

Principles of International Politics—GO 201 (H)—Spring 2006—Professor Ginsberg
Ladd 314—MWF 10:10-11:05 am; Office Hours (Ladd 314)—MW 12:30-2:30 pm and 4:00-5:00 pm
and by appointment (x5245); Course Student Assistant—Joshua Hutchinson (j_hutchi)

Course Objectives

- survey changes in international politics since the 1648 Peace of Westphalia, which marks the beginning of the modern interstate system
- introduce key basic concepts, theories, and levels of analysis to help explain international politics
- investigate enduring questions and features of international politics—such as the mismatch between nations and states that is a cause of war, the impact of economics on international political stability, the absence of trust and communication among world leaders, and the extent to which “international learning” occurs among world political leaders to avoid past mistakes
- examine individual foreign policies of great powers
- identify and analyze major factors that cause and prevent war
- question the effectiveness of the 360-year-old Westphalian international system in dealing with contemporary global problems
- improve writing, analytical, debating, and oral presentation skills
- prepare students for more advanced coursework and careers in government and international affairs and for participation in such student conferences as Model UN and Model EU

Course Requirements* and Rationale for This Four-Credit Course

- two concept quizzes (each 10 percent)—measure knowledge and significance of key ideas and events
- final exam (20 percent)—measures knowledge and significance of key concepts and themes of course
- two five-page think pieces (each 10 percent)—offer opportunity to think and write creatively about provocative issues over time in international politics
- one five-page book review essay (10 percent)—introduces students to the technique and value of reviewing/comparing two or more books in a single essay**
- two two-page policy briefs (each five percent)—offer practical experience of distilling/organizing knowledge and offering solutions to policy problems for decisionmakers**
- participation in scheduled roundtables (10 percent)—sharpens oral presentation/persuasion skills and familiarizes students with different sides of an international policy or legal issue
- participation in class discussion of readings, written responses to study questions for readings/videos, and individual meetings/tutorials with professor in preparation for papers and exams (10 percent)—make concrete what students learn, maximize student learning, and ensure the opportunity to achieve excellence***

*To assure fairness to all students there can be no late submissions of required work since deadlines are established in this syllabus at the start of the semester.

**The Department of Government stresses the importance of good writing skills as part of your overall education as well as your education in the study of government. See attached Government Department “Writing Statement.”

***The Department of Government stresses the importance of mutual respect in the classroom. See attached “Policy on Civility and Comportment in the Classroom.”

Required Texts

- Kegley and Raymond, *Exorcising the Ghost of Westphalia: Building World Order in the New Millennium* (for purchase)
- Kennan, *Article X* (distributed in class)
- Kissinger, *Diplomacy* (for purchase)
- McCrae, *In Flanders Fields* (distributed in class)

- Nye, *Understanding International Conflicts* (for purchase)
- Owen, *Dulce et Decorum Est* (distributed in class)
- Tennyson, *The Charge of the Light Brigade* (distributed in class)

Lectures, Reading Assignments,* Videos, Debates, and Roundtables

*note: you are required to complete the readings and view the videos (on reserve) for the day they are assigned and bring both your readings and completed responses to study questions to class

Part One: Introduction to the Beginning of Westphalian International Politics (1648-1815)

- 1-23 Introduction to Westphalian International Politics.
- 1-25 Explaining International Politics. Nye, Ch. 1
- 1-27 The United States in International Politics. Kissinger, Chs. 1-2
- 1-30 Rise of Modern State System. Kegley, preface, intro., and Chs. 1-3
- 2-1 Volatile Multipolarity: 1648-1815. Kegley, Chs. 4-5
- 2-3 Volatile Multipolarity. Kissinger, Ch. 3

Part One Key Concepts

nation, state, nation-state	nationalism	international organization
power and balance of power	diplomacy	international system
state sovereignty & diplomatic recognition	national interest	international politics
hegemony & hegemonic stability theory	ideology	foreign policy
Cardinal de Richelieu and <i>raison d'etat</i>	Peace of Augsburg	feudal/anarchic systems & empires
defenestration of Prague/Thirty Years' War	Peace of Westphalia	Reformation/Counterreformation
unipolar, bipolar, & multipolar systems	Napoleonic Wars	Quadruple Alliance
Treaties of Paris (both)	Monroe Doctrine	colonialism and imperialism
realist & liberal theory and their variants	theory and concepts	levels of analysis & counterfactuals

Part Two: Classical Balance of Power (1815-1914) and Collective Self-Defense (1914-1918)

- 2-6 Rise of Modern Nation-State and the Classical Balance of Power, 1815-1870. Kissinger, Chs. 4-5. Video: *How Wars End Volume Two: The Congress of Vienna*
- 2-8 Fall of the Classical Balance. Nye, Ch. 2; Tennyson's *The Charge of the Light Brigade*
- 2-10 Rise of Collective Self-Defense: 1870-1918. Kissinger, Ch. 6
- 2-13 Collective Self-Defense. Kissinger, Chs. 7-8. Video: *World War I Volume One—Seeds of War*
- 2-15 Applying Levels of Analysis to the Study of the Causes of WWI. Nye, Ch. 3. Video: *How Wars End Volume Three: Paris Peace Conference*
- 2-17 Summary. McCrae's *In Flanders Fields* and Owen's *Dulce et Decorum Est*. Video: *World War I Volume Five—A Precarious Peace* (fast forward from the film *War Ends to Precarious Peace*)
- 2-20 Roundtable on Causes/Lessons of WWI—Was WWI Inevitable? First Policy Brief Due at Start of Class

