

**International Relations – PS 14**

Saddleback College – Division of Social and Behavioral Sciences

Class time: Wednesdays 6:00-8:50 pm

Ticket #: 22090

Instructor: Dr. Catia Cecilia Confortini

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**Course Description**

The purpose of this course is to acquaint you with the conceptual tools used in the study of international politics, and it serves as the foundation for your study of international relations. We will spend equal time on theory as well as 'facts', institutions and processes. 'Getting the facts right' is important in any research project, conversation or political debate, but how do we know what 'facts' are important and why? Guiding our choices and their analysis is the business of theory. Most people have an opinion about international politics, supported by at least a few facts. That opinion cannot exist, however, without theory—implicit or explicit. Theories are lenses through which we see the world and they include key assumptions, which are the source of divergent interpretations of world structures, processes and events.

We will examine a number of theories to pinpoint prominent differences in assumptions, data collection and analysis, findings and public policy implications. Your first and most important task is to develop a strong analytical and theoretical background that will allow you to intelligently assess a wide range of developments in the world around you. After examining and comparing prominent IR theories, the remainder of the semester will cover important structures, processes and issues in IR. These will be framed by a continuing debate among contrasting theoretical approaches. Your goal is to develop a set of intellectual tools that you can use in this course, other international relations courses, and in your life, to understand and think critically about the world we inhabit.

**Objectives**

At the completion of this course you will be able to:

1. Distinguish between competing interpretations (theories) of international relations
2. Analyze the purpose, coherence, and contradictions of such theories
3. Develop an ability to restate different theories' arguments
4. Apply different theories to a number of historical and contemporary issues in global politics
5. Evaluate different theories' contributions to our understanding and explanation of international relations
6. Understand the international realm as a complex system made up of nation-states, international organizations, international civil society, global corporations, and individuals
7. Understand how international relations affect your daily life and how, as participants to the international system, you can become agents of change.

**Skills**

Your participation to class activities, lectures and assignments will help you grow in your ability to:

1. Critically assess claims made by theories of international relations, rather than accept them at face value

2. Form a well reasoned and persuasive argument
3. Negotiate with others on the basis of that argument
4. Organize and enhance your textual output
5. Group work, simulations, and research for your essay and op-ed provide opportunities for you to learn how to learn, both on your own and together with others.

### Course Assignments

You are expected to have completed the readings and viewed the media clips assigned for each class before the class meets. The required readings from the texts are listed in the class schedule. You should be prepared to discuss the assignments in class. I am interested in your mastery of the concepts, questions raised in the readings and media clips, and also what you think about the views put forward in them. A simple rule is that you will get more out of the class the more you read.

You are expected to keep up-to-date on current international events. We will begin each class with a discussion of relevant international events. If you speak one or more foreign languages I encourage you to read and share foreign news services with the class. Focus your attention on international, foreign policy and world business news. The following free online English-language sources are recommended:

- New York Times (<http://www.nytimes.com>)
- Washington Post (<http://www.washingtonpost.com>)
- BBC World Service Podcasts (<http://www.bbc.co.uk/podcasts.series/globalnews>)
- British Broadcasting Service (<http://news.bbc.co.uk>)
- Christian Science Monitor (<http://www.csmonitor.com/world>)
- Le Monde Diplomatique – English Edition (<http://modediplo.com>)
- Los Angeles Times (<http://www.latimes.com>)
- National Public Radio (<http://www.npr.org>)
- UN News Wire (<http://www.unwire.org>)
- Al-Jazeera International – English Edition (<http://english.aljazeera.net/>)

### Course Assessment

Your final grade is determined by performance on the following assignments:

- 10% Map Quizzes
- 10% Class attendance and participation
- 10% Simulation exercise
- 5% Op-ed
- 10% Policy Brief
- 5% Peacemaker Game
- 20% Midterm
- 30% Final Exam

Letter grades are calculated according to the following scale:

100-93% = A	92-91% = A-	90-89% = B+	88-84% = B
83-82% = B-	81-80% = C+	79-75% = C	74-73% = C-
72-71% = D+	70-66% = D	65-64% = D-	Below 64% = F

**Map Quizzes (7 @ 1.4% each= 9.8% + .2% for capitals)** Each map quiz will focus on a *single geographic region* with approximately 25 states. A series of study maps will be posted on Blackboard. Each quiz will employ a map with numbers identifying the relevant states. You will be asked to write the name of the states corresponding to a list of six numbers appearing on the map. The spelling of names need not be exact but must be close enough to allow me to identify whether your answer is correct.

