicating by E-mail:*


Outside of class, email is the best way to reach me. Please use standard polite greetings and address me not as a close friend but as your professor. Please note that one-line comments or questions are not enough for me to know what you are trying to say: be sure your email provides enough detail and explains the context of your comment or question, including which course you are emailing about.

### **REQUIRED READINGS:**

There are three sources of mandatory readings for this course:

 Book excerpts in pdf format on e-reserve at the library. Library reserve readings will be referred to as (e-reserves).

 Journal articles available on-line in pdf format, which must be searched for through the library's catalogue. Library journal article readings will be referred to as (Library).

 Specific URLs available on the course Blackboard. To access these, log in with your UTA NetID and password at <<https://elearn.uta.edu/webapps/login/>>. Blackboard readings will be referred to as (Blackboard).

### **ASSIGNMENTS AND GRADE DISTRIBUTION:**

**Papers.** Students will write **two** short papers, **each worth 20% of the final grade**, due on **Tuesday, October 4**, and on **Thursday, December 8**. Each paper must be **5-8 pages** in length, excluding title page and bibliography; going under or over this range will result in a penalty, as the purpose is to learn how to make an argument in a specified amount of space. Each paper is **due by the beginning of the class** on the due date. Papers **must be emailed in**—hard copies will not be accepted.

All papers are due at the beginning of class; a paper that is handed in after class begins will be considered late. Late papers will not be accepted without penalty, unless there is

a valid medical excuse and doctor's note or evidence of another serious and unavoidable reason. Common but invalid excuses include (but are not limited to): computer, printer, or car troubles; being sick the day the assignment is due; visiting friends or relatives; having other work. Documentation is always required and is subject to verification. Papers emailed in after class begins, but on the same day the assignment is due, will be **penalized one percentage point per day off the mark received out of the total worth of the assignment, with an additional percentage point taken off for each additional day the report is late** (i.e., 1% per day off whatever grade is given out of 20%). Any requests for an extension must be made *before* the due date of the assignment. **Papers will not be accepted after 3 calendar days after the due date**; students will then receive a zero on the assignment.

Papers **must be typed or word-processed**, with normal font, spacing, and margins. Papers must have the standard format required of a university paper, including title page, proper and consistent citation style, bibliography, and page numbers. Regardless of the style used, **page numbers must be included in the citations and bibliography**. Students should also be sure to keep a copy of their assignments for themselves. Papers will be returned to students by email, with comments in the text through the Track Changes feature in Word as well as an attached page of remarks. Note that all papers will be reviewed by a plagiarism-detection program: this is not due to a presumption of guilt but rather is used as a teaching tool. Papers **must be emailed in**—hard copies will not be accepted.

The papers will be based on the themes and topics of the course. The specific nature of the assignments will be posted on Blackboard well in advance of the due date. Examples of questions could include: analysis of a reading or comparison of two readings; a particular question about a specific topic studied in class; a policy memo; and so on.

These are research papers, and so research must be based on scholarly sources, which means journal articles, books, and academic reports from well-known research institutes (some of the latter are listed on the library guide for the course). **Students must use at least two books and two journal articles in their research for each paper** (none of which can be on the course reading list). Dictionaries, lecture notes, encyclopedias (including Wikipedia), and many websites are **not acceptable**; students are **strongly** advised to consult with the professor first to find out if a source is suitable or not. Sources containing basic background information (e.g., the CIA World Factbook) and media reports are not scholarly sources; but they are useful for providing empirical evidence for an argument.

Although it is not mandatory, students are strongly encouraged to confer with the professor about their papers on a regular basis, including regarding the specific topic, the paper's content, style/structure, bibliography, and so on. I am also happy to read over a draft or several drafts (however long or short) of the paper and provide comments, so long as the paper is given to me with enough time to go through it before the due date.

Students are expected to use proper format, structure, grammar, and citations in all of their assignments; *how* students make their arguments is as important as *what* they argue. If a student hands in an assignment that does not meet these standard university requirements, she will be asked to re-submit the assignment with the requisite changes and a penalty. For technical material, see Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertation* (Chicago: University of Chicago Press), sixth edition or later; the course Blackboard also has links on citations and bibliographies. Students may also consult the professor for further help.

**Midterm test.** There will be one in-class midterm test, **worth 15% of the final grade**, written on **Thursday, November 3**. It will cover everything studied from the beginning of the course up to and including the class on Tuesday, November 1 (lectures, class discussions, readings, film, and any other materials covered in the course). The format of the midterm test is a single essay section. Students may not use books, notes, electronic devices, or anything else to help write their test, and they may not use the same exam booklet for the final exam. Students who are late to the test will **not** be given extra time to finish.