Part Two Key Concepts—Collective Security

Congress of Vienna & Concert of Europe	Treaty of Aix-la-Chapelle	classical balance of power
Prince von Metternich	Holy Alliance	Ninety-Nine Years' Peace
Rhine and Danube River Commissions	UPU, ITU	1848 liberal revolutions in Europe
Treaty of Bloomier/Austro-Piedmont War	American Civil War	Crimean War & Congress of Paris
three wars of German Unification	Italian unification	Bismarck and Wilhelm I

Collective Self Defense I

collective self-defense	irredentism	arms race
Russo-Turkish War & Tr. of San Stefano	Russo-Japanese War	Three Emperors' League
Congress of Paris	Pan-Slavism	French "revanche"

Hague Peace Conferences	Reinsurance Treaty	Schlieffen Plan
Roosevelt Corollary	Russian Revolutions	Entente Cordial
Algeciras Conference	neutrality	Treaty of Brest-Litovsk
Wilsonianism	Fourteen Points	changing technology of war
Triple Alliance	Triple Entente	Maginot Line & Plan 17

Part Three: Collective Security (1919-1935) and Collective Self-Defense (1936-1945)

2-22	Rise of Collective Security: 1919-1935. Kissinger, Chs. 9-10.
2-24	League of Nations and the Return of Collective Self-Defense. Nye, Ch. 4
2-27	Fall of Collective Security and the League. Kissinger, Chs. 11-12
3-1	Run-up to WWII. Kissinger, Ch. 13. First Think Piece Due at Start of Class.
3-3	Causes of WWII. Kissinger, Ch. 14
3-6	World War II. Kissinger, Chs. 15-16
3-8	Concepts Quiz on Parts One and Two
3-10	Roundtable on Appeasement.

Part Three Key Concepts—Collective Security:

Treaty of Versailles	collective security	sanctions on Germany
French insecurity and British aloofness	Weimar Republic	American isolationism
Washington Naval Conference	beggary-thy-neighbor	Kellogg-Brian Pact
major League organs and principles	Treaty of Rapallo	Locarno Pact
invasion of Ethiopia	invasions of China	mismatch between states & nations

Collective Self-Defense II

Munich Agreement and appeasement	<i>Anschluss</i>	remilitarization of Rhineland
Nazi-Soviet Nonaggression Pact	Teheran Conference	Yalta and Potsdam Conferences
Katyn massacre	siege of Leningrad	Final Solution/Wannsee
Operations Barbarossa and Sea Lion	unconditional surrender	Pearl Harbour
location of West's second front	lend-lease	Bretton Woods

Part Four: Cold War Bipolarity (1946-1960s) and Cold War Multipolarity (1970s-1990s)

3-10	Origins of the Cold War. Kissinger, Ch. 17. Kennan, <i>Article X</i>
3-20	The United States, the Soviet Union, and the Rise of Bipolarity. Nye, Ch. 5
3-22	Catch-Up/Study Day. Prepare second policy brief
3-24	Concepts Quiz on Part Three
3-27	Establishment of the United Nations. Charter of the UN (handout)
3-29	Franco-German Reconciliation and the Korean War. Kissinger, Chs. 18-19
3-31	The Arms Race and the Suez War. Kissinger, Chs. 20-21
4-3	Middle East Conflicts. Nye, Ch. 6
4-5	Middle East Conflicts (continued). Second Policy Brief due at Start of Class
4-7	Hungarian Revolution and the Cuban Missile Crisis. Kissinger, Chs. 22-23
4-10	Vietnam War. Kissinger, Chs. 24-25
4-12	Vietnam War. Stoessinger, Ch. 4; Kissinger, Ch. 26
4-14	Thaw in the Cold War. Kissinger, Chs. 27-29. Second Think Piece at Start of Class.

Part Four Key Concepts

Cold War	spheres of influence	nuclear proliferation
deterrence theory and MAD	NSC-68	GATT, IMF, IBRD
FRG, GDR, & and no treaty ending war	UN organs and principles	"iron curtain"
satellite state	French-Indochina War	containment policy
George F. Kennan—Long Telegram/Art. X	Berlin Blockade/Airlift	Chinese civil war—PRC v. ROC
Marshall Plan and Truman Doctrine	Korean War	decolonization
Treaties of Paris and Rome	interstate reconciliation	Berlin Wall
Zionism and Arab nationalism	Soviet-Yugoslav split	Sino-Soviet rift

Israel war of independence	Warsaw Pact and NATO	Indo-Pakistan Wars
Uniting for Peace Resolution	peaceful coexistence	Suez War and UNEF
impact of death of Stalin	Hungarian Revolution	superpower condominium
UN peacekeeping	India-China Conflict	Sputnik and ICBMs
arms race and arms control	nonalignment—NAM	Bay of Pigs/Cuban Missile Crisis
domino theory and Vietnam War	<i>ostpolitik</i> and <i>détente</i>	OPEC cartel actions
Six-Day War and Yom Kippur War	Cyprus Conflict	Prague Spring/Soviet invasion

Part Five: Westphalia Revisited

4-17	The End of the Cold War. Kissinger, Ch. 30. Roundtable on Origins/End of Cold War
4-19	After the Cold War. Nye, Ch. 6-7
4-21	After the Cold War. Nye, Ch. 9; Kegley and Raymond, Ch. 6
4-24	Westphalia Revisited. Kegley and Raymond, Ch. 7
4-26	Westphalia Critiqued. Kegley and Raymond, Ch. 8
4-28	Roundtable on the Future of the Westphalian State System. Course Evaluation.
5-1	Course Conclusions and Review Session
5-10	Final Exam. Book Review Essay Due Before or at the Start of the Final Exam.