Each quiz will offer a maximum of 1.4 percentage points regardless of the number of states in the region. Each quiz will also ask you to identify the capital cities of two states in the region. Both cities must be identified correctly in each quiz to earn 0.2% points; no partial credit will be given.

Any missed map quizzes will be made up the final day of classes—no exceptions!

### **Class Attendance and Participation**

Attendance at all lectures is mandatory. Absences are excused only for medical or emergency situations. There will be a close correlation between your attendance record and the grade awarded for participation, so a poor attendance record will not be awarded a high participation grade. In effect, therefore, grades will be deducted for unexplained absences. *As per district policy, students who miss more than 6 hours of lecture may be dropped from the class.* You are expected to contact me to explain absences and notify me in advance about the expected date of a predictable excused absence. What counts as class participation is quality: offering engaging and critical perspectives on course readings and cooperating with your colleagues to maximize your learning experience. If you are shy about talking in class, I will consider acceptable your participation in the form of emails to me.

### **Simulation Exercise**

Toward the end of the semester we will practice what we learned about world politics by playing a simulation exercise, called *Nations*. You will take part in the foreign policy decision-making of a fictitious country on an imaginary continent and further familiarize yourself with a number of the issues we will have covered during the semester. The simulation will take place during class time over the course of two weeks. More details, as well as descriptions of your assigned roles and rules for this exercise will be posted on Blackboard and discussed in class prior to the start of the simulation.

### **Op-ed (600-750 words)**

Op-ed is an abbreviation for “opposite the editorial page” and can denote both the page itself and the opinion pieces that a newspaper publishes on the page facing the editorial page (see for example <http://www.nytimes.com/opinion>). Newspapers generally have a stable of op-ed columnists and regular contributors but most will also print op-eds written by outside authors. Contributors can come from all walks of life, such as intellectuals, politicians, or academics. Simply put, op-eds express the opinion of the author on a particular political or social issue, and can offer an excellent opportunity for you to advance your messages. Detailed instructions on how to write your op-ed will be posted on Blackboard.

### **Policy Brief (1800-2200 words)**

The policy brief is your term paper and involves writing a policy analysis and proposal for the Secretary General of the UN with regards to a global issue of your choice. In contrast to the op-ed this is an academic research paper. More detailed instructions will be posted on Blackboard.

**Peacemaker Game**

In this game you play different political actors in the conflict over Israel/Palestine. The game is pretty self-explanatory and designed to offer you an appreciation of differing political points of view and perceptions, and how they may affect the progression of a conflict. After you play the game you will complete the corresponding assignment on Blackboard.

**Midterm and Final Exam**

Exams will cover lectures, readings *and* discussion. The midterm exam covers weeks 1-7, and the final exam is comprehensive (aka, covers the entire class). The midterm exam consists of four short identifications (four identifications worth five points each = 20%) and two essay questions (two out of three questions, worth forty points each=80%).

The final exam follows a similar format as the midterm, except that there are eight short identifications (worth five points each=40%), and two essay questions (two out of three questions, worth thirty points each=60%). Study guides will be posted on Blackboard one week before the midterm and final exam. The final day of classes will be devoted to review in preparation for the final exam.

**Ungraded Written Assignments**

You are asked to submit an entry and exit paper as part of this course. The entry paper helps me understand your needs and expectations, and guide my instruction throughout the course of the semester. The exit paper is your opportunity to provide me with feedback and evaluate the effectiveness of my efforts. It helps me improve my teaching, in general, as well as the way I teach this course, in particular, including materials assigned. Even though these assignments aren't graded I hope you take both assignments seriously. Be concise, but write as much as you need. The entry paper will be due at the end of the first day of class. The exit paper is due together with the policy brief.

