

## PSCI 3810/01: Introduction to International Relations

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Office: 165 Wooten Hall

**Spring 2010**

MWF 9:00-9:50 AM

219 Wooten Hall

Office Hours: W 1:00-3:00,

F 1:00-2:00

### Course Description

This course is meant to acquaint students with the core concepts, processes, and issues of international relations. The first portion of the course explores essential concepts: the actors in international relations, how foreign policy is made, and the role of power. The remaining sections of the course examine contemporary and future problems in the international system, including armed conflict, economics, demography, and the environment. It should be noted that this is not a course in current events, although some reference will be made to current events in discussing the theories and topics covered in the course. Also, I do not seek to indoctrinate students with my own opinions about international relations; rather, my goal is to provide students with the tools to evaluate events themselves and form their own opinions.

Students are expected to attend every class meeting, having already done the assigned reading and thought about the discussion points listed in the syllabus. Class performance will be measured with three (non-cumulative) exams that combine multiple choice, short answer, and map identification questions; class attendance; and four short (2-3 page) papers. Upon completion of this course, students should have a strong basic understanding of international relations and a foundation for taking upper-division courses on the subject.

### Required Texts

**Required:** Joshua S. Goldstein and Jon C. Pevehouse, *International Relations*, 9th edition. New York: Pearson/Longman, 2010. (Available at the usual Denton locations, or maybe cheaper through online bookstores -- but wherever you buy it, be sure to get the correct edition!)

**Optional:** Students are also encouraged to invest in a decent world atlas (available at any bookstore) to help get a better sense of where events are happening, and to follow international news by regularly reading at least one reputable news source. Many newspapers and news wire services are available online for free (the "Internet Resources" page on the online syllabus lists a number of these); I especially recommend the *New York Times* and BBC World Service.

### Course Requirements

(1) **Examinations:** three (non-cumulative) exams will be given in class. Two midterm exams will be held during the regular class periods on **Monday, February 22** and **Friday, April 2**, and the final exam will be on **Monday, May 10, from 8:00-10:00 AM** (the scheduled final exam time for this course). Each exam counts for 25% of the course grade (so the three exams together account for 75% of the total grade), and will draw roughly equally from the assigned

readings and the instructor's lectures. Each will contain 40 multiple choice questions, 5 short answer/fill-in-the-blank questions, and a map section (with students being asked to identify 10 countries on a blank world map). Be sure to be on time to the exam; once the first student leaves the room after the exam starts, nobody else will be allowed to enter and start the exam.

(2) **Attendance:** It is vital that students attend class regularly, starting at the beginning of each class period and staying through the end. I will take attendance at randomly selected times during the semester, usually at the very start of class (to make sure that students are there on time) and/or the very end (to make sure that students do not leave early). Attendance will be measured as a strict percentage, allowing for one free absence, and will count for 5% of the grade.

(3) **Discussion Papers:** Students are required to complete four 2-3 page discussion papers during the course of the semester, as described at the end of this syllabus. Each paper is worth 5% of the course grade, for a total of 20%.

#### **Course Rules**

(1) Make-up examinations are given only with prior instructor approval and with appropriate documentation, and take place only during final exam week. Note that the documentation must indicate why you could not be in class *at the exact time of the test*.

(2) Failure to complete any paper assignment or failure to take any exam will result in a failing grade for the entire course; a passing grade requires completion of all course requirements. Late work will be assessed a substantial penalty (one letter grade per day that it is late). Note that no assignments, documentation, or other items will be accepted after the course's final exam.

(3) Students must keep an extra copy of each assignment until the instructor has returned the graded copy of that assignment. Students must also keep graded, returned copies of all assignments. Failure to do so will invalidate any potential question or protest about grades.

(4) All students must treat the instructor, the other students, and the classroom setting with respect. This includes arriving on time and staying for the entire class (or notifying the instructor in advance if this will not be possible), turning off cell phones and similar devices during class, and refraining from reading, passing notes, talking with friends, and any other potentially disruptive activities. This also means showing respect for alternative opinions and points of view, listening when either the instructor or a fellow student is speaking to the class, and refraining from insulting language and gestures.

(5) The instructor's lecture notes and PowerPoint slides will not be posted online or otherwise handed out to students under any circumstances. If you are unable to attend one or more class meetings, make arrangements with another student to borrow or copy their notes.

(6) Failure to abide by these policies will be dealt with in an appropriate manner, which may include a reduction in the course grade. Any exceptions are given at the instructor's discretion,

only with prior approval where possible, and only with appropriate documentation.

