

## Political Science 115 Quest II

Credits: 3

Spring 2021

Class Meeting Time: Tu-Th 9:40-11:10

Sage Hall 3232

Professor Michael Jasinski

Office Hours: F 11-2pm (MS Teams)

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### International Politics

*or*

“You are on Earth; there is no cure for that” --Samuel Beckett, *Endgame*

**Course Delivery Method:** this is a hy-flex hybrid class with lecture/discussion in real time that will also be recorded for future access. It will be accompanied by Powerpoint slides. Classroom attendance is not required, however, for reasons of class participation grade some attendance, in the classroom or online through Collaborate Ultra, is strongly encouraged. If you do choose to come to class, you will have to wear a face mask throughout the lecture.

**Course Description:** Development of the nation-state system; role of the great powers; the struggle for power; settlement of disputes; diplomacy, the quest for law, nationalism, contemporary problems.

**Prerequisites:** None

**What is this course *really* about:** Statistically speaking, one or more students in this class will live to the ripe old age of 100 years (now, I'm not going to tell you which ones—that would be spoilers), and most of the rest will not fall very short of that. That being the case, in your lifetime you will see and experience things you probably cannot conceive of just yet (well, this is the beginning of the course...). Consider, for example, just how much the world has changed in the last 80 years, or in the lifespan who was your age in 1932. At that time, Hitler was not in power yet (and there was still time for him *not* to come to power), Stalin was in power but what did that matter to people in the US, which maintained no diplomatic relations with USSR. Splitting the atom was still a theory, and the moon might as well be made of cheese. Looking back at all the things that happened since that date, one can only wonder that things, overall, worked out as well as they did. They certainly could have been worse. But they also could have been better. Now, we know what happened in the last century. But what is going to happen in the *next* (i.e., your) century? Will you be able to say, from the vantage point of 80 years from now, that things worked out pretty well? Because, one way or the other, the world that you know as it exists today will not exist for much longer. Something else will replace it, the only question being, what? Will you like the changes, or will you pine for the “good old times”? To help you answer this question, what we are going to do in the course of the semester is to examine the last century or so through the magnifying glass of a variety of theories of international relations and, hopefully, present you with some idea as to what the history of the rest of your life might look like, depending on choices made at individual, national, and international level. The world that exists today did not come about by chance. It is, for better or worse, a product of conscious human action, people who have lived and live not just in the US, but also in other countries and regions whose circumstances and perspective may be very different from your own, therefore understanding those circumstances and perspectives is vital to having basic understanding of how the world works, especially since a lot is riding on choices, both individual and

collective that will be made in the future by people in all corners of the world. You are no doubt aware this Quest 2 course is an integral part of the Universities Studies Program, whose description runs something like this:

**The University Studies Program:** “The purpose of the University Studies Program at the University of Wisconsin Oshkosh is to inspire intellectual curiosity in our students, encourage them to understand their responsibilities as educated people, and lay the foundation for the skills and knowledge that will enable them to succeed not only as university students, but also as engaged local and global citizens. The program is structured around three interconnected areas:

#### QUESTION / EXPLORATION / CONNECTION

These terms build upon the successful Odyssey program for incoming UW Oshkosh students. They also reinforce the goal of assisting students in developing responsibility for their own learning while underscoring the fact that knowledge is driven by inquiry.” (Adopted from University Studies Program booklet, <http://www.uwosh.edu/usp/pdfs/university-studies-program-booklet>)

Each of the Quest 2 courses revolves around one or more specific “Signature Questions”, so I might as well tell you a little about that:

**The Signature Question:** This course is intended to explore one of the three “Signature Questions” around which USP revolves, in this instance *“How do people understand and create a more sustainable world?”*. One of the more vexing problems facing our society is the perennial international political instability that affects US national security, economic well-being, and long-term prospects for prosperity. Let’s face it, the quest (no pun intended) for a stable, sustainable political environment is something that even the ancient Greeks obsessed about, and has been the center of attention for social scientists ever since. So far that quest has been unsuccessful. Every once in a while, the world has suffered major political breakdowns (you no doubt heard of the most recent one, usually referred to as “World Wars 1 and 2”), following which the survivors buried their dead, picked up the pieces, and resolved to do better the next time. Well, the “next time” is upon us. The world is facing a host of problems. Some of those problems rise, or have the potential to rise, to the level of threatening the survival of the international political system and, given what these breakdowns tend to be like, it’s something that we’d just as soon avoid. Therefore by the end of the semester you will have a pretty good idea of what these problems are, what the likely solutions will have to be, and what political obstacles stand in the way of adopting these solutions. I’m not exactly promising that the current international problems *will* have a “Hollywood ending”, but at least you’ll have an idea what such an ending might look like.

To this end, and consistent with other USP Quest courses, this course is organized certain learning outcomes (caution: boilerplate language follows):

**UWO Sustainability Learning Outcome:** Knowledge of sustainability and its applications is the ability to understand local and global earth systems; the qualities of ecological integrity and the means to restore and preserve it; and the interconnection of ecological integrity, social justice, and economic well-being. While there are many ways to define the concept of sustainability, the definition that suits this course best is the following one:

“Sustainability is achieved when all people on Earth can live well without compromising the quality of life for future generations.”

--Rolf Jucker, "A Vision for a Sustainable University"

As a concept, sustainability has multiple components or dimensions, usually defined in terms of the so-called "three pillars of sustainability", namely ecology, society, and economics. The chief focus of this course is on the political

**Essential Learning Outcomes:**

- Knowledge of human cultures
- Identification and objective evaluation of theories and assumptions.
- Knowledge of sustainability and its applications.

**Skills developed in this course:**

- Improve the level of understanding of the main issues in contemporary international politics.
- Develop a concept of individual and national responsibility.
- Develop critical and creative thinking through utilization of social science theories.
- Practice written communication through short essays and a research project.

**Ethical Reasoning:** One of the crucial aspects of the University Studies Program is the emphasis on ethical reasoning. Political decisions are very rarely clear-cut. In most cases, we make either implicit or explicit choices to favor one set of principles or ideas over another, and every gain in some realm of public policy is accompanied by sacrifice somewhere else. Therefore, the objective of the course is to make you aware of the conflicts of values that are an ever-present aspect of international politics, be able to recognize different ethical perspectives of the same set of problems, and develop a course of action that reconciles these competing perspectives.

This Quest II course is consistent with the goals of liberal education, which has been defined as follows: "Liberal education is a philosophy of education that empowers individuals with broad knowledge and transferable skills, and a strong sense of values, ethics, and civic engagement. These broad goals have been enduring even as the courses and requirements that comprise a liberal education have changed over the years. Characterized by challenging encounters with important and relevant issues today and throughout history, a liberal education prepares graduates both for socially valued work and for civic leadership in their society. It usually includes a general education curriculum that provides broad exposure to multiple disciplines and ways of knowing, along with more in-depth study in at least one field or area of concentration." [Source: *Advocacy* "[What is a liberal education?](#)"]

This might sound daunting. It's not.

**Global Citizenship:** This course is **designated a "Global Citizen" course** and may count toward the achievement of a Global Scholar Designation on your transcript. Global citizenship is the knowledge of nations, cultures, or societies beyond the US; the recognition of how interaction, interdependence, and inequity among diverse geographical, social, political, or economic systems have shaped historical or contemporary global challenges and opportunities, and the skills to engage with the responsibilities of informed citizenship in a complex, interdependent, and changing world.

The Global Citizenship criteria are as follows:

- a) examine nations, cultures, and societies beyond the U.S. historically or in the present
- b) appreciate diverse human ideas and traditions

c) understand forms of and sources of interaction, interdependence and inequity at the local and global levels

On the basis of those, the course has the following Student Learning Objectives:

--Students will gain knowledge of global systems, institutions, and theories of international behavior.  
--Students will acquire knowledge and understanding of diverse perspectives on international politics which are conditioned by the individual countries' or regions' circumstances, interests, and historical experiences.