Part Five Key Concepts

German unification and collapse of USSR	end of Cold War	economic interdependence
wars of national dissolution in Yugoslavia	Iraqi invasion of Kuwait	constructivism
hard and soft power	transnationalism	nonstate actors
religious fundamentalism and its extremes	just and unjust wars	collapse of states
globalization and its variants	transnational terrorism	transnational crime
proliferation of WMDs	ethnic cleansing	

Instructions for Assignments and Criteria for Evaluation

Think Piece Instructions

In a five-page (no more), double-spaced typed paper, using proper spelling, grammar, sentence structure, paragraphs, pagination, and format—and with a title page and title/subtitle—respond to think piece questions as assigned. Prepare/organize your thoughts carefully, creatively, and persuasively. Draw on what you have learned from readings, lectures, discussions, roundtables, debates, and videos to fashion your response. Cite relevant sources (e.g., Kissinger:59) in body of text. A sixth page is used to list sources cited. Refer online to *The Chicago Manual of Style* for instructions on how to make proper citations of your documents: <http://www.press.uchicago.edu/Misc/Chicago/cmosfaq/tools.html> Use evidence and dates/examples to back up what you write. Make certain the paper is cohesive: it should have clear opening and closing statements in support of the body of material and thoughts presented. Dividing the piece into sections with headings is strongly recommended to provide structure. Limit scope of response to time period covered in course.

Dr. G. is available well in advance of the due dates for assistance. He has excellent sample think pieces to examine in his office. Take drafts to the Writing Center for assistance. The instructor strongly recommends that once a student has selected a think piece topic she/he check with him to make sure the question is fully understood.

The evaluative criteria checklist provides clear guidance to students on how their think pieces will be judged. Submit in class on time. No exceptions. Since the due dates are published at the start of the term, you are advised to complete your piece in advance rather than wait until the last minute when you might encounter a printing, computer, or other unexpected problem.

Evaluative Criteria Checklist for Successful Think Piece

<p>Style</p> <p>Title/Subtitle/Cover page _____</p> <p>Thought-provoking _____</p> <p>Creativity _____</p> <p>Cohesion/Structure _____</p> <p>Spelling/Grammar _____</p> <p>Page Numbers (start on p. 2) _____</p> <p>Margins/Clarity of Print Out _____</p> <p>Use of Paragraphs _____</p> <p>Use of Headings _____</p> <p>Page Length _____</p> <p>Citation Format _____</p> <p>Stapled Paper _____</p>	<p>Substance</p> <p>Response to Query _____</p> <p>Accuracy of Content _____</p> <p>Substantiation/Examples _____</p> <p>Introduction _____</p> <p>Conclusions _____</p> <p>Link Between Intro/End _____</p> <p>Works Cited Page _____</p>
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First Think Piece Due Before or at the Start of Class on March 1. Choose one of the following.

1. “...in international politics the absence of communication and trust encourages states to provide for their own security, even though doing so may reduce all states to mutual insecurity.” Who wrote this quote (provide full citation: author, source, page number)? To what was the author referring? What are three examples of the impact of lack of communication and trust that have led to war? What is the antidote to lack of communication and why?

2. “A punitive peace mortgages the international order...” Who wrote this quote (provide full citation: author, source, page number)? To what was the author referring? How does this thesis put into perspective the sharp contrast between the decisions taken at Vienna (1815) and Aachen (1818) and those taken at Versailles (1919) that spawned new and very different international systems? What are the lessons to be learned?

3. “Historically Germany has been either too weak or too strong for the peace of Europe.” Who wrote this quote (author, source, page number)? How does this thesis help to explain the origins and effects of the Franco-German confrontation?

4. “One of the great ironies of the interwar period is that the West confronted Germany in the 1920s when it should have been appeased and appeased Germany in the 1930s when it should have been confronted.” Who wrote this quote (author, source, page number)? What did the author mean? How do heads of government know when to appease and when not to?

5. Read John McCrae’s poem, *In Flanders Fields*. If each passage is taken as a commentary on the war from the perspective of a medical doctor on the frontline, what do you think he meant to convey to his reader, and why? What do you learn from his poem about World War I? Or—do the same for Tennyson’s *Charge of the Light Brigade* for the Crimean War or Owen’s *Duce et Decorum Est* for WWI.

6. Define international system as an approach to the study of international politics. Compare and contrast the classical balance of power (1815-1870) and the collective self-defense (1871-1918) international systems. How do the two compare and differ in terms of their (a) origins and demise; (b) key organizing principles; (c) key characteristics and watersheds; and (d) strengths and weaknesses? What are the strengths and weaknesses of an international systems approach to the study of international politics?