(7) The instructor's teaching-related policies and expectations are described in more detail at <http://www.paulhensel.org/teachgrade.html>. Failure to visit that web site does not constitute a valid excuse for ignorance of these policies. In particular, note that I do not "round up" grades -- an 89.9 counts as a B rather than an A -- and the only extra credit opportunity will be offered in class on the last class period before Thanksgiving (for fall semesters) or spring break (for spring semesters).

(8) The content of this syllabus may be modified by the instructor at any time during the semester if deemed necessary.

### **Academic Integrity**

#### **Departmental Policy on Cheating and Plagiarism**

The UNT Code of Student Conduct and Discipline defines cheating and plagiarism as the use of unauthorized books, notes, or otherwise securing help in a test; copying others' tests, assignments, reports, or term papers; representing the work of another as one's own; collaborating without authority with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty.

Normally, the minimum penalty for cheating or plagiarism is a grade of "F" in the course. In the case of graduate departmental exams, the minimum penalty shall be failure of all fields of the exam. Determination of cheating or plagiarism shall be made by the instructor in the course, or by the field faculty in the case of departmental exams.

Cases of cheating or plagiarism on graduate departmental exams, theses, or dissertations shall automatically be referred to the departmental Graduate Studies Committee. Cases of cheating or plagiarism in ordinary coursework may, at the discretion of the instructor, be referred to the Undergraduate Studies Committee in the case of undergraduate students, or the Graduate Studies Committee in the case of graduate students. These committees, acting as agents of the department Chair, shall impose further penalties, or recommend further penalties to the Dean of Students, if they determine that the case warrants it. In all cases, the Dean of Students shall be informed in writing of the case.

Students may appeal any decision under this policy by following the procedures laid down in the UNT Code of Student Conduct and Discipline.

#### **Academic Integrity in My Courses**

Students should bring possible violations of this student conduct code to the attention of the instructor as soon as possible, so that the violations (if any) may be stopped quickly. Violations include (but are not limited to) the use of unauthorized materials on course assignments or examinations, representing another's work or any part thereof (published or unpublished) as one's own, using one's own work for more than one class, assisting another student in committing such an offense, and attempting to commit such an offense. I will act quickly to stop and punish any such offense, consistent with university and departmental guidelines, because these activities give the perpetrators an unfair advantage in course grades and

represent a critical challenge to the educational process. At a minimum, the student will receive a failing grade on the assignment in question; depending on the nature and severity of the offense, the student may also receive an automatic failing grade for the course or be referred to appropriate university bodies for further disciplinary action. When in doubt, consult the Citations and Plagiarism page on the instructor's web site for advice on why, when, and how to cite sources consulted for research papers, in order to avoid committing plagiarism (whether intentionally or unintentionally).

### **Student Evaluation of Teaching Effectiveness (SETE)**

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. Like most professors, I am very interested in the feedback I get from students, which is very helpful as I work to improve my teaching. Please take the time to fill out the survey honestly and completely when it is made available to you.

### **Americans with Disabilities Act**

The Political Science Department cooperates with the Office of Disability Accommodation to make reasonable accommodations for qualified students with disabilities. Please present your written accommodation request by the start of the second week of class.

### **Instructor's Web Site**

The instructor maintains a web site at <<http://www.paulhensel.org>> that includes -- among other things -- teaching policies, solutions to common student writing problems, copies of syllabi for other courses, and Internet resources for students of international relations. Students are strongly encouraged to become familiar with this web site during the semester. The on-line version of this syllabus can be found at:

<<http://www.paulhensel.org/Teaching/psci3810.html>>.

## **I. BASIC CONCEPTS OF INTERNATIONAL RELATIONS**

1. Monday, Jan. 18: NO CLASS (Martin Luther King Jr. Day)

2. Wednesday, Jan. 20: Overview of Course

3-5. Friday, Jan. 22 - Wednesday, Jan. 27: The Meaning of International Relations (IR)

- *Assigned Readings:* G&P Chapter 1 ("The Globalization of International Relations")
- *Discussion Points:* This first section of the course will introduce students to IR (or more accurately "world politics") and explore some of the most important differences between domestic politics and IR. Before class, think carefully about what "international relations" is and how it differs from domestic politics. That is, how are relations between countries (or other actors) in IR different from events within a single country?