*Entry Paper:*

- Introduce yourself
- Tell me where you are from
- Tell me something you think I need to know about you.
- Tell me what is important to you
- Tell me how you perceive IR Theory
- Tell me what you hope to achieve from this course other than fulfilling a requirement

*Exit paper (anonymous + I will not read it before submitting grades):*

- Narrate your experience having taken this course
- Tell me if and how your perceptions of IR theory have been influenced as a result of this class
- Tell me what you achieved overall as a result of this course

**Makeup Exams and Late Assignment Policy**

I am under no obligation to accept late papers or give makeup examinations. I will consider doing this 1) if you **discuss it with me in advance** (prior to the due date or examination date and time) or 2) in the instance of a **medical emergency**. Either way, you must contact me prior to class on the scheduled due date or examination time and **written proof** of the absence will be required in order to be considered for approval of a makeup exam or the turning of a late assignment. Approved late assignments and makeup exams must be turned in/completed in a timely manner and will result in a

deduction of total possible points (10% will be deducted for each day past the due date or assigned exam date). If a makeup exam is approved, it must be made up during a time that I already plan to be on campus. Note: makeup exams and late assignments are rarely accepted.

### **Classroom Conduct**

The classroom is meant to be a positive environment that promote student learning. Students are expected to conduct themselves with respect of the right of all members of the college community to teach and learn in a safe and academically stimulating environment. Please be courteous to other students, so as not to disrupt their ability to learn (or my ability to teach). This includes making every effort to avoid being late to class and, if circumstances force you to be tardy, you should enter the class quietly and take a seat without interrupting the class. Please turn off all mechanical distractions, including cell phones, pagers, and electronically controlled toys before entering the classroom. Also, disable the internet connection to your computer if you are taking notes on your laptop. Students who are disruptive will be asked to leave the class.

### **Students with Special Needs**

If you need special services for a documented disability please contact me in the beginning of the semester so that appropriate classroom accommodations can be arranged with the assistance of the Disabled Student Programs and Services. Special Services is located at SSC 113 and they are open Monday to Thursday from 8:00 am to 4:30 pm and on Fridays from 8:00 am to 12:00 pm. Their telephone numbers are 949-582-4885 (voice) or 949-582-4833 (TDD).

### **Tutoring**

The Learning Assistance Program provides tutoring services free of charge to all Saddleback College students who desire help in virtually all academic subjects. Their hours of operations are Monday-Thursday 8am-8pm and Friday 8am-2pm. LAP is located on the first floor of the Library in room 114 (telephone: 949-582-4519).

### **Academic Integrity**

Cheating, collusion or plagiarism are violations of Saddleback policies and may be ground for a failing grade in the course and the filing of an Academic Dishonesty Report with the college. Cheating is the intentional use, or attempted use of materials, information or study aids, other than those specifically authorized, an attempt to claim credit for learning that is not one's own. Collusion is defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Plagiarism includes use of another author's words or arguments without attribution. General rules: if you assert a fact, you should be able to document it with reliable sources; if you use a text or an original idea that someone else has written, put it in quotation marks and credit the author; if you are not using the author's exact words you need not use quotes, but you still need to credit the author. When in doubt, please cite your source or ask me.

### **Required Texts**

- Paul J. D'Anieri (2010), *International Politics: Power and Purpose in Global Affairs* (Belmont, CA: Wadsworth). ISBN-10: 0-534-52135-5. ISBN-13: 978-0-534-52135-6: \$76.45 on Amazon.com (make sure you don't buy the brief version!). You can purchase an eTextbook version of this text at <http://www.coursesmart.com> for \$ 42.49, if you so prefer.
- Software: *Peacemaker, the Game* (can be shared with another student in the class):

<http://www.peacemakergame.com> (\$19.99)

Other required readings listed in this syllabus are available on Saddleback library website, which you can access either on on-campus computers or off-campus. For each online reading I list the corresponding database where the article can be found (Proquest, Jstor or Ebrary usually). Some other readings are available on eReserves or Blackboard, as indicated; if you need assistance accessing eReserves please contact Saddleback library at 949-582-4314. Do not wait until the last minute to download, save, or print online readings or watch online media clips! Unless I am warned well in advance of website difficulties I will not accept these as excuses for not completing required assignments. There is a Blackboard site for the class where most of the handouts, maps, relevant readings, practice exam questions, and grades will be posted.