7. “The Thirty Years’ War is important because out of it emerged rules and institutions for international relations that have had a lasting influence.” Who wrote this quote (author, source,

page number) and what was meant by it? What has been the “lasting influence” or “normative legacy” of Westphalia for modern international politics and why?

Second Think Piece Due Before or at the Start of Class on April 14. Select one of the below or one of the choices for the first think piece that you did not already do.

1. Define international system as an approach to the study of international politics. Compare and contrast the collective security international system of the interwar years to the bipolar international system after WWII. How do the two compare and differ in terms of their (a) origins and demise; (b) key organizing principles; (c) key characteristics and watersheds; and (d) strengths and weaknesses? Does the post-WWII international system represent any evidence of international learning? What are the strengths and weaknesses of an international systems approach to the study of international politics?
2. “...it was on the basis of *raison d’etat* that de Gaulle reversed the Richelieu tradition of attempting to keep Germany weak and fragmented, which had been the essence of French Central European policy for 300 years.” Who wrote this quote (provide full citation: author, source, page number)? How does this thesis help explain the historic breakthrough in Franco-German relations that occurred after World War II?
3. Using revisionist or counterfactual logic and/or employing your understanding of germane theories, concepts, and levels of analysis, explain what/who you think caused the Cold War to begin?

Instructions for Policy Briefs

A policy brief, a formal document, is a two-page briefing paper written by an expert for the benefit of a decisionmaker. The expert reduces the complexity of an issue to its core elements, presents policy options or scenarios on which decisionmakers may base their final determination, and assesses the benefits/costs associated with each option. Decisionmakers, whether governmental, nongovernmental, or business, are too busy to do their own background research; they depend on concise policy briefs from analysts as they consider, then decide on, policy choices. Preparing briefing papers is a skill worth having whether you work in the future for a chief executive officer of a multinational corporation (or become a CEO!), the head of an NGO, a member of Congress, your state governor, or the Secretary of State. In your policy brief,

- very briefly explain the policy problem and its origins;
- offer two or three policy options for action in response to the problem; and
- explain the benefits/costs associated with the outcome of each option.

Your briefing paper should be two-pages maximum, exclusive of cover page. It should be double-spaced, typed with flawless grammar, sentence structure, spelling, margins (at least one inch), use of paragraphs, and clear print-out (in other words, a visually clean presentation). A cover page in memorandum format (see below) should include the name of your assigned alter-ego. If you wish, use headings/subheadings to distinguish among the parts of the policy briefing. Since this is not a research document, endnotes should be avoided unless you are drawing directly on specialized knowledge and the specific work done by others, in which case you refer to the source in the body of the text. See Dr. G. for guidance.

Take drafts to Writing Center for assistance. The instructor strongly recommends that once a student has selected a policy brief topic she/he check with him to make sure the question is fully understood. Models of excellent briefs are available in Dr. G.’s office. The evaluative criteria checklist provides clear guidance to students on how their policy briefs will be judged. Submit on time. No exceptions.

Memorandum

To: His Royal Majesty, Wilhelm
Emperor of the German Empire

From: Count Alfred von Schlieffen
Chief of the General Staff

Re: Two-Front War

Date: February 15, 1892

Following your request, attached please find for your consideration the following three proposed military contingencies in the event Germany is confronted with the prospect of a two-front war: (1)....; (2)...; and (3)..... Planning has been made more urgent in light of the new Franco-Russian Entente which threatens to encircle Germany.

Evaluative Criteria Checklist for Successful Policy Brief

Style	Substance
Submitted on time _____	Concise intro of policy problem _____
Organization/structure _____	Clear list of options listed up front _____
Creativity _____	Logical sequence of options _____
Effectiveness _____	Clear explanation of each option _____
Proper cover/ memo format _____	Pros/cons or costs/benefits of each _____
Within two-page limit _____	Authenticity of options _____
Spelling/grammar _____	
Page Number (start on p. 2) _____	
Use of Paragraphs _____	
Quality of print out _____	
Full names/titles _____	

First Policy Brief Due Before or at the Start of Class on February 20. Choose one of the following.

1. February 15, 1892. Count Alfred von Schlieffen, Chief of the General Staff to HRM, Wilhelm, Emperor of Germany with regard to German military policy in the event of a two-front war
2. July 25, 1914. Count Berchtold, Foreign Minister of Austria, to HRM, Fran Josef, Emperor of Austria, on the government's choices with regard to punitive or other action against Serbia
3. August 2, 1914. Belgian Prime Minister de Broqueville to HRM, Albert, King of the Belgians, on the government's response to the German ultimatum
4. September 15, 1931. British Foreign Secretary to British Prime Minister on the government's response to the Japanese invasion of Manchuria
5. October 20, 1935. French Foreign Minister to French Prime Minister on the government's response to the Italian invasion of Ethiopia
6. December 5, 1941. Japanese Foreign Minister to Japanese Prime Minister concerning the response of the government to the imposition of U.S. sanctions against Japan

Second Policy Brief Due Before or at the Start of Class on April 5. Choose one of the following.

