Course Description

This course is designed to introduce students to the study and practice of global politics. It examines the ways in which a wide variety of actors interact across international borders. This list of actors includes states, non-governmental organizations, transnational corporations, weather, and migrants, amongst others. The course also examines the increasing frequency of cross-national border traffic of ideas, goods, services, and environmental degradation. The course emphasizes the importance of defining and projecting interests and values. Of these, none is more important than the definition of security threats, thus the course surveys the historical trajectory and regional diversity of security threats. We talk a lot about how interests and values are defined by different actors and the balance of power between these contending definitions.

PSCI 230 investigates questions of central importance to a wide range of actors in a variety of different geographical locations around the world from a diversity of political, conceptual, and methodological perspectives. The course begins with an historical overview with a focus on the 20th century and then addresses a broad range of 21st century dynamics and challenges.

The class is designed to encourage students to develop your own views on a series of global issues (war and peace, international political economy, poverty, migration and ecosystem sustainability, amongst others). Students will read a series of important analyses from different perspectives, and are then encouraged, in class discussion and exercises as well as writing assignments, to state and defend your own position in light of the analyses you have read. The diversity of the readings is enhanced by reading a number of articles from authors from countries other than the United States. The central goal of the class is to help students develop as global citizens and to inquire into how this identity potentially complements and conflicts with other identities.

Students are required to read all assigned readings carefully and before the class period for which they are assigned. We will discuss and debate questions raised by the readings in class. It will be near to impossible to follow – let alone participate – in these discussions if you have not already read the material. The TA is available to discuss the reading and lectures with individuals and groups. Students are strongly encouraged to make use of this opportunity, especially if you are having difficulty with quizzes and/or exams. Start early and go often. Do not wait until you are in a crisis situation because it is often too late at that point to improve as much as would have been possible if you had addressed your confusions earlier.

Students are encouraged to follow current international events. There are a number of ways to do this. One way to do this is to read international news coverage in one of the major newspapers (including, but not limited to, New York Times, LA Times, Christian Science Monitor, Miami Herald, Chicago Tribune, Washington Post, Wall Street Journal). Another good way to do this is to subscribe to The Washington Post national weekly edition. Reading the Missoulian does not get the job done. One can supplement reading newspaper coverage with other publications that focus or at least regularly discuss international affairs. Some suggestions include Harper’s, Atlantic Monthly, New York Review of Books, Commentary, The New Yorker, The Nation, Foreign Affairs, and Foreign Policy. Many of these and many more are available free on line. Then there is radio and the burgeoning podcast world. National Public Radio has a moderate tone as does the BBC Global News podcast. For those interested in a left leaning perspective, Democracy Now! is excellent. Other good sources from the left include Tom Dispatch and the daily press reports of Nation of Change. For those interested in right leaning perspectives, check out the Cato Institute, National Review, The American Spectator and American Conservative. For those interested in a debate format, I recommend the radio shows Left, Right, and Center (although it is not as good as it once was), and even better is Intelligence Squared. All of these sources are easy to find on the web. Journal publications that require subscriptions can usually be accessed and articles downloaded for free through the Mansfield Library.
Grading

- Your grade will be based on three exams (combined to be worth 65% of total grade) and quizzes and any homework assignments (together worth 35% of total grade).

- Exams and quizzes/homework assignments will be based on assigned readings, lectures, class discussions, films, and guest speakers. Grades will be posted on Moodle in a timely way. Students are encouraged to consult Moodle to check on your grade and if things are not going well to then review your graded work with the TA and figure out what is going wrong and what to do about it. There is no extra credit in this class. However, I do guarantee everyone at least a B- in this class if they do the following: 1. Regularly come to class and take class notes. 2. Regularly do all the required homework and take notes. 3. Meet with the TA with these notes to discuss them, along with quizzes or exams that have been giving you trouble. This will be discussed more in class.

- There will be no make-ups for quizzes except in cases of emergencies – medical emergencies will require a doctor’s note. Make-up quizzes will be given orally by the TA within three days of the missed quiz unless other arrangements are made (in advance!). If you are not in class on a quiz day or fail to hand in a homework assignment you will receive a zero. Your two lowest grades on quizzes and homework assignments will not count toward your grade. Make-up exams will be allowed, but only with a doctor’s note, or for non-medical emergencies, with a typed statement. Make-up exams must be approved before the date of the regularly scheduled exam. Your graded work will not be handed back. However, students are encouraged to review graded work with the TA during office hours.