### **Dates for Exams and Writing Assignments**

1/13/10: Entry Paper (ungraded)

1/27/10: Map Quiz 1

2/10/10: Map Quiz 2

2/15/10: Op-ed due by midnight on Blackboard

2/17/10: Peacemaker notes due by midnight on Blackboard

2/24/10: Map Quiz 3

3/3/10: Midterm during class time in class

3/10/10: Map Quiz 4

3/24/10: Map Quiz 5

4/7/10: Map Quiz 6

4/21/10: Map Quiz 7

5/12/10: Exit Paper (ungraded)

5/12/10: Policy Brief due by midnight on Blackboard

5/19/10: Final Exam from 5:15 to 7:15 in class

### **Administration's Dates**

Drop with refund by: Sunday, 1/24/2010

Elect Pass/No Pass by: Thursday, 2/18/2010

Drop without 'W' grade by: Thursday, 2/18/2010

Drop with 'W' grade by: Thursday, 4/8/2010

**\*\*\*\*\* Announcements, Assignment Criteria and other written information that is posted on Blackboard or distributed in class are considered part of the Syllabus and it is your responsibility to adhere to their expectations.**

Thank you for taking the time to read this syllabus.

**Class Schedule and Readings** (*I may change dates to better meet all students' needs*)

You are expected to read all assigned readings *in advance* of class meetings. Preparation for each class meeting will take you *at least* three hours. On some days the assignment load is heavier, and on some days it is lighter. *Please allocate your time accordingly!*

**Week 1: 1/13/10****1. Introduction**

- a. Syllabus Review
- b. Maps
- c. **Entry paper (ungraded)**

**Week 2: 1/20/10****1. Problems and Questions in International Politics**

- a. D'Anieri, chapter 1
- b. Jack Snyder. "One World, Rival Theories." *Foreign Policy* Winter 2004. Accessible from ProQuest
- c. **Ereserves:** Martin Wight. "Why is There no International Theory?" *International Relations* 2 (1960) (14)

**2. History of International Relations**

- a. D'Anieri, chapter 2 (19)
- b. Woodrow Wilson's Fourteen Points: [http://avalon.law.yale.edu/20th\\_century/wilson14.asp](http://avalon.law.yale.edu/20th_century/wilson14.asp) (1)
- c. Resolutions of WILPF's First International Congress at the Hague: <http://www.wilpf.int.ch/statements/1915.htm> (2)
- d. Lenin. *Imperialism: The Highest Stage of Capitalism* (selected excerpts: accessible from class Blackboard) (10)
- e. George F. Kennan. "The Sources of Soviet Conduct": <http://www.historyguide.org/Europe/kennan.html> (10)
- f. Francis Fukuyama. "The End of History?" *National Interest* 1989: <http://www.wesjones.com/eoh.htm> (18)

**Week 3: 1/27/10 **Map Quiz 1: Western Europe******1. Realism/Neorealism**

- a. D'Anieri, chapter 3, pp. 61-72 (11)
- b. BB: Thucydides. "The Melian Dialogue": <http://www.mtholyoke.edu/acad/intrel/melian.htm> (4)
- c. Hans Morgenthau. "Six Principles of Political Realism": <http://www.mtholyoke.edu/acad/intrel/morg6.htm> (8)
- d. Kenneth Waltz. "Realist Thought and Neorealist Theory" (23) [Ebrary: Linklater, *International Relations: Critical Concepts in Political Science*, Volume 4, Chapter 61]

**2. Liberalism/Idealism and Neo-Liberalism**

- a. D'Anieri, chapter 3, pp. 73-85 (12)
- b. Immanuel Kant. *Perpetual Peace: A Philosophical Sketch* (16):

<http://www.mtholyoke.edu/acad/intrel/kant/kant1.htm> (make sure you follow the links to all parts of this work: sections 1&2; first and second supplements; appendixes 1&2)

- c. Michael Doyle. "Liberalism and World Politics." *The American Political Science Review* 80, 4 (1986). Accessible from JStor (13)
- d. Robert O. Keohane and Lisa L. Martin, "The Promise of Institutional Theory," *International Security* 20, no. 1 (Summer 1995). Accessible from Jstor (12)