1. April 18, 1945. Secretary of State Dean Acheson to President Truman on options to end war with Japan
2. June 25, 1950. Secretary of State Dean Acheson to President Truman on options in response to the North Korean invasion of South Korea
3. November 26, 1950. Minister of Defense to the Chairman of the Community Party, Mao Tse-Tung, on China's response to the U.S. advance across the Yalu River
4. October 24, 1956. Soviet Foreign Minister to Soviet Premier in response to Hungarian Revolution

Instructions for Book Review Essay

A book review essay compares and contrasts two or more books related to a common theme but written by different authors. Write a book review essay on Kissinger and Kegley/Raymond, the realist and the constructivists. Each is a book on international politics but with different approaches/conclusions. Do not summarize each book at length. A book review essay compares/contrasts the books by outlining/critiquing theses, approaches, methods, presentations, and conclusions; identifying strengths/weaknesses; and concluding with how each contributes to knowledge. Is there a clear link between the beginning (thesis and theory), middle (empirical analysis/case studies to substantiate thesis), and conclusions (a statement that links the thesis and theory with the empirical findings)?

Your book review essay should be five pages (no more), double-spaced, using proper spelling, grammar, sentence structure, paragraphs, pagination, and format. The title page must include full bibliographic citations (and size of each book by total pages). For proper citation format refer to *The Chicago Manual of Style*: <http://www.press.uchicago.edu/Misc/Chicago/cmosfaq/tools.html> Format your book review essay as if it were appearing in an authentic journal and include full bibliographical information on each book (see models distributed by Dr. G.). Dividing the piece into sections with headings is recommended to provide structure. Dr. G. is available well in advance for assistance. Take drafts to the Writing Center for assistance. Due before or at the start of the final exam 5-10. No late submissions.

Evaluative Criteria for a Successful Book Review Essay

Your Style

cover page format	_____	page length	_____
cohesion/structure	_____	spelling	_____
grammar	_____	page numbers	_____
use of paragraphs	_____	margins	_____
clarity of print out	_____	quality of opening	_____
quality of comparisons	_____	quality of closing	_____

Elements of the Book Review Essay: Comparison of the Authors for Their:

quality of prose	_____	theses	_____
clarity of organization	_____	critique of theses	_____
clarity of objectives	_____	methodologies	_____
conceptual approaches	_____	strengths	_____
timeliness	_____	weaknesses	_____
contributions to knowledge	_____	conclusions	_____

Instructions for Roundtable Discussion

In a roundtable discussion, a group of participants, led by a moderator, focuses discussion around a specific preassigned set of questions/themes. The discussion starts with an introduction of the participants and a summary of the issue or problem to be discussed followed by a tour de table at which time each individual speaks briefly (five minutes). This is followed by questions and comments the panelists have of one another before the discussion is opened to questions and comments from the audience. The roundtable ends when the moderator asks each participant to summarize her/his main points (2-3 minutes each).

First Roundtable (February 20)—Causes and Lessons of WWI. Was it Inevitable?

Second Roundtable (March 10)—Appeasement of Hitler at Munich in 1938

Third Roundtable (April 17)—Origins and Demise of the Cold War

Fourth Roundtable (April 28)—Critique of the Westphalian State System—What does the Future Hold?

Evaluative Criteria Checklist for Successful Roundtable

Style		Substance	
Clarity of Thought	_____	Quality of Responses	_____
Delivery	_____	Preparation	_____
Confidence	_____	Substantiation	_____
Creativity	_____	Organization	_____
Persuasiveness	_____	Quality of Key Points	_____
Eye Contact	_____		

Concepts and Exams

Concepts—typical of a good introductory survey course—are used as building blocks in the study of international politics. Each concept (event, person) is linked to the relevant international system in which it belongs or to theory and method. Understanding of the context of the concepts will greatly facilitate learning. For each concept, provide a brief definition, offer a date and an example when appropriate, and explain how the concept is relevant to the study of international politics. Students might want to set aside a section of their notebooks for a glossary or use note cards. Nye offers a glossary. Definitions will be found in readings/lectures. Dr. G. is available to review students’ work on concepts before exams. Studying for exams in small groups is useful and highly recommended. There will be two concepts quizzes. Student identify ten out of 15 concepts. The final will includes key concepts and short-answer questions that capture the themes of the course.

Participation and Reading Assignments

Students are expected to bring the relevant text to class each day and be prepared to discuss it. They prepare answers to study questions and readings for the day they are due. Dr. G. will ask to see these periodically. Responses are acceptable in bullet form. No late submissions. Nye study questions are found at the end of each chapter. Kissinger and Kegley/Raymond study questions are listed below as are video study questions.

Given the importance of classroom lectures and discussion, more than two unexcused absences lowers final grade. An absence is considered excused due to illness or other emergency when the student contacts Dr. G. by phone before class begins and explains what arrangements are made to get notes and make up work missed. For each unexcused absence, the participation grade is reduced by a letter grade. Late arrivals are disruptive to the class. More than two late arrivals lowers final grade. For each late arrival, the participation grade is reduced by one-half of a letter grade.

Study Questions for Readings

Kissinger

Ch. 1

1. What two international systems did Kissinger think were most stable and why?
2. What is the difference between analysts of, and statesmen in, international politics?