6-8. Friday, Jan. 29 - Wednesday, Feb. 3: Studying International Relations

- *Assigned Readings*: G&P Chapter 2 ("Realist Theories"): "Realism" section only; G&P Chapter 3 ("Liberal Theories"): "The Waning of War" and "Liberal Theories" sections only; G&P Chapter 4 ("Social Theories"): "Constructivism" and "Marxism" sections only

- *Discussion Points*: This topic will address the ways that IR scholars approach and study the field. This will include the basic principles of the scientific approach, which is the approach used by nearly all reputable scholars in today's field of political science. We will also examine the central elements of political realism (or "realpolitik") and political liberalism (or "idealism"), the two most prominent theoretical perspectives employed in the study of international relations as well as several other perspectives that are starting to gain in popularity. Before class, students should think about which (if any) elements of international relations seem to fit best with each of these approaches, and which (if any) do not seem to fit either of them very well.

9-11. Friday, Feb. 5 - Wednesday, Feb. 10: Power

- *Assigned Readings*: G&P Chapter 2 ("Realist Theories"): "Power" and "The International System" sections only

- *Discussion Points*: This topic will examine the concept of power, which some have described as "the currency of world politics." We will define power, consider various ways it might be measured, and think about problems in measuring and using it. Students should try to think about which countries they think are the most powerful in the world, why they think this, and why these countries might not always be able to get their way despite being so powerful. We will then examine the structure of the international system, which is closely linked to the number of "major powers" or "great powers" and the relationships among them. Students should try to think about which type of international system structure is likely to be the safest or most stable -- unipolar (with one dominant power or group of powers), bipolar (with two dominant powers or groups), or multipolar (with three or more) -- and why.

12-15. Friday, Feb. 12 - Friday, Feb. 19: Foreign Policy

- *Assigned Readings*: G&P Chapter 3 ("Liberal Theories"): "Domestic Influences" and "Making Foreign Policy" sections only

- *Discussion Points*: This section of the course will examine how foreign policy is made. Students should try to think about how the various non-state actors that we discussed earlier can influence the making of policy, as well as how foreign policy decisions translate into outcomes (who wins/loses, who gets what, and so on). Also, try to think about how the foreign policy process differs across countries -- are there certain types of countries or political systems where policies are made in a different way, with different actors and different influences on policies?

**16. Monday, Feb. 22: EXAM #1 (in the regular classroom)**

## II. CONFLICT AND COOPERATION

17. Wednesday, Feb. 24: Armed Conflict and Cooperation

- *Assigned Readings*: G&P Chapter 2 ("Realist Theories"): "Strategy" section only

- *Discussion Points*: This meeting will begin by defining conflict, thinking about why it

happens, and discussing some general trends in conflict over recent centuries. Students should try to think about why states are willing to pay the costs and accept the risks that come with conflict; wouldn't they have been better off agreeing on the same solution that was eventually reached through a war, without all of the death and destruction?

18-20. Friday, Feb. 26 - Wednesday, Mar. 3: Causes of Interstate Conflict

- *Assigned Readings*: G&P Chapter 5 ("International Conflict"): "The Wars of the World" and "Conflicts of Interest" sections only

- *Discussion Points*: This section of the course will examine scholarly research on the causes of conflict and war between states, using G&P's chapter as a starting point. Do the causes that the book discusses seem plausible as sources of armed conflict? What other factors or influences can you think of that might also cause states to become involved in conflict and war?

21-22. Friday, Mar. 5 - Monday, Mar. 8: Intrastate Conflict and Terrorism

- *Assigned Readings*: G&P Chapter 5 ("International Conflict"): "Conflicts of Ideas" section only; G&P Chapter 6 ("Military Force and Terrorism"): "Terrorism" section only

- *Discussion Points*: Here we will switch from conflict between states to conflict within states (such as ethnic conflict, civil war, and terrorism). Students should try to think about how intrastate conflicts such as these are likely to differ from the interstate conflicts that we discussed previously -- do many of the same factors seem likely to be relevant, or are the causes likely to be completely different?

23-24. Wednesday, Mar. 10 - Friday, Mar. 12: Realist Solutions to Conflict

- *Assigned Readings*: G&P Chapter 2 ("Realist Theories"): "Alliances" and "Strategy" sections only; G&P Chapter 6 ("Military Force and Terrorism"): everything except "Terrorism" section

- *Discussion Points*: We will now start to examine possible solutions to the problem of conflict and war, beginning with political realism -- which argues that IR is a self-help world and states need to do whatever it takes to preserve their own security. Students should think about whether these types of solutions are likely to help against the various causes of war that we have discussed in the past two weeks -- are there certain causes that these realist solutions seem likely to be able to solve, or are these solutions more likely to have no effect (or even be counterproductive and cause more conflict than they solve)?