#### **Week 4: 2/3/10**

##### **1. Constructivism**

- a. D'Anieri, chapter 4, pp. 95-101 (6)
- b. BB: Wendt. "Anarchy is what states make of it" (34) [Ebrary: Linklater, *International Relations: Critical Concepts in Political Science*, Volume 2, Chapter 24]

##### **2. Economic Structuralism and Critical Theory**

- a. D'Anieri, chapter 4, pp. 89-94 (5)
- b. Emmanuel Wallerstein. "The Rise and Future Demise of the World Capitalist System." *Comparative Studies in Society and History* 16, 4 (1974). Accessible from Jstor (28)
- c. **EReserves:** Robert Cox. "Social Forces, States and World Orders: Beyond International Relations Theory." *Millennium - Journal of International Studies* 10, 2 (1981) (29)

#### **Week 5: 2/10/10 **Map Quiz 2: Latin America****

##### **1. Feminism and Gender**

- a. D'Anieri, chapter 4, pp. 102-110 (8)
- b. Machiavelli. "How a State is Ruined Because of Women" (Book III, chapter 26 of *The Discourses on Livy*, pp. 318-319). Accessible from Google Books at <http://tinyurl.com/ydbfzgg> (2)
- c. J. Ann Tickner. "Hans Morgenthau's Principles of Political Realism: A Feminist Reformulation" (11) [Ebrary: Linklater, *International Relations: Critical Concepts in Political Science*, Volume 4, Chapter 66]
- d. **EReserves:** J. Ann Tickner. "The Growth and Future of Feminist Theories of International Relations." *The Brown Journal of World Affairs* X, 2 (Winter/Spring 2004) (9)

##### **2. The State, Society and Foreign Policy**

- a. D'Anieri, chapter 5 (31)
- b. J. David Singer. "The Level of Analysis Problem in International Relations" (14) [Ebrary: Linklater, *International Relations: Critical Concepts in Political Science*, Volume 3, Chapter 34]
- c. Zeev Maoz and Bruce Russett. "Normative and Structural Causes of the Democratic Peace, 1946-1986" (14) [Ebrary: Linklater, *International Relations: Critical Concepts in Political Science*, Volume 3, Chapter 37]

#### **Week 6: 2/17/10**

I will be at the International Studies Association Conference this week. You have two assignments for the week: your **Op-Ed** is due on Blackboard on **Monday, February 15 at midnight**. You need to have completed the following assigned readings/media clips, played the **PeaceMaker** game and completed the corresponding assignment on Blackboard by Wednesday, **February 17 at midnight**.

### 1. Foreign Policy, Decision Making and Conflict in Israel/Palestine

- a. [http://www.pbs.org/frontlineworld/rough/2005/08/occupied\\_minds.html#](http://www.pbs.org/frontlineworld/rough/2005/08/occupied_minds.html#)  
“Occupied Minds” about the Israeli-Palestinian conflict (20:07). Think about how this is a real conflict and try to see how the explanations of decision making at different levels of analysis apply to understand this conflict and the options that Palestinians and Israelis face
- b. *Truth Against Truth*: Download the PDF file from  
[http://zope.gush-shalom.org/home/en/galleries/gallery\\_1192547038](http://zope.gush-shalom.org/home/en/galleries/gallery_1192547038)

2. Play the PeaceMaker game and complete the assignment on Blackboard

### **Week 7: 2/24/10 Map Quiz 3: Eastern Europe and the former USSR**

#### 1. Comparing Perspectives

- a. D’Anieri, chapter 4, pp. 110-113 (3)
- b. Robert Keohane and Joseph Nye. “Realism and Complex Interdependence” (13) [[Ebrary: Linklater, *International Relations: Critical Concepts in Political Science*, Volume 2, Chapter 28]
- c. EReserves: Marysia Zalewski (1996). “All These Theories yet the Bodies Keep Piling Up.” In Steve Smith, Ken Booth, and Marysia Zalewski, eds. *International Theory, Positivism and Beyond*. Cambridge: Cambridge University Press, 340-353 (13)