Ch. 2

1. How do balance of power systems and empires differ?
2. Has the U.S. ever participated in a balance of power system? Explain.
3. How did the Monroe Doctrine jibe with U.S. policy of renouncing power politics?
4. What did Kissinger mean when he wrote: “No nation has ever experienced such an increase in its power without seeking to translate it into global influence”?

5. What did Kissinger mean when he wrote: “Roosevelt is remembered for his achievements, but it was Wilson who shaped American [foreign policy] thought”?

Ch. 3

1. Why did France seek to exploit the rivalries the Reformation had generated among its neighbors?
2. Why does Kissinger view Cardinal Richelieu as the “father of the modern state system”?
3. How and why did *raison d’etat* ultimately work against France?

Ch. 4

1. What did von Metternich mean when he stated that a strong Central Europe (meaning a unified Austria) was a prerequisite to European stability?
2. Why were the victors of the Napoleonic War so generous to the defeated French?
3. What kept Europe from a global war from 1815 to 1914 and why?
4. Why did the Crimean War mark the downfall of the Concert of Europe and the beginning of the end of the classical balance of power?

Ch. 5

1. Why did Louis Napoleon support Cavour’s plan to unify northern Italy at Austria’s expense and how did this work in the end against French security?
2. What were the implications for the international system of the victory of Piedmont over Austria?
3. What did Kissinger mean when he wrote: “Frivolity is a costly indulgence for a statesman....”?
4. Why didn’t France support Austria in its war with Prussia? What were implications for not doing so?

Ch. 6

1. What was the significance of the location and manner in which German unity was proclaimed?
2. What did Kissinger mean when he wrote that the “unification of Germany caused *realpolitik* to turn on itself....”?
3. How did the rise of nationalism in the last half of the 19th. century affect the glue that held together the conservative monarchies of Prussia, Austria, and Russia?
4. Why did Bismarck seek creation of the Three Emperors’ League?
5. Why did Britain support a decaying Ottoman Empire?
6. Why was San Stefano unacceptable to Austria and Britain and what was done about it?
7. Why did Bismarck create and Austria and Italy join the Triple Alliance?
8. What did Kissinger mean when he wrote: “The balance of power had preserved the liberties of states, not the peace of Europe”?

Ch. 7

1. Why did Wilhelm II fire Bismarck and with what effects for German foreign policy?
2. Why did Wilhelm II end the Reinsurance Treaty with Russia? What were the implications of this action for Franco-Russian relations and German foreign policy?
3. Why didn’t Britain and Germany have enough “parallel interests” to avoid conflict?
4. Why was there a “reckless disregard” for consequence among the leaders of the great powers before WWI?
5. What did Kissinger mean when he wrote: “The leaders of all the major countries did not grasp the implications of the technology [of war] at their disposal”?

Ch. 8

1. Why didn’t Germany think more about how the operationalization of the Schlieffen Plan would affect Britain?
2. What did Kissinger mean when he wrote: “What Europe lacked was some all-encompassing value system to bind the powers together, such as had existed in the Metternich system or the cold-blooded diplomatic flexibility of Bismarck’s *realpolitik*”?
3. What was the “paradox” of July 1914?
4. How did Austria’s ultimatum back Russia, and by extension France and Britain, into a corner?

5. What does the following statement from Kissinger tell us about levels of analysis? “Russia’s Foreign Minister, unaware that he was living in a fool’s paradise, sought to reassure Berlin on July 28 by writing that ‘the military measures taken by us in consequence of the Austrian declaration of war [were] not directed against Germany.’”
6. Why couldn’t or didn’t the Czar stop his partial mobilization?
7. Who wrote, “Woe to the leaders whose arguments at the end of a war are not as plausible as they were at the beginning”? What is meant by this quote?

Ch. 9

1. What did Kissinger mean when he wrote: “Once plunged into war, the leaders of Europe became so obsessed with fratricide, so maddened by the progressive destruction of an entire generation of their young men, that victory turned into its own reward regardless of the ruins on which that triumph would have to be erected.”?
2. How did America’s idealism and utopianism contrast with Europe’s paranoia and jaded view of international politics at the end of WWI?
3. How do collective security and balance of power differ?
4. Why were the European allies critical of Wilson’s view of a postwar settlement and why?
5. How did Brest-Litovsk show what Germany had in store for the vanquished? Should Germany have been surprised at Versailles?
6. What were the symbolism and effect of the use of the Hall of Mirrors for the signing of the Versailles settlement?
7. What did Kissinger mean when he wrote that the Versailles Treaty was “too punitive for conciliation, too lenient to keep Germany from recovering”?

Ch. 10

1. What did Kissinger mean when he wrote: “The wisest course for the allies would have been to relieve Germany voluntarily of the most onerous provisions of Versailles and to forge a Franco-British alliance”?
2. Why did collective security fall “prey to the weakness of its central premise”?
3. What did Rapallo symbolize and why?
4. How did Locarno define the next battle of Europe?

Ch. 11

1. What was the impact of Stresemann’s death on Weimar?
2. What was the significance of Japan’s invasion of Manchuria for the League/collective security?