**Quest II Components:** As part of the first year experience, each student is strongly encouraged to perform the following tasks.

--Visit at least three Open Houses during the Academic Open House Week or visit departments at another time. Schedule will be posted to Canvas.

--Participate in a scheduled class activity with the Career Services.

--Participate in one of the following activities: Taste of Oshkosh, OSA, SLIC, Volunteer Fair, USRH, Study Abroad Fair, Intern Fair, or another similar activity.

Upon completing each of the above activities, submit a one-page statement or any tangible written outcomes of the activity to the Extra Credit box.

**Alumni Classroom Visit:** Thursday, March 4, Ms. Stephanie Masaros-Briggs.

**Readings:** all course readings are on Canvas. There is *no* textbook associated with this course.

### **Office hours - Office Hours (MS Teams)**

The Political Science Department uses Microsoft Teams (MS Teams) for holding office hours. This system is available to all UWO students. Faculty will be available during the hours noted on your syllabus. When logging into MS Teams, look closely at the status symbols for your instructor. A green dot by the professor's icon (which may be their picture or their initials) means they are available. A red dot means they are busy.

Generally, you are able to join office hour meetings and talk openly in the forum or use the chat function freely. At times, your instructor may be in a private meeting with a student during office hours, and will mark my availability as "busy" (a red dot).

We hope that using MS Teams for office hours for all of our courses will help students become more accustomed to virtual office hours during the pandemic. The main point to remember is that we are available to you. Please use our office hours freely and often. We are here to help. Many faculty are also happy to set up meetings outside of my office hours if students have conflicts with the posted times.

**Course Delivery Method:** this is a hy-flex hybrid class with lecture/discussion in real time that will also be recorded for future access. It will be accompanied by Powerpoint slides. Classroom attendance is not required, however, for reasons of class participation grade some attendance, in the classroom or online

through Collaborate Ultra, is strongly encouraged. If you do choose to come to class, you will have to wear a face mask throughout the lecture.

**Readings:** all course readings are on Canvas. There is *no* textbook associated with this course.

**Assessment:** Your course grade will consist of the following:

--**Weekly Responses.** Starting with week 7, each week's slides will contain a number of discussion questions that would have ordinarily been part of the class discussion, and which will now be moved to Canvas.

The requirement here is to write 250-word responses for **three** of the discussion questions **for each week**. Submit them to the relevant dropbox under Assignments on Canvas.

Each response is graded on a three-point scale (1-3). These points will be earned as follows:

--Actually provides an answer to the question relying on the course's theoretical framework and using the terminology we used in the initial six weeks. It means discussing things like international relations theories, the role of sovereignty or lack thereof, provision of public goods or lack thereof, or any theoretical concepts introduced in that week's readings.

--Cites relevant readings, both for the week in question and/or from the initial four weeks which laid out the course's theoretical framework.

--Is of proper length.

Meeting each of the three above gets you 1 point, for a total of three per 250-word essay.

Weekly responses should take the form of documents (.doc or .pdf formats) uploaded to their respective Canvas dropboxes, are due by the beginning of the following week (i.e., week 2 responses are due on Monday of Week 3, and so on throughout the semester), however, I will not assess any lateness penalties.

I will provide written feedback on Canvas to each of your answers.

Collectively, they will amount to 60% of the final course grade.

--**Research Component:** Select a disagreement or a conflict between two or more international actors. Conflicts should be contemporary, though may have roots going back decades and even centuries, and still be in need of resolution.

Your grade will depend on how effectively you address each of the following criteria:

--Discuss each actor's position on the issue, describing the source of the clash of interests.

--Assess each actor's "hard", "soft", and "sticky" power, and how they are using it to achieve their objective.

--What is each actor's perception of "the other"? In other words, when discussed by the political leaders or the mass media of the actor in question, how is the adversary described?

--Is that an accurate or fair depiction?