There will be **no** make-up test, barring a very serious development or illness. Common but invalid excuses include (but are not limited to): computer, printer, or car troubles; visiting friends or relatives; having other work. If there is an illness, students will have to provide a medical note—not one in which a doctor writes that the student confirms he/she was sick, but a detailed note explaining that the doctor knows for a fact that the student was sick on the day of the test and could not be expected to write. Documentation must be provided for a missed test within five calendar days after the missed test, regardless of the reason, and is subject to verification. Any requests for a deferral must be made *before* the date of the test in order to be considered, and are at the professor's discretion. A missed test must be made up **within five school days** after the date of the original scheduled test. No make-up will be allowed after five school days, and a zero will be assigned for that grade.

**Movie report.** Students will write **one** movie report on the film shown during the course, **worth 15% of the final grade**. The movie report is due on **Thursday, November 10**. It must be **2-3 pages** in length, excluding title page and bibliography; going under or over this range will result in a penalty, as the purpose is to learn how to make an argument in a specified amount of space.

The movie report is due at the beginning of class and **must be emailed in**—hard copies will not be accepted. A report that is emailed in after class begins will be considered late. Late reports will not be accepted without penalty, unless there is a valid medical excuse and doctor's note or evidence of another serious and unavoidable reason. Common but invalid excuses include (but are not limited to): computer, printer, or car troubles; being sick the day the assignment is due; visiting friends or relatives; having other work. Documentation is always required and is subject to verification. Reports emailed in after class begins, but on the same day the assignment is due, will be **penalized one percentage point per day off the mark received out of the total worth of the assignment**, with an additional percentage point taken off for each

**additional day the report is late** (i.e., 1% per day off whatever grade is given out of 15%). Any requests for an extension must be made *before* the due date of the assignment. **Reports will not be accepted after 3 calendar days after the due date;** students will then receive a zero on the assignment.

The movie report does not require research, though students may include and cite research if they wish. The report must explain how the film ties into the course readings and class lectures/discussions. An assignment sheet with some questions for consideration will be handed out before the movie. These questions will serve as the basis/framework for the report, but the report will also include your own perceptions and critical analysis.

Reports **must be typed or word-processed**, with normal font, spacing, and margins. Reports must have the standard format required of a university paper, including title page, proper and consistent citation style, bibliography, and page numbers. Regardless of the style used, **page numbers must be included in the citations and bibliography**. Students should also be sure to keep a copy of their assignments for themselves. Reports will be returned to students by email, with comments in the text through the Track Changes feature in Word as well as an attached page of remarks. Note that all reports will be reviewed by a plagiarism-detection program: this is not due to a presumption of guilt but rather is used as a teaching tool. Reports **must be emailed in**—hard copies will not be accepted.

**Final exam.** A final 2.5-hour exam, **worth 30% of the final grade**, will be written at the end of the course, during the university's final exam period, on **Tuesday, December 13, 11:00am – 12:30pm**. The exam will be **cumulative**, taking into account everything studied from the beginning of the course (lectures, class discussions, readings, film, and any other materials covered in the course). The format of the final exam is two essay sections. Students may not use books, notes, electronic devices, or anything else to help write their exams, and they may not use the same exam booklet used for the midterm test. Students who are late to the exam will **not** be given extra time to finish.

There will be **no** make-up exam, barring a very serious development or illness. Common but invalid excuses include (but are not limited to): computer, printer, or car troubles; visiting friends or relatives; having other work. If there is an illness, students will have to provide a medical note—not one in which a doctor writes that the student confirms he/she was sick, but a detailed note explaining that the doctor knows for a fact that the student was sick on the day of the exam and could not be expected to write. Documentation must be provided for a missed exam within five days after the missed exam, regardless of the reason, and is subject to verification. Any requests for a deferral must be made *before* the date of the exam in order to be considered, and are at the professor's discretion. A missed exam must be made up **within five school days** after the date of the original scheduled exam. No make-up will be allowed after five school days, and a zero will be assigned for that grade.

Please note that no extra credit work is provided or allowed, regardless of circumstances. Please also note that not completing an assignment (paper, midterm

test, movie report, final exam) and instead re-weighting the worth of other course assignments is not an option.