If you miss a lecture, you are responsible to contact the TA and find out what you missed. If you miss a film showing, you are responsible for locating a copy of the film and watching it on your own. If you miss a guest speaker, you are responsible for finding out what was discussed. Remember: If you are going to miss an exam due to illness or emergency, you must contact the professor before the exam date and arrange a makeup. If you do not, you will not be able to make up the exam and will receive an F grade for that exam.

It may become necessary or desirable to rearrange assignments or alter the schedule: Any changes will be announced in class as well as on Moodle. If you miss class, you are responsible for checking with another student or TA for lecture notes and any announcements that may have been made regarding scheduling or assignments. I do not post nor do I lend out copies of my lecture notes.

Accessibility

The University of Montana assures equal access to instruction by supporting collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that requires an accommodation, contact me at the beginning of the semester so that proper accommodations can be provided. Please contact Disability Services for Students if you have questions, or call Disability Services for Students (DSS) for voice/text at 406.243.2243. You may also fax the Lommasson Center 154 for more information at 406.243.5330.

Class schedule and assignments (subject to changes)

Section I: Political Economy: The last hundred years or so and a proposal

Week 1: Introduction to the class and to the great debate between Hayek and Keynes and their successors
Aug. 27: Introduction and discussion of class. With time remaining, begin the video: *Commanding Heights*, Part 1 “The Battle of Ideas.” Your homework for Thursday, August 29, is to finish the video and come to class ready to discuss it.

Week 2: Intro to Neoliberalism and The US Federal Budget
September 3: Quiz 1 and then An Introduction to Neoliberalism
  - This reading provides the basic tenets of Classic Liberalism, upon which Neoliberalism is based.
  - Only the introduction is required, but this text is a seminal work for the Neoliberal perspective. The introduction provides background and context for the comics.
- “Road to Serfdom” (Comic representation).
  - These comics provide a succinct overview of Hayek’s viewpoint.
  - The Heritage Foundation is a Neoliberal think-tank
**Supplemental readings:** (Note: supplemental materials, listed throughout this syllabus, are for those that would like to go deeper into the subject at hand. They are not required. You will not be tested on them)

  - This is a succinct and poignant critique of the Neoliberal perspective. Strongly recommended.

  - For those interested in a fascinating critique of neoliberal education, take a look.

**Sept. 5: The Federal Budget: Too big or too little?**


**Week 3 The Federal Budget and first day of discussing social democratic political economy proposal**

**Sept. 10: Recent Federal Budget numbers**


Budgets matter. Big time. If you are budget illiterate, you are public policy illiterate. The readings by Downs and Buchanan provide you with two very different visions of what a good budget should look like. The web sites above provide a wealth of information. Take time to peruse these sights and bring your comments and questions to class. The New York Times article above provides information on current federal budget deliberations.

**Sept. 12: Quiz 2** and then we begin discussion of a social democratic leaning alternative.


**Week 4 Social democratic alternative continued**

**Sept. 17** Continuation of social democratic alternative proposal.


**Sept. 19: Quiz 3** and then continuation of social democracy.


**Week 5 Conclusion of social democracy discussion and Exam 1 review**

**Sept. 24:** Conclusion of social democracy discussion.


**Sept. 26:** Exam 1 Review Session

**Week 6 Exam 1 and contrasting views on globalization**

**October 1 Exam 1**

October 3 Three views on globalization, poverty, and (in)equality. Today we introduce a topic that will be returned to at various points in the class.

  - [http://yaleglobal.yale.edu/content/little-notice-globalization-reduced-poverty](http://yaleglobal.yale.edu/content/little-notice-globalization-reduced-poverty)

These three readings provide differing views of how globalization is affecting global society, the poor specifically. Bhagwati emphasizes the positive effects of Multinational Corporations and Foreign Direct Investment. Scott highlights the growing inequality between and within nations as they open their economies. The brief reading from Yaleglobal argues that globalization is reducing poverty levels in poor countries.