--What is the position on the conflict taken by other major international actors, including relevant state actors and major international organizations such as the UN?

--Try to propose a “win-win” solution to the conflict that would not look and feel like a defeat for either party to the conflict. Is such a solution possible, in your estimate?

--Last but not least: discuss the two parties’ positions, proposed solutions, in terms of the Ethic of Principled Conviction and Ethic of Responsibility. Is this a case of “the end justifies the means”? What principles are being upheld or sacrificed? In the name of what greater good?

The paper ought to be backed by independent research, though up to half the sources used may come from the syllabus, if relevant to your topic. Acceptable bibliography should include:

--1 or 2 books, OR

--6-8 journal articles, OR

--at least a dozen newspaper articles, OR

--a combination of the above.

The research paper is worth 30% of the final course grade. It is due at the end of the semester.

**Class Participation:** While attendance is not required, class participation will be worth 10% of the final course grade. This is by far the most subjective component of the grade, however, you will get the full credit for it if you make your presence felt in class on at least a semi-regular basis, in the form of answering questions, asking questions, providing commentary relevant to the current topic. You may do that by speaking or (even better, given the class format) using the chat function in Collaborate Ultra.

**Expectations for Academic Honesty:** A college education is intended to develop your skills, knowledge, and confidence. Graded assignments are designed to work on these items. Thus, to gain the skills, knowledge, and confidence of a college-educated person all graded work is to be your own. When you are directed to work alone, an assignment or test must be done by you, its primary ideas are to be your own, and any outside materials should be dealt with properly (quoted when using someone’s words, and cited when quoting or referencing them in any other way). When your teacher directs you to work in teams, the work is to be done by the team. More information can be found here:

<https://uwosh.edu/politicalscience/wp-content/uploads/sites/14/2020/08/Academic-Honesty.pdf>

**Note:** If substantive changes are made in course syllabus, such as changes in schedule or assignments, notification will be provided in a timely manner and a revised syllabus made available.

**Disclosure statement:** “Students are advised to see the following URL for disclosures about essential consumer protection items required by the Students Right to Know Act of 1990:

[https://uwosh.edu/financialaid/consumer-information/.](https://uwosh.edu/financialaid/consumer-information/)”

#### **Statement of reasonable accommodation for student with disabilities**

<https://www.uwosh.edu/deanofstudents/Accessibility-Center/faculty-and-staff-resources/syllabus-statement>

The Department of Political Science is committed to offering you a high-quality classroom experience, and we take your feedback very seriously. If you have concerns about anything related to this course, assignments, or teaching method, you are encouraged to first speak with your instructor directly. If you are not comfortable speaking with the instructor, you are invited to speak with the Chair of the Department of Political Science, Dr. James Krueger. He can be reached at [kruegerj@uwosh.edu](mailto:kruegerj@uwosh.edu). Should he be unable to resolve your concerns, he will guide you to appropriate resources within the College of Letters and Science.

**Grievance Procedure:** The Department of Political Science is committed to offering you a high-quality classroom experience, and we take your feedback very seriously. If you have concerns about anything related to this course, assignments, or teaching method, you are encouraged to first speak with your instructor directly. If you are not comfortable speaking with the instructor, you are invited to speak with the Chair of the Department of Political Science, Dr. James Krueger. He can be reached at kruegerj@uwosh.edu. Should he be unable to resolve your concerns, he will guide you to appropriate resources within the College of Letters and Science.

**Note to Political Science Majors:** Political Science majors should take Political Methodology (245) in either their sophomore year or the first semester of their junior year. Political Science 245 is a prerequisite for the senior capstone, Political analysis (401), and cannot be taken concurrently. If you are currently a political science major or if you think you will be one of our majors in the future, it is important that you save your graded coursework from this class. If you have questions, please see me or any faculty member after class.

**Grade Scale:** Final course grades will be assigned as follows: A: 92 and higher. A-: 90-91; B+: 88-89; B: 82-87; B-: 80-81; C+: 78-79; C: 72-77; C-: 70-71; D: 60-69; F: 0-59.