Ch. 12

1. What was France’s chief security dilemma after 1919 and why?
2. How did Ethiopia sound the death knell of collective security?
3. How did Hitler undo Versailles? Give five examples.
4. Why didn’t the French and British challenge Hitler’s remilitarization of the Rhineland?
5. What did Kissinger mean when he wrote: “Munich has been our vocabulary as a specific aberration—the penalty of yielding to blackmail. Munich, however, is not a single act but the culmination of an attitude which began in the 1920s and accelerated with each new concession”?

Chs 13 and 15 (no study questions)

Ch. 14

1. What did Kissinger mean when he wrote: “Stalin had gambled on Hitler’s rationality, and he had lost. Hitler had gambled that Stalin would quickly collapse, and he too had lost. But whereas Stalin’s error was retrievable, Hitler’s was not”?

Ch. 16

1. How and why did Roosevelt and Churchill differ over approaches to postwar order?
2. How and why did Roosevelt and Stalin differ over approaches to postwar order?
3. What was agreed to at Teheran? What was the significance of Teheran to the postwar order?

4. What did Kissinger mean when he wrote: “Yalta has borne the opprobrium for the shape of the postwar world. Yet, when it occurred, Soviet armies had already crossed all their 1941 borders and were in a position to impose unilaterally Soviet political control over the rest of East Europe”?
5. What did Kissinger mean when he wrote: “...two months after Yalta, Stalin’s violations of the Yalta Declaration...had become flagrant, especially with respect to Poland”? List three violations in addition to Poland.

Ch. 17

1. To what extent were initial U.S.-Soviet disagreements after WWII “generic” or based on “misunderstandings”?
2. How did Stalin’s treatment of the U.S. in 1945 mirror his treatment of Germany five years earlier?
3. What was the main difference between Truman and Roosevelt in dealing with the Soviets? Why?
4. Why was the U.S. uncomfortable with the concept of “spheres of influence” after WWII?
5. Why was Stalin surprised by the western countries’ interest in Polish democracy?
6. Why didn’t Stalin keep his Yalta promise to hold free elections in Soviet-occupied East Europe?
7. Why did Potsdam turn into a “dialogue of the deaf”? What impact did this have on postwar order?

Ch. 18

1. Why didn’t the western allies militarily challenge Stalin’s actions in Eastern Europe after WWII?
2. What was and who wrote the “Long Telegram”? What was the significance of the Long Telegram for U.S. containment policy?
3. What were the origins of the Marshall Plan and Truman Doctrine?
5. What was Kennan’s prediction about the future of the USSR?

Ch. 19

1. What are the three key explanations for why the Korean War broke out in June 1950?
2. Was the UN/U.S. response to the Korean conflict a collective security action under UN law? Explain.
3. What were the implications of MacArthur’s decision to march toward the Yalu?
4. What was the outcome of the Korean War?
5. How did the Korean War affect China, NATO, and West Germany?
6. Why did the U.S. aid South Korea when it fell outside the U.S. defense perimeter, a perimeter previously articulated by Acheson?
7. What was Kissinger’s view of Stalin’s role in the Korean War? Do you agree or disagree?
8. Why did U.S. objectives in Korea shift and to what effect?

Ch. 20

1. What did Kissinger mean when he wrote: “Both sides were in fact preparing for what neither side intended—a direct, all-cost challenge”?
2. What was the impact of Stalin’s death on East-West relations?
3. Why did Adenauer sell out the idea of German reunification in the 1950s for an independent, sovereign West Germany?
4. How was the integration of West Germany into the Western Alliance actually favorable to the Soviets, according to Kissinger?

Ch. 21

1. What were the causes of the Suez crisis?
2. What was the Egyptian perspective on the Suez crisis?

Chs. 22-23

1. What were the causes of the Hungarian Revolution and its effects on bipolarity?
2. What was the impact of Sputnik on U.S. foreign policy and on bipolarity?
3. What was the Berlin Crisis and its impact on bipolarity?

Ch. 24

1. What were the chief strains or cracks in U.S.-British and U.S.-French relations in the 1950s and their impact on bipolarity?

2. Why did East Germany build the Berlin Wall?
3. What was the relationship between the Berlin Crisis and the Cuban Missile Crisis and how were they turning points in the Cold War?

Kissinger Chs. 25-30

1. What impact did the U.S. failure in Vietnam have on U.S. foreign policy after the war?
1. How did the Nixon Doctrine change the Truman Doctrine...and with what effects?
2. What was Nixon's policy of "linkage politics" with the Soviet Union?
3. How did Nixon "play the China card" when dealing with the Soviet Union?
4. What were *détente* and *ostpolitik* and how and why did they begin to transform the Cold War?

Kegley and Raymond

Intro. and Ch. 1

1. Why is Westphalia viewed as an "imprinting experience" in international politics?
2. Why now in international politics is it timely and informative to study Westphalia?
3. What is the authors' critique of the Westphalian system? Why is it flawed?
4. What is the "ghost" of Westphalia, does it still haunt us today, and, if so, why exorcise it?
5. What did Ben Franklin observe about war that is germane to our study of world politics?

Kegley and Raymond Ch. 2

1. What are five key explanations for why the Thirty Years' War started?
2. Who were the belligerents on each side?
3. What was the "tinder box" that ignited in 1618? Why did it ignite?
4. When and how did the war end?
5. What are four key explanations for why the war ended when it did?
6. Who harkened back to a medieval, moral past based on good will and who practiced *raison d'état* in a modern secular age?
7. Why did Cardinal Richelieu have no problem aligning Catholic France with the Protestants against Catholic Austria?
8. Why did Austria and Spain end up on the losing side of the war?
9. What did the authors mean by a "culture of death" in explaining the longevity of war?