#### ***ACADEMIC DISHONESTY:***

**Neither the professor nor the university has any tolerance for any form of academic dishonesty. Students who engage in such activities will face serious penalties, ranging from (among others) failure of the assignment, failure of the course, suspension, or expulsion from the university. According to the Regents' Rules and Regulations, academic (scholastic) dishonesty "includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."**

#### ***STUDENTS WITH DISABILITIES:***

The University of Texas at Arlington is committed to both the spirit and letter of federal equal opportunity legislation. As the professor I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. It is the students' responsibility to inform me of their need for accommodation and in providing authorized documentation through designated administrative channels. You may contact the Office for Students with Disabilities for more information: (817) 272-3364, or [www.uta.edu/disability](http://www.uta.edu/disability).

#### ***DROPPING THE COURSE:***

Students are responsible for deciding whether or not they should drop the course, and for being aware of the consequences of doing so. The last day to drop classes is **November 4, 2011**. Students should see their respective departmental advisors for more information.

#### ***STUDENT SUCCESS PROGRAMS:***

The University of Texas at Arlington supports a variety of programs to help students connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at (817) 272-6107, or <http://www.uta.edu/uac/studentsuccess-home/>.

Papers (2):	20% each (Due: Tuesday, October 4; Thursday, December 8)
Midterm test:	15% (Thursday, November 3)
Movie report:	15% (Due Thursday, November 10)
Final exam:	30% (Tuesday, December 13, 11:00am-12:30pm)

**GRADING SCALE:**

A	80-100%
B	70-79%
C	60-69%
D	50-59%
F	0-49%

**COURSE SCHEDULE:**

**Thursday, August 25:** Introduction to course

*No readings.*

*Section A: Historical Antecedents and Theoretical Frameworks*

**Tuesday, August 30:** The modern states system

Stephen D. Krasner, "Westphalia and All That," in *Ideas and Foreign Policy: Beliefs, Institutions, and Political Change*, eds. Judith Goldstein and Robert O. Keohane (Ithaca, NY: Cornell University Press, 1993), 235-264. (e-reserves)

**Thursday, September 1:** The Cold War

President Ronald Reagan, "Remarks at the Annual Convention of the National Association of Evangelicals in Orlando, Florida," March 8, 1983, Ronald Reagan Presidential Library and Museum. (Blackboard)

**Tuesday, September 6:** *How to write a paper for this class*

Purdue Online Writing Lab, "Avoiding Plagiarism." (Read sections: Overview; Is it Plagiarism?; Safe Practices; Plagiarism Exercise; all linked on the left side of the page.) (Blackboard)

**Thursday, September 8:** The post-Cold War era

Samuel Huntington, "The Clash of Civilizations?" *Foreign Affairs* 72, no.3 (Summer 1993), 22-49. (Library)

**Tuesday, September 13:** Power in world politics

Joseph Nye, "The New Rome Meets the New Barbarians," *The Economist*, March 23, 2002 (via Belfer Center). (Blackboard)



**Thursday, September 15:** IR Theory

Barry Buzan, "The Timeless Wisdom of Realism?" in *International Theory: Positivism and Beyond*, eds. Steve Smith, Ken Booth, and Marysia Zalewski (Cambridge: Cambridge University Press, 1996), 47-65. (e-reserves)

**Tuesday, September 20:** IR Theory, cont.

Alexander Wendt, "Anarchy is What States Make of It: The Social Construction of Power Politics," *International Organization* 46, no.2 (Spring 1992), 391-425. (Library)

**Thursday, September 22:** Levels of analysis

Barry Buzan, "The Level of Analysis Problem in International Relations Reconsidered," in *International Relations Theory Today*, eds. Ken Booth and Steve Smith (University Park: Pennsylvania State University Press, 1995), 198-216. (e-reserves)

*Section B: Violence and War***Tuesday, September 27:** Cooperation in the international system

Beth Simmons, "Treaty Compliance and Violation," *Annual Review of Political Science* 13 (June 2010), 273-296. (Library)

**Thursday, September 29:** *Rosh Hashanah—No class***Tuesday, October 4:** *Paper #1 due*  
Global governance and international law

Ian Hurd, "Legitimacy and Authority in International Politics," *International Organization* 53, no.2 (Spring 1999), 379-408. (Library)

**Thursday, October 6:** International regimes and organizations

Stephen D. Krasner, "Structural Causes and Regime Consequences: Regimes as Intervening Variables," *International Organization* 36, no.2 (Spring 1982), 185-205. (Library)

**Tuesday, October 11:** Global governance and the United Nations

Charter of the United Nations, June 26, 1945. (Blackboard)