**Learning Communities:** Please keep in mind that most of the people you see in this class are the same people with whom you will be interacting in other USP courses. Moreover, each Quest II class of 50 students is composed of two smaller learning communities of 25 students each who are together enrolled in either a Quest Writing or Speaking course.

## Course Schedule

### **Week 1 “Do unto others before they do unto you.”**

Walt, “One World, Many Theories”

### **Week 2 *The state is a relationship of domination of men over men, one that rests on the use of legitimate violence.*”**

Krasner, “Sovereignty” ---

Renan, “What is a Nation?”

Weber, “What is a State?”

Ottaway, “Nation Building”

Sadowsky, “Ethnic Conflict”

### **Week 3 “You get the government you deserve”**

“Maslow’s Hierarchy of Needs”

Huntington, “The Third Wave”

Falk, “Human Rights”

Kagan, “Springtime for Strongmen”

### **Week 4 “ Greedy men, competing, make the world go ‘round”**

Sobel, “Economic Liberalism and Market Exchange in the Global Arena” [Chapter 5 only]

**Week 5 *"In the long run we are all dead"***

Nau, "History of Globalization"  
Matthews, "The Global Civil Society"  
Albright, "The United Nations"

**Week 6 *"But the Spanish had gunpowder."***

Goldstein and Pevehouse, "The North-South Gap"  
Goldstein and Pevehouse, "International Development"

**Week 7 M 3/16, W 3/18, F 3/20 *"Man cannot live in the midst of plenty."***

Eberstadt, "Population Implosion"  
Rothkopf, "Is a Green World a Safer World?"  
Grunwald, "Seven Myths About Alternative Energy"  
Kahn, "The Green Economy"  
Ghosh, "The Coming Climate Crisis"

**Week 8 *"What we may be witnessing is not just the end of the Cold War, or the passing of a particular period of post-war history, but the end of history as such."***

Jervis, "The Era of Leading Power Peace"  
Huntington, "The Clash of Civilizations?"  
Wolf, "Can Globalization Survive?"  
Mueller, "Nuclear Weapons"  
Allison, "Thucydides Trap"

**Week 9 *"The worse, the better"***

Carothers, "Civil Society"  
Appleby and Marty, "Fundamentalism"  
Crenshaw, "Causes of Terrorism"  
Lawrence, "The Science of Guerrilla Warfare"

**Week 10 *"We have before us the opportunity to forge for ourselves and for future generations a new world order."***

Mead, "America's Sticky Power"  
Walt, "The Myth of American Exceptionalism"  
Hendrickson, "Revolution and Intervention"  
Irwin, "Understanding Trump's Trade War"  
Krstev, "The Crisis of American Power: How Europeans View America"

**Week 11 *"Don't mention the war"***

"The Declaration of 9 May 1950"  
Harding, "The Myth of Europe"  
Frieden, "The Euro"  
Ghosh, "What next for the EU"  
O'Rourke, "Brexit"

**Week 12 *"Whoever does not miss the Soviet Union has no heart. Whoever wants it back has no brain."***

Brown, "Deconstructing Russophobia"  
Orlov, "The Peculiarities of Russian National Character"  
Bullough, "Vladimir Putin: The Rebuilding of Soviet Russia"  
Ames, "Sorry America, Ukraine isn't all about you"  
Klaus, "Let's Start a Real Ukrainian Debate"

**Week 13 "Prepare for War"**

McGregor, "5 Myths About the Chinese Communist Party"  
Chang, "The Coming Collapse of China"  
Kaplan, "How We Would Fight China"  
"China-Russia Partnership Threatens US Hegemony"

**Week 14 "We are not far from disaster."**

Burke, "Al Qaeda"  
Gaddis, "Grand Strategy of Transformation"  
Lynch, "Behind the Arab Spring"  
Hanieh, "A Brief History of the Islamic State"

**Research Papers Due Friday, end of Week 14**