**25-27. March 15-19: NO CLASS (Spring Break)**

28-32. Monday, Mar. 22 - Wednesday, Mar. 31: Liberal/Institutionalist Solutions

- *Assigned Readings*: G&P Chapter 3 ("Liberal Theories"): reread "Liberal Theories" section only; Chapter 7 ("International Organization, Law, and Human Rights")

- *Discussion Points*: Now that we have examined the realist approach to conflict and war, we will consider the solutions that are advocated by political liberalism, which are much more cooperative in nature (and, some would say, much more naive). We will start with international law, which has taken many forms over the past century. Students should try to think about which of these legal approaches seem most likely to be effective and which causes of war (if any) they

might address best, as well as whether international law seems to be a better or worse overall solution than the realist ideas that we have already discussed. We will then consider intergovernmental organizations such as the United Nations (UN) as a path to peace. Students should be sure that they understand the structure of the UN system and the ways that it is intended to promote peace, as well as thinking about how effective this approach has been so far and what (if anything) could be done to make it more effective. We will conclude by examining one final liberal solution, involving the creation of "zones of peace" where conflict is unlikely. Students should try to think about the basic idea and the various types of zones of peace that have been attempted (or proposed) so far, ranging from zones of democracy (democratic peace) to peace based on development, integration, and other concepts. Do any of these techniques seem likely to be effective at promoting peace and preventing conflict/war, either overall or under certain conditions?

### **33. Friday, Apr. 2: EXAM #2 (in the regular classroom)**

#### **III. THE INTERNATIONAL POLITICAL ECONOMY (IPE)**

34-37. Monday, Apr. 5 - Monday, Apr. 12: Introduction to IPE / Trade and Protectionism

- *Assigned Readings:* G&P Chapter 8 ("International Trade")
- *Discussion Points:* The last third of this course will move from the more conflictual side of world politics to (potentially) more cooperative areas like economics. We will start by examining the three leading schools of economic thought (known by various names, but generally liberalism, mercantilism, and Marxism). Students should try to think about which dimensions (if any) of the world economy each school is likely to explain best, and which (if any) each is likely to be unable to explain at all. We will then use these schools of thought to investigate international trade, including the question of whether or not trade is desirable at all as well as the followup question of whether (or how) trade should be managed to protect national interests. Students should think about what each of the three schools would suggest about these questions, as well as what they personally believe about trade (are your views closer to one of the schools, are they a mixture, or are they completely different from all three?).

38-39. Wednesday, Apr. 14 - Friday, Apr. 16: Globalization & Interdependence

- *Assigned Readings:* G&P Chapter 8 ("International Trade"): reread "Economic Globalization" section only, Chapter 9 ("Global Finance and Business")
- *Discussion Points:* This topic will examine the relatively noncontroversial concept of interdependence, as well as the related concept of globalization (which has become quite controversial in recent years). Students should try to look past all the rhetoric to figure out exactly what globalization really is, and think about its potential benefits and costs for richer countries, poorer countries, multinational corporations, workers, and consumers.

40-41. Monday, Apr. 19 - Wednesday, Apr. 21: Economic Development

- *Assigned Readings:* G&P Chapter 12 ("The North-South Gap"), Chapter 13 ("International Development")
- *Discussion Points:* In this section of the course we will attempt to understand why the global

South hasn't caught up to the global North yet, and consider the many types of solutions that have been proposed to help Southern states do so. Students should try to think about what each of the schools of economic thought would suggest and why, as well as how effective these various solutions are likely to be.

42-44. Friday, Apr. 23 - Wednesday, Apr. 28: Regionalism and Integration

- *Assigned Readings*: G&P Chapter 10 ("International Integration")
- *Discussion Points*: This section will consider the trend of increasing regional integration, as exemplified by the European Union (EU) and North American Free Trade Agreement (NAFTA). Students should try to think about why states seem to be so willing to create and expand such organizations, and evaluate their strengths and weaknesses (are the economic gains likely to be important enough to outweigh the loss of national sovereignty?)

45. Friday, Apr. 30: Hegemony and Regimes

- *Assigned Readings*: G&P Chapter 3 ("Liberal Theories"): reread "International Regimes" section only; G&P Chapter 8 ("International Trade"): reread "Trade Regimes" section only
- *Discussion Points*: Here we will consider how important it is to have a strong world leader to maintain order in the international economy, and whether or not the leader's role can be replaced by a system of rules, norms, or institutions. Students should try to think about the role of the United States -- is a strong and active U.S. needed for a stable world economy, or can the same role be played by one or more other states or institutions if the U.S. is unable or unwilling?

