

AN-NAJAH NATIONAL UNIVERSITY

# INTRODUCTION TO INTERNATIONAL POLITICS

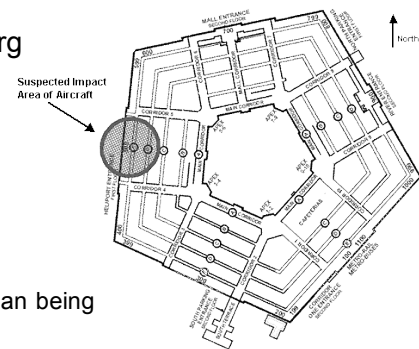
Dr. Ian Douglas

Visiting Professor  
Department of Political Science

Spring semester, 2005

Class hours: Sat, Mon, Wed, 8-9am  
Office hours: Sat, Mon, Wed, 9-11am

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Diplomacy is the police in grand costume  
— *Napoleon Bonaparte*

Something has to happen. Perhaps a catastrophe  
— *Ernst Jünger*

Above all, we must keep firmly in mind what it means to be a human being  
— *Søren Kierkegaard*

This class serves as an introduction to one of the main sub-fields of political science: the study of "international politics". We will review key aspects of international politics—"power", key actors and what drives them, causes and forms of war, cooperation and peace-building, the rise of multinational corporations, imperialism and world capitalism, global inequality and forms of exploitation, and the struggle for social justice—and discuss the ways in which different theorists have tried to explain and understand the complexity of world politics.

## CLASS TEXT

Joshua Goldstein, *International Relations* (New York: Longman, 2005)

## WHERE TO FIND THE CLASS TEXT

Go to "Maktaba Farrah"—a photocopying and stationary shop near to the west gate of An-Najah University—and purchase a copy of the selected readings from Goldstein's book. Ask for the readings for Dr. Douglas's "International Politics" class.

In addition (and especially for your assessed essays), you should try to read and use texts and journals from the university library.

## CLASS ORGANIZATION

The class will be a mixture of me talking and us talking. We should remain flexible and find the best way for you to benefit.

In general terms, I believe that my role as a professor is not to think for you, but rather to offer interpretations that make **you** think. My role is not to be the "Voice of Truth", but rather a guide to help you weigh up the issues and find your own voice.

*You must read for this class.* If you don't read we will have nothing to talk about, you won't learn anything, and you won't understand what I say—even if I were to say it in Arabic!

Every week I will endeavor to provide brief summaries of the readings in English and one page of key points translated to Arabic.

### ASSESSMENT

The assessment of this course will be divided as follows:

Written assignment #1	(due in the 7 <sup>th</sup> week)	20%
Written assignment #2	(due in the 12 <sup>th</sup> week)	45%
Final exam (Oral)	(starting in the 12 <sup>th</sup> week)	25%
Class participation		10%

Written assignments will take the form of two short essays, the first of which must be at least 4 pages in length (not including references), the second of which must be 6 pages in length (not including references).

Your task in these assignments is to respond critically and thoughtfully to a specific question. A list of questions will be distributed for each essay assignment. When preparing research papers you must respond only to questions that I assign. Essays that do not address a question I assign will not be accepted.

Essays should normally be typed and be in English.

### GRADING GUIDELINES

90% to 100% = Excellent grasp of the literature with evidence of independent thought and argument. Evidence that the student went beyond the in-class readings.

80% to 90% = Very good grasp of main themes but inconclusive. Technically very good, but lacking in individual insight.

70% to 80% = A good effort but perhaps confused or confusing. Proof read your work! Many "C" grade essays could be much improved if simply proof read and thought about for a couple of hours more.

60% - 70% = A passing grade. Competent but displaying little in the way of real effort. Often simply repetitious of in-class readings.

Below 60% = Will often be "off-topic" (e.g., talking about the Palestinian question out of context), or very poorly structured or written. Will display no independent thought and little familiarity with issues or key texts.

Please note: I am not here to correct your English spelling or grammar, but please spell-check your work and try to make it readable in English.

### CLASS RULES

No one can be forced to learn so we will have no rules, but please come to class for the next 3 months with the following:

1. **PATIENCE.** I know this class will be difficult for you in English. Please be patient. I am here to help you as much as I can.
2. **ATTENTIVENESS.** I will aim to convey the essence of this subject in simple terms. Please help me by remaining attentive.
3. **HONESTY.** Plagiarism (pretending that other people's work is your own) defeats the point of you being at university. You are not here simply to gain a certificate. You are here to

gain knowledge that will help you and others in this difficult but vital adventure we call life.

4. **CURIOSITY.** “Dare to Know!” said Immanuel Kant. Knowledge is not merely enriching, it is the foundation of resistance to power.

## COURSE OUTLINE

During the semester there will be at least two “reading weeks”, at dates to be confirmed.