**Supplemental readings:**

Section II: Different ways to think about security threats

Week 7  Introduction to international relations theory and clash of civilizations thesis

October 8
• 4 Approaches to International Theory that have Influenced US Foreign Policy

October 10  Quiz 4, and
• https://www.washingtonpost.com/politics/2019/07/18/john-bolton-is-warning-clash-civilizations-with-china-here-are-five-things-you-need-know/?noredirect=on

Supplemental Readings:
• https://www.whitehouse.gov/articles/new-national-security-strategy-new-era/  (Official strategy of Trump Administration)
• It’s time to bring Russia in from the cold. Intelligence Squared Podcast. June 15, 2017. (excellent, highly recommended)
• https://www.foreignaffairs.com/articles/russian-federation/2019-08-06/return-doomsday
• Richard Betts, “Conflict or Cooperation?” Foreign Affairs. November/December 2010

The Huntington piece is a classic, and as described in the brief Washington Post article assigned for today, continues to be widely discussed in universities and policy circles. The Betts article reviews the global visions of Fukuyama, Mearsheimer, and Huntington.

Week 8 Environmental Issues
Oct. 15

Oct. 17  Quiz 5 and Climate Change (aka global warming, climate crisis, climate hoax, climate hysteria)

Supplemental resources:
--https://www.stitcher.com/podcast/the-joe-rogan-experience/e/59263544  Two hour interview with David Wallace-Wells
--Alternative Radio Podcast, August 31, 2017, a talk by Robert Hackett, “Climate Change and the Media.” This is easy to find online.
--**This is an explosive long article from NYT that got a lot of attention around the time of its publication.  It asserted itself to be a balanced view on a lot of interviews with solid scientists. Of course, it attracted critique from those claiming hoax:
--Here is an expanded argument from CATO.  Patrick Michaels and Paul Knappenberger, Lukewarming. CATO Institute, 2015. You can also download a working paper of this work at http://www.cato.org/publications/working-paper/climate-models-climate-reality-closer-look-lukewarming-world
--There are a number of links here that might be of interest, including two to recent Bill McKibben articles in The New Republic and also an older 2012 link to Richard
Muller that itself includes an interview and links to published articles by him:
https://www.democracynow.org/2016/9/30/as_earth_reaches_frightening_co2_milestone

--Technology fixes
http://www.huffingtonpost.com/entry/carbon-capture-fuel_us_577a177ae4b0a629c1aa7669?section=

--Montana readings:

--White Paper by Montana Senator Dick Barrett (let me know if you want to see it)


--After Nature: A Politics for the Anthropocene
Jedediah Purdy  A web site from Harvard gives a number of sources that can be tapped.
http://www.hup.harvard.edu/catalog.php?isbn=9780674368224&content=reviews

--This article is an interview with one of the many climate scientists who are sounding a much direr message concerning the onset of feedback loops.  Note that his most recent book is cited here.
http://www.truth-out.org/news/item/31661-mass-extinction-it-s-the-end-of-the

--A long video of Guy McPherson on Youtube called Global Warming and Human Extinction.

-- Yale study on public opinion by self-identified political identity, from liberal democrat to conservative republican.

--’Climate change hysteria’ is a phrase used by critics of those who urge the government to take significant action to reverse global warming trends. One well known is a Princeton scientist named Freemon Dyson of Princeton. Watch him here:
https://www.youtube.com/watch?v=BiKfWdXXfIs
https://www.youtube.com/watch?v=Pou3sGedeK4

Week 9: Obama, Trump, and Their ‘Doctrines’
Oct. 22: Obama
  https://www.theatlantic.com/magazine/archive/2016/04/the-obama-doctrine/471525/

Supplemental Reading:
http://www.nybooks.com/articles/2016/08/18/the-drone-presidency/


Supplemental Reading:
Jett Heer, “The Myth of Resistance Inside the Trump Administration: The adults in the room are complicit in a dangerous presidency.” The Nation. August 9, 2019. This article is an interesting contrasting view to the position taken by Abrams article.
Steven Simon and Jonathan Stevenson, “Iran: The Case Against War.” https://www.nybooks.com/articles/2019/08/15/iran-case-against-war/  This article provides a contrast to the Pompeo article above, including direct refutation of Pompeo’s position on Iran.