#### **IV. LOOKING TO THE FUTURE**

46-47. Monday, May 3 - Wednesday, May 5: Course Wrapup / Looking to the Future

- *Assigned Readings*: G&P Chapter 11 ("Environment and Population"), G&P Chapter 14 ("Postscript")
- *Discussion Points*: The final topic of the semester will examine a number of problems that scholars and leaders see as major issues for the future, ranging from overpopulation to resource depletion and global warming. Students should consider how serious these problems are likely to be for the future, and think about what can (or should) be done right now for problems that may not affect many countries for many decades (if, indeed, they have any effect at all). We will also try to wrap up everything we have learned in the course, while looking ahead to the trends that scholars see as shaping the future of world politics. Students should think about how they think world politics will develop in coming years and decades -- do optimistic or pessimistic views seem more accurate, either overall or for certain types of countries or certain dimensions of world politics?

**48. Friday, May 7: NO CLASS (UNT Reading Day)**

**FINAL EXAM: Monday, May 10, 8-10 AM (in the regular classroom)**

## Discussion Paper Topics

Communicating one's ideas verbally and on paper makes up an important part of most college courses and most post-college careers, and this course is no exception. During the semester, students are required to hand in **four discussion papers**, including two that are required for all students in the course as well as any two of a series of optional papers. All papers will be collected **at the beginning of class** on the due date; because the purpose of these papers is to stimulate discussion during the class period, turning them in late will be penalized. The requirement of these discussion papers helps to improve the quality of in-class discussion by giving students an opportunity to think about important discussion topics in advance, and offers the instructor a concrete way to evaluate students' comprehension of the topics covered in the course and in the assigned readings. Each paper is expected to be **2-3 pages long** (please, no longer than three full pages, and use reasonable fonts and margins; papers that only reach the assigned length by using unusually wide margins or spacing or unusually large fonts will be penalized).

These papers should demonstrate that the student has done the assigned readings for the week when they are due and has thought about the assigned discussion question (beyond simply repeating material from lecture or from the readings). Each paper should also support important points with evidence drawn from the course readings or elsewhere (citing the source and page number any time you draw from a source besides your own thoughts), and should make coherent arguments that are logically consistent. Papers that are too short, do not demonstrate both comprehension of the readings and original thought on the assigned question, do not make factually correct statements, or do not make logical and coherent arguments will be graded accordingly.

### Required Paper #1:

#### *Armed Conflict News (due Wednesday, February 24)*

This paper should focus on a news article, published during the current semester, that deals with the writer's view about the cause(s) of some war, crisis, or other form of armed conflict somewhere in the world. Be sure to choose a case of conflict that involves at least one nation-state; a civil war or other conflict involving non-state actors is fine as long as a state government is on at least one side of the conflict. You should also be sure to choose a case involving the threat or use of military force; political disagreement or economic conflict would not be appropriate.

In writing this paper, you need to (1) identify who the actors are that are involved in the conflict; (2) explain what form of conflict took place (which might be anything from a threat to attack the other side to a clash that left thousands dead); and (3) explain why the author of the news article believes the conflict occurred (in other words, what the author sees as the main factor(s), situation(s), or decision(s) that caused the conflict).

Be sure to hand in the news story with your paper, or you will lose points (I need to see the story to evaluate how well you have covered it). Feel free to find a news story online; the instructor's web site offers links to a number of possible sources (although you may also choose any other source as long as it includes an appropriate story):

<http://www.paulhensel.org/news.html>

## **Required Paper #2:**

### ***International Economic News (due Monday, April 5)***

This paper should focus on a news article, published during the current semester, that deals with some international economic problem or situation somewhere in the world. This story can cover a problem within the United States, in some other country, or a truly multinational situation affecting an entire region or international organization; the important thing is that the topic of this story must involve an international dimension (i.e., an international cause and/or effect) and it must be economic in nature rather than military or purely diplomatic.

In writing this paper, you need to (1) identify who the actors are that are involved in the economic problem or situation; (2) explain what is involved in this situation and how this is an economic problem (which may involve trade, development, outsourcing of jobs, or some other economic topic); and (3) explain how this situation is international in nature (which may involve international causes, effects, or both).