#### 2. Bureaucracies, Groups, and Individuals in the Foreign Policy Process

- a. D’Anieri, chapter 6 (31)
- b. Graham Allison and Morton Halperin. “Bureaucratic Politics: A Paradigm and Some Policy Implications” *World Politics* 24 (1972). Accessible from Jstor (39)
- c. <http://pbs.org/wgbh/pages/frontline/shows/iraq/view/>  
Watch the first three clips of the documentary “The War Behind Closed Doors.” Think about the battle between hawks and doves in US foreign policy, especially with regard to the response to 9/11 and the decision to invade Iraq (30 minutes)

### **Week 8: 3/3/10**

#### **MIDTERM**

### **Week 9: 3/10/10 Map Quiz 4: Middle East and North Africa**

#### 1. International Insecurity and the Causes of War

- a. D’Anieri, chapter 7, pp. 182-201 (19)
- b. [http://www.pbs.org/frontlineworld/stories/bosnia502/video\\_index.html](http://www.pbs.org/frontlineworld/stories/bosnia502/video_index.html)  
The Men Who Got Away: The Story of the Massacre in Srebrenica (21:45)
- c. Claudia Card. “Rape as a Weapon of War.” *Hypatia* 11:4 (Fall 1996). Accessible from Jstor (12)
- d. Carol Cohn. “Sex and Death in the Rational World of Defense Intellectuals” *Signs* 12, 4 (1987). Accessible from Jstor (31)

#### 2. Breaking the Security Dilemma, Making the Peace

- a. D’Anieri, chapter 7, pp. 201-209 (8)
- b. *Ending War: The Need for Peace Process Support Strategies*: [http://www.c-r.org/our-work/accord/pdfs/cr\\_support\\_strategies\\_brief.pdf](http://www.c-r.org/our-work/accord/pdfs/cr_support_strategies_brief.pdf) (5)
- c. EReserves: Carol Cohn. “Feminist Peacemaking.” *The Women’s Review of Books* XXI, 5

- (2004) (2)
- d. *Dilemmas for Third-Party Involvement in Peace Processes*: [http://www.c-r.org/our-work/accord/comparative-learning/documents/CR\\_3rdparties2006.pdf](http://www.c-r.org/our-work/accord/comparative-learning/documents/CR_3rdparties2006.pdf) (19)
  - e. **EReserves**: Megan MacKenzie. “Securitization and Desecuritization: Female Soldiers and the Reconstruction of Women in Post-Conflict Sierra Leone.” *Security Studies* 18 (2009) (20)
  - f. *Choosing to Engage: Armed Groups and Peace Processes*: [http://www.c-r.org/our-work/accord/pdfs/cr\\_engaging\\_policy\\_brief.pdf](http://www.c-r.org/our-work/accord/pdfs/cr_engaging_policy_brief.pdf) (5)
  - g. *Public Participation in Peacemaking*: [http://www.c-r.org/our-work/accord/pdfs/cr\\_public\\_part\\_brief.pdf](http://www.c-r.org/our-work/accord/pdfs/cr_public_part_brief.pdf) (5)

### **Spring Break, 3/15/10-3/19/10**

#### **Week 10: 3/24/10 Map Quiz 5: Northern (Sub-Saharan) Africa**

##### **1. The Use of Force - WMD**

- a. D’Anieri, chapter 8, pp. 210-227 (17)
- b. **EReserves**: Carol Cohn and Sara Ruddick (2004). “A Feminist Ethical Perspective on Weapons of Mass Destruction.” In Sohail H. Hashmi and Steven P. Lee, eds. *Ethics and Weapons of Mass Destruction: Religious and Secular Perspectives*. Cambridge: Cambridge University Press (31)
- c. <http://video.nytimes.com/video/2008/08/22/world/1194817113951/infiltrating-a-nuclear-network.html> This story features an investigation by two NY Times journalists on the proliferation of nuclear weapons

##### **2. The Use of Force – Terrorism**

- a. D’Anieri, chapter 8, pp. 227-240 (13)
- b. [http://www.pbs.org/frontlineworld/stories/pakistan802/video/video\\_index.html](http://www.pbs.org/frontlineworld/stories/pakistan802/video/video_index.html)
- c. **EReserves**: Robert Pape. “Introduction: What is New About Research on Terrorism.” *Security Studies* 18 (2009) (7)
- d. **EReserves**: Laura Sjoberg. "Feminist Interrogations of Terrorism/Terrorism Studies." *International Relations* 23, 1 (2008) (5)