Week 10: Critiques of “an overly militarized, interventionist U.S. foreign policy establishment”
- http://www.nybooks.com/articles/2016/07/14/a-stark-nuclear-warning/

Supplemental podcast:

Oct. 31: Quiz 7, and discussion of Andrew Bacevich
- Peter Beinart, “America Needs an Entirely New Foreign Policy for the Trump Age” in The Atlantic. SEP 16, 2018. (Suggested to read word document version on Moodle because it contains **s marked by Haber, which are the sections from which we will derive quiz and exam questions).

Supplemental reading:
Andrew Bacevich is, in my view, a national treasure and my nominee for Secretary of Defense of whomever wins the next presidential election. His realist insights are strikingly perceptive and if heeded by policymakers would result in positive changes if framed both in terms of pursuing the national interest and also for other state and nonstate actors in the international system. One of the remarkable and extremely unusual things about Bacevich is that he is a regular contributor to The American Conservative, Cato Institute, The Nation Magazine, and Tom Dispatch as well as more centrist publications. Another quality I appreciate about Bacevich is that he is a retired military officer, which adds to his credibility when challenging the “common sense” of Washington’s Foreign Policy Establishment that enjoys so much bipartisan support. The new research institute he is helping to launch, the Quincy Institute (discussed in one of the required readings) has received support from both George Soros and Charles Koch.

Supplemental: Here is a recent video of Bacevich: https://www.youtube.com/watch?v=8VnSnMpxpH0
Bacevich’s has a recent book on the Middle East. A number of talks on the book are available that discuss this theme, including https://www.youtube.com/watch?v=7XNo5ShJpBQ https://www.youtube.com/watch?v=1nBg8NrlVUo http://www.politico.com/magazine/story/2016/04/middle-east-foreign-policy-afghanistan-unwinnable-213778

Week 11 U.S. – China Relations and Prep for Exam 2
Nov. 5 U.S. – China Relations
Your homework is to watch the first of the two videos below (the debate). In class, we will begin by watching the second of the two videos below and then discussing both.

- https://www.youtube.com/watch?v=HZ57Uz0EDmU Are recent U.S. policies tough and focused enough to achieve key economic and strategic objectives? Or will U.S. policy escalate tensions too much, ultimately reducing the chances that the world’s two major powers can achieve a sensible accommodation?
  FOR THE MOTION:
  - Michael Pillsbury - Senior Fellow & Director for Chinese Strategy, Hudson Institute
  - Kori Schake - Deputy Director-General, International Institute for Strategic Studies
  AGAINST THE MOTION:
  - Graham Allison - Douglas Dillon Professor of Government, Harvard Kennedy School
  - Jake Sullivan - Former National Security Adviser to Vice President Joe Biden

- https://www.youtube.com/watch?v=XewnyUJgyA4 Taking lessons from a historical pattern called "Thucydides's Trap," political scientist Graham Allison shows why a rising China and a dominant United States could be headed towards a violent collision no one wants. What might be done to avoid it?

Nov. 7 Exam Review

Week 12 Exam 2 and Global Poverty/Foreign Aid
Nov. 12: Exam 2

Section III: Development, Global Poverty and Foreign Aid, Immigration, and the Future of Our Globalizing World

Nov. 14 Global Poverty and Foreign Aid: The MDGs and Beyond. (Two positive perspectives and some numbers)
- Steven Radelet, “Prosperity Rising: The Success of Global Development and How to Keep It Going” Foreign Affairs, Vol. 95, Issue 1, Jan-Feb 2016, pp. 85-95. Available online through Mansfield Library.

Supplemental:
A neo-modernization theory perspective.

Noah Smith, Management Consultants Might Be the Best Foreign Aid: Emerging-market companies that get help from advisers in developed nations tend to reap big gains. July 18, 2019. Available on Moodle and also
Week 13 Immigration Debate
Nov. 19: The Liberal Perspective
Nov. 21: Quiz 8, and The Restrictionist Perspective

Supplemental Readings: (a wide range of views here)

Week 14 The Future of Globalization and The State of the World (Ending on an Optimistic Note)
Nov. 26 (readings available on Moodle)
- Kenneth Scheve and Mathew Slaughter, “How to Save Globalization: Rebuilding America’s Ladder to Opportunity,” Foreign Affairs, Nov. 2018

Nov. 28 Thanksgiving Holiday

Week 15 Exam 3
Dec. 3: Exam 3 review session
Dec. 5: Exam 3