Kegley and Raymond Ch. 3

1. Why was the war so total, brutal, and ruthless in its devastation? Why so Hobbesian?
2. How devastating was the war to the Germans? Cite specific losses in population, property, and culture.
3. What was the effect of the war's end on Christianity?
4. What was the effect of the war on the rule of law in wartime?

Kegley and Raymond Ch. 4 (includes pp. 101-107)

1. What five precedents in international politics were established at the Peace of Westphalia?
2. Why did Westphalia elevate *raison d'état* to the "status of a virtue"?
3. What mechanism was used to stabilize the international system and deter one state from becoming a hegemon?
4. What did the authors mean on page 106 when they wrote: "Westphalia created a war called 'peace.'...The balance of power process is one of the Westphalian ghosts that needs to be exorcised if a stable new world order is to develop"?
5. Why is Inis Claude, Jr. so critical of the Westphalian balance of power system?
6. What did the authors mean on page 107 when they wrote: "The ghost of Westphalia still stalks"?
7. How would Grotius and Hobbes differ over the merits of the outcomes of Westphalia?
8. What did France gain and Austria lose from the Peace of Westphalia?
9. What decisions were made at Westphalia that affected Germany, the Holy Roman Empire, the Papacy, and the Netherlands?

Kegley and Raymond Ch. 5

1. What two European states continued to fight for 11 years after the Peace of Westphalia and why?
2. How did Westphalia shape the following principles of international politics: removing religion from politics, the independence of sovereign states, sovereign equality, and nonintervention in the internal affairs of states?
3. Did the Peace of Westphalia support an international system based on collective security or an international system based on ad hoc collective self defense alliances? Explain.
4. What were five normative legacies of the Peace of Westphalia?
5. What did the authors mean when they referred to Westphalia as a “war system”?

Kegley and Raymond Chs. 6-8

1. What did the authors mean when they wrote that peace was not an object of the Peace of Westphalia?
2. What did the authors mean when they concluded that the Westphalian system of international politics seemed unable to address humanity’s many vital needs? What are these needs?
3. What are five examples of “integrative trends” in world politics today?
4. What are five examples of “disintegrative trends” in world politics today?
5. What are five differences between the Westphalian and current international systems?
6. What did the authors mean when they wrote that “...so long as we continue to think of international society exclusively in terms of sovereign territorial states, the ghost of Westphalia will continue to haunt the world, undermining the prospects for a peaceful and just twenty-first century world order.”? Do you agree or disagree with the authors? Explain.
7. What are five similarities/differences between the international systems of the post-Westphalia and post-Cold War periods?
8. What do the authors envisage for a post-Cold War international order? Do you agree/disagree?

Video Study Questions

How Wars End: The Congress of Vienna

1. Who were the four allies who defeated France? Why did they win?
2. Why was France allowed to participate at Vienna? What is the significance of this?
3. Who were the other powers present? What is the significance of this?
4. What unified the five major powers at Vienna and why?
5. Whose idea was the Congress of Vienna and why?
6. What were the purposes of the Congress?
7. How did this international gathering differ from previous ones?
8. What were the most important decisions taken at Vienna?
9. Why did Russia want to create a “Holy Alliance”?
10. What happened at Aix-la-Chapelle (Aachen) and why? Significance?
11. When, how, and why did the Concert system begin to break down?
12. What happened at the Congresses of Paris in 1856 and Berlin in 1877?
13. What does the story of the Congress of Vienna tell us about international politics in 1815?

How Wars End: The Paris Peace Conference

1. What were five major effects of the end of WWI?
2. Who were the principal negotiators at Versailles and what were their positions?
3. Why was the peace conference not a congress?
4. How did the victors treat the vanquished? What were the specific forms of punishment levied against Germany?
5. Why didn’t France in 1919 remember the treatment of France at Aachen in 1818?
6. How and why did Versailles connect the establishment of the League with the terms of defeat of Germany? What were the implications of this?
7. How did Versailles contribute to the coming of WWII?

The Seeds of War

1. What was the general political atmosphere in Europe just before the outbreak of war?
2. Who assassinated Archduke Franz Ferdinand and why?

3. Why was Germany supportive of Austria, Russia supportive of Serbia, France supportive of Russia, and Britain supportive of France?
4. Why did Austria seek to punish Serbia so harshly?
5. Why were intelligent Europeans clamoring for war once hostilities broke out?

A Precarious Peace

1. When and how did WWI end?
2. With what attitude did France handle its occupation of western Germany, why, and with what implications?
3. What was the purpose of demilitarization of Germany at war's end?
4. What was the purpose and what were the effects of the blockade of occupied Germany?
5. Why was the Weimar Republic politically unstable?
6. What is meant by a "precarious peace"?
7. What was significant about the January 1919 German elections?
8. Who were the leaders of the victorious Big Four at Versailles?
9. What were the punishments dictated to Germany at Versailles?
10. Why did the Germans give in and sign the Versailles Treaty?
11. What did the speaker mean when he said that the "allies created a peace undermined by flaws"?