#### **Week 11: 3/31/10**

##### **1. International Political Economy**

- a. D’Anieri, chapter 9 (27)

##### **2. The Globalization of Trade and Finance**

- a. D’Anieri, chapter 10 (29)
- b. **EReserves**: Cynthia Enloe (2004). “The Globetrotting Sneaker.” In *The Curious Feminist: Searching for Women in a New Age of Empire*. Berkeley and Los Angeles: University of California Press, 43-56 (14)
- c. [http://www.pbs.org/frontlineworld/rough/2007/08/congo\\_on\\_the\\_tr.html](http://www.pbs.org/frontlineworld/rough/2007/08/congo_on_the_tr.html) About small arms in Congo and the role of an emerging international power, China. “On the Trail of an AK-47” (07:00)
- a. <http://www.pbs.org/frontlineworld/stories/sierraleone/> “The Gun Runners” about weapons smuggling across the world coming from Eastern Europe (3 clips, 25:00)

**Week 12: 4/7/10 Map Quiz 6: Southern Africa****1. Global Inequality**

- a. D’Anieri, chapter 11
- b. From Crop to Cup: The LWR Coffee Project
  - i. <http://www.youtube.com/watch?v=RPDwlrskJ3U&feature=channel>
  - ii. <http://www.youtube.com/watch?v=kuqpl03sjO4&feature=channel>
  - iii. <http://www.youtube.com/watch?v=CKWz2AWDZZw&feature=channel>
  - iv. <http://www.youtube.com/watch?v=f6x5Ug2NZ68&feature=channel>

**2. International Organizations and Transnational Actors**

- a. D’Anieri, chapter 12 (29)
- b. EReserves: Margaret Keck and Kathryn Sikkink. “Transnational Advocacy Networks in International and Regional Politics.” *International Social Science Journal* 51 (March 1999) (13)
- c. EReserves: Reanda, Laura. “Engendering the United Nations: The Changing International Agenda.” *The European Journal of Women’s Studies* 6, 1 (1999) (19)
- d. Cecelia Lynch. “Wherefore Critical Investigations into Humanitarianism in Africa?” (January 13, 2009): <http://tinyurl.com/ybd36f9> (3)

**Week 13: 4/14/10****1. International Law, Norms, and Human Rights**

- a. D’Anieri, chapter 13 (29)
- b. <http://www.themonthly.com.au/hilary-charlesworth-how-universal-universal-declaration-human-rights-1257> “How Universal is the Universal Declaration of Human Rights?” (20:52)
- c. [http://www.pbs.org/frontlineworld/stories/rendition701/video/video\\_index.html](http://www.pbs.org/frontlineworld/stories/rendition701/video/video_index.html) Watch the first two clips from the documentary “Extraordinary Rendition” about the darkest side of the Bush administration’s war on terror. Consider possibilities and limits of international law (21:00)
- a. <http://www.nytimes.com/2009/01/17/world/middleeast/17israel.html>

**2. Global Governance and Emerging Problems**

- a. D’Anieri, chapter 14 (29)
- b. <http://www.pbs.org/wgbh/pages/frontline/hotpolitics/view>
- c. “Piracy” in the Gulf of Aden: Profit, Media, and Superpower Redemption?” Parts 1 and 2 (December 15, 2009): <http://humanitarianismafrica.typepad.com/> (4)
- d. “The Top 12 Human Security Issues of the Next Decade”: <http://duckofminerva.blogspot.com/2010/01/top-10-emerging-human-security-issues.html> (2)

**Week 14: 4/21/10 Map Quiz 7: Asia and Oceania****Nations Simulation****Week 15: 5/5/10****1. Nations Simulations****2. Power and Purpose in a Changing World**

- a. D'Anieri, chapter 15 (15)

**Week 16: 5/12/10 Policy Brief and Ungraded Exit Paper due by midnight on Blackboard**

Final Exam Review

**Final Exam: 5/19/10 5:15 pm – 7:15 pm in class**