**Thursday, October 13:** Conflict and war in the international system

Project Ploughshares, *Armed Conflicts Report 2010* (2010). (Blackboard)

Kalevi J. Holsti, *The State, War, and the State of War* (Cambridge: Cambridge University Press, 1996), 19-40. (e-reserves)

**Tuesday, October 18:** The causes of war

Cynthia Cockburn, "Gender Relations as Causal in Militarization and War," *International Feminist Journal of Politics* 12, no.2 (June 2010), 139-157. (Library)

**Thursday, October 20:** The causes of war, cont.

James Bevan, "The Myth of Madness: Cold Rationality and 'Resource' Plunder by the Lord's Resistance Army," *Civil Wars* 9, no.4 (December 2007), 343-358. (Library)

**Tuesday, October 25:** ***Film: The Band's Visit***

**Thursday, October 27:** ***Film: The Band's Visit, cont.***

**Tuesday, November 1:** The laws of war

Bruce Cronin, "International Legal Consensus and the Control of Excess State Violence," *Global Governance* 11, no.3 (July-September 2005), 311-330. (Library)

Rome Statute of the International Criminal Court, July 17, 1998, Part 2, Articles 5-8 (inclusive); Articles 12-15 (inclusive). (Blackboard)

**Thursday, November 3:** ***Midterm test (in class)***

*Section C: Contemporary Issues*

**Tuesday, November 8:** US hegemony

G. John Ikenberry, "Power and Liberal Order: America's Postwar World Order in Transition," *International Relations of the Asia-Pacific* 5, no.2 (August 2005), 133-152. (Library)

**Thursday, November 10:** ***Movie report due***  
Genocide and mass murder

Howard Adelman, "Cultures of Violence," in *Building Sustainable Peace*, eds. Tom Keating and W. Andy Knight. Edmonton: The University of Alberta Press, 2004, 303-330. (e-reserves)

**Tuesday, November 15:** Humanitarian intervention

Kofi Annan, "Two Concepts of Sovereignty," *The Economist*, September 18, 1999 (via United Nations). (Blackboard)

Michael Walzer, "The Argument about Humanitarian Intervention," *Dissent* 49, no.1 (Winter 2002), 29-37. (Library)

President Barack Obama, "Remarks by the President in Address to the Nation on Libya," March 28, 2011. (Listen to the speech [26.32 minutes] or read the transcript.) (Blackboard)

**Thursday, November 17:** Universal human rights

United Nations General Assembly, *Universal Declaration of Human Rights*, December 10, 1948. (Blackboard)

Chantal Mouffe, "Which World Order: Cosmopolitan or Multipolar?" *Ethical Perspectives* 15, no.4 (December 2008), 453-467. (Library)

**Tuesday, November 22:** Demographics and migration

United Nations High Commissioner For Refugees, *2009 Global Trends* (June 15, 2010). (Read all, but note especially "Trends at a Glance," pp.2-9, 24-26). (Blackboard)

Reinhard Lohrmann, "Migrants, Refugees and Insecurity. Current Threats to Peace?" *International Migration* 38, no.4 (September 2000), 3-20. (Library)

**Thursday, November 24:** ***Thanksgiving—No class*****Tuesday, November 29:** Global ecopolitics

David Pimentel and Marcia Pimentel, "Global Environmental Resources versus World Population Growth," *Ecological Economics* 59, no.2 (September 2006): 195-198. (Library)

Garrett Hardin, "The Tragedy of the Commons," *Science*, December 13, 1968 (via The Garrett Hardin Society). (Blackboard)

**Thursday, December 1:** Infectious disease

David L. Heymann and Guenael Rodier, "SARS: A Global Response to an International Threat," *Brown Journal of World Affairs* 10, no.2 (Winter-Spring 2004), 185-197. (Library)

Alan Ingram, "The New Geopolitics of Disease: Between Global Health and Global Security," *Geopolitics* 10, no.3 (Autumn 2005), 522-545. (Library)

**Tuesday, December 6:** Globalization

J. Anyu Ndumbe, "Diamonds, Ethnicity, and Power: The Case of Sierra Leone," *Mediterranean Quarterly* 12, no.4 (Fall 2001), 90-105. (Library)

Martha A. Starr, "Growth and Conflict in the Developing World: Neo-liberal Narratives and Social-Economy Alternatives," *Review of Social Economy* 64, no.2 (June 2006), 205-224. (Library)

**Thursday, December 8:** ***Paper #2 due***  
Review for final exam

*No readings.*

**Tuesday, December 13:** ***Final exam (11:00am – 12:30pm)***