Be sure to hand in the news story with your paper, or you will lose points (I need to see the story to evaluate how well you have covered it). Feel free to find a news story online; the instructor's web site offers links to a number of possible sources (although you may also choose any other source as long as it includes an appropriate story):

- <http://www.paulhensel.org/news.html>

## **Optional Papers: Chose any two (2) of the following topics**

### ***Actors in IR (due Monday, January 25)***

Many different types of actors can be important in international relations. Think about your allegiance to or identification with different actors, groups, organizations, or other organizing principles (e.g., governments of the U.S. or the country of your family's heritage, multinational corporations that you work for or whose products you regularly buy, ethnic or religious organizations, international labor unions or fraternities, etc.). How many of these (or other) actors influence your life? Which of these allegiances have the greatest impact on your life?

### ***Power in IR (due Friday, February 5)***

The United States is often described as the only superpower in the post-Cold War world. Do you agree or not, and what are the factors or elements of power that lead you to this conclusion? Based on these factors or elements, which other two or three countries would you consider to be the most powerful (behind the U.S.) right now, and which of these (if any) might ultimately be able to catch up and achieve superpower status in the foreseeable future?

Be sure to support your answer and cite any sources you consulted in reaching these conclusions. Feel free to refer to the textbook or sources such as the following, which offer useful lists comparing countries on many potentially relevant dimensions:

- <https://www.cia.gov/library/publications/the-world-factbook/docs/rankorderguide.html>
- [http://en.wikipedia.org/wiki/Lists\\_of\\_countries](http://en.wikipedia.org/wiki/Lists_of_countries)

### ***Foreign Policymaking (due Friday, February 12)***

This paper should focus on a news article, published during the current semester, that deals with

the making of some foreign policy decision somewhere in the world. This story can cover a decision made in the United States government, in some other country, or in an international organization; the important thing is that the decision must involve foreign policy (with a clear international dimension). The idea of this paper is to think about how and why foreign policy decisions are made.

In writing this paper, you need to (1) explain how this decision and the situation it addresses are international in nature; (2) identify which actor(s) were involved in making the decision (such as the U.S. president or the British parliament); and (3) explain the news story's summary of how or why the decision was made the way that it was (perhaps due to the influence of a specific lobbying group or other domestic actors, or in reaction to a decision by another international actor).

Be sure to hand in the news story with your paper, or you will lose points (I need to see the story to evaluate how well you have covered it). Feel free to find a news story online; the instructor's web site offers links to a number of possible sources (although you may also choose any other source as long as it includes an appropriate story):

- <http://www.paulhensel.org/news.html>

### ***International Organizations (due Wednesday, March 24)***

International organizations play a prominent role in international relations. The international organization with the broadest current authority, the United Nations (UN), has been attacked by some U.S. politicians for allegedly surrendering control over U.S. funds and military forces to a foreign authority that may not have U.S. interests in mind (and may even oppose U.S. interests in some cases). Similar criticisms have also been raised against the European Union (EU) by some in Europe.

Considering such criticisms, do you feel that international organizations such as the UN or EU are useful ways to promote cooperation between nation states -- that is, do they help states reach cooperative solutions that they would be unlikely to reach on their own? On the other hand, do you feel that international organizations are too dangerous -- that is, are these possible benefits outweighed by the costs and risks associated with the loss of state sovereignty from joining such organizations? Considering both of these angles, should states continue to pursue international organizations or not, and should any organizations that they pursue be general in nature (like the UN) or focus only on more specific issue areas?

### ***Globalization (due Wednesday, April 14)***

This assignment requires you to think about the global origins of products that you use every day, as a way to investigate the ways that globalization affects your daily life. To do this, choose ten items that you use regularly -- pieces of clothing, electronics, furniture, and so on. For each one, determine the country in which it was made (if you can not determine this, choose another item). Record this in a table in your paper, briefly identifying the item and listing the country where it was made.

After listing your ten items and their origins, you will need to answer the following questions. How many of these ten items were made in the USA, and how many countries are represented in this list overall? What type(s) of countries are these -- rich countries of the North,

poor countries of the South, or both? Are there differences between these country types based on the types of items (for example, are different countries responsible for your clothes than for your electronics)? What does this exercise tell you about globalization in today's world economy and how this affects our daily lives?

***Approaches to Studying the World Economy (due Friday, April 30)***

The lectures and textbook have presented several distinct schools of economic thought, and have examined their application to a number of different topics in the international political economy. Which of these schools do you find to be the best description of how the international political economy works -- either overall or in a specific issue area of your choosing -- and which (not necessarily the same one) do you think offers the best advice for economic policymakers?