### Week 0. Introduction

**Session 1-3.** Class organization / introduction to themes & concepts

### Week 1. Understanding International Relations

**Session 1.** Goldstein, Chapter 1, pp. 3-9

**Session 2.** Goldstein, Chapter 1, pp. 9-24

**Session 3.** Discussion: Is State Sovereignty Vanishing? (pp. 52-53)

### Week 2. History of International Relations

**Session 1.** Goldstein, Chapter 1, pp. 24-37

**Session 2.** Goldstein, Chapter 1, pp. 37-49

**Session 3.** Discussion: A Changing World Order? (pp. 48-49)

## PART ONE: INTERNATIONAL SECURITY

### Week 3. Power & Bargaining

**Session 1.** Goldstein, Chapter 2, pp. 55-62

**Session 2.** Goldstein, Chapter 2, pp. 62-70

**Session 3.** Discussion: What is Power in World Politics: Force or Influence?

### Week 4. Anarchy & Alliances

**Session 1.** Goldstein, Chapter 2, pp. 74-86

**Session 2.** Goldstein, Chapter 2, pp. 86-94

**Session 3.** Discussion: The Bush Doctrine (pp. 97-99)

### Week 5. Alternatives to Power Politics

**Session 1.** Goldstein, Chapter 3, pp. 101-112

**Session 2.** Goldstein, Chapter 3, pp. 112-122

**Session 3.** Discussion: The Masculinity of Power

### Week 6. New Theoretical Approaches

**Session 1.** Goldstein, Chapter 3, pp. 123-126

**Session 2.** Goldstein, Chapter 3, pp. 127-137

**Session 3.** Discussion: The West Versus Islamism: A New Cold War? (pp. 209-211)

### Week 7. International Conflict

**Session 1.** Goldstein, Chapter 5, pp. 171-186

**Session 2.** Goldstein, Chapter 6, pp. 187-206

**Session 3.** Discussion: The Arab-Israeli Conflict (pp. 140-141)

### Week 8. International Organization

**Session 1.** Goldstein, Chapter 7, pp. 255-259

**Session 2.** Goldstein, Chapter 7, pp. 259-277

**Session 3.** Discussion: Should There Be A World Government?



## Week 9. International Law

**Session 1.** Goldstein, Chapter 7, pp. 277-284

**Session 2.** Goldstein, Chapter 1, pp. 284-294

**Session 3.** Discussion: Should State Sovereignty Come Before Human Rights?

## PART TWO: INTERNATIONAL POLITICAL ECONOMY

## Week 10. Globalization

**Session 1.** Goldstein, Chapter 8, pp. 301-310, pp. 314-317

**Session 2.** Goldstein, Chapter 9, pp. 366-375

**Session 3.** Discussion: MNCs: Agents of Modernization or Imperialism? (pp. 378-379)

## Week 11. Information &amp; Population

**Session 1.** Goldstein, Chapter 10, pp. 396-409

**Session 2.** Goldstein, Chapter 11, pp. 441-453

**Session 3.** Discussion: What Should Be Done About Overpopulation?

## Week 12. Inequality &amp; North-South Relations

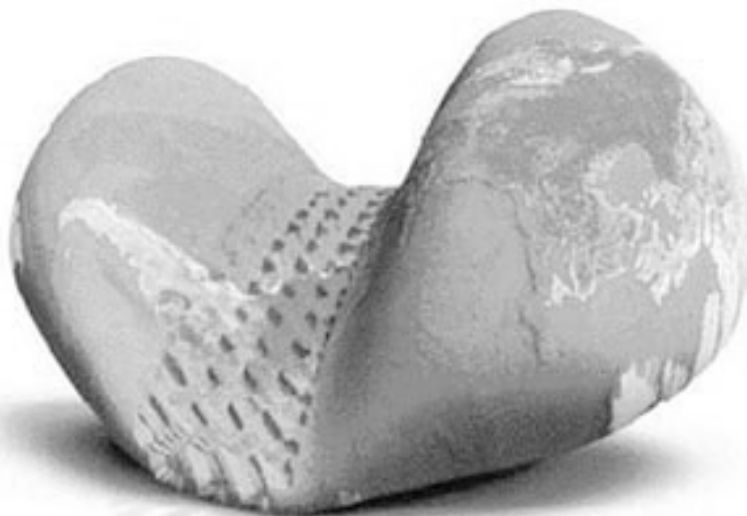
**Session 1.** Goldstein, Chapter 12, pp. 466-478

**Session 2.** Goldstein, Chapter 12, pp. 478-487

**Session 3.** Discussion: Should The First World Aid The Third? (pp. 497-498)



Oral examinations will follow the conclusion of the course.



The precarious equilibrium of the world, which is poised on the brink of an abyss, depends on the perpetuation of injustice. The deprivation of the majority is necessary so that the waste of the few is possible. In order that a few may consume still more, many must continue to consume still less. And so that everyone stays in their place, the system increases its military weapons. Incapable of fighting poverty, it fights the poor, while the dominant culture, a militarized culture, worships the violence of power ... — *Eduardo Galeano*