

Lecture 1
29 September 2009
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- I. Introduction
- A. Begin today with lecture to give flavor of course. Wrap up with course requirements.
- B. Brief comments beforehand
1. Section is mandatory starting THIS week
 - a) Course goal: better understanding of causes of international conflict and means by which they are resolved.
 - (1) Political science NOT history course. Not WHAT happened but WHY things happened. Explain rather than describe international relations.
 2. CHANGE in international relations
 - a) Militarily - end of cold war; new nuclear powers like Pakistan, India, perhaps, Iran, Iraq; signing of Nuclear Test Ban; military involved in humanitarian assistance as much as war; small arms weaponry increasing problem; efforts by NGOs rather than states led to land mine treaty. Americans and Brits offering aid to a sunken Russian submarine several years back.
 - b) Terrorism – Sept 11 changed American views on everything but not those of countries like Israel that live with terrorism regularly
 - c) Politically - combining of certain countries (EC, NAFTA, South American Free Trade Area, China/HK) and disintegration of others (Soviet Union, Yugoslavia, Czechoslovakia).
 - d) Economically - globalization - most people know more about Daimler-Chrysler, Microsoft, and Coke than about Benin, Cote d'Ivoire, and Madagascar. Reshuffling of who's on top. Regional trade blocs with European Community and NAFTA. Germany and Japan surpassing US; much more integrated – Asian flue
 - e) Environmentally – many new issues coming onto international agenda from ozone depletion, deforestation, desertification.
 - f) Human rights and social welfare – Tian-an-men Square, Chechen rebels, Aung San Suu Kyi's being constrained under government of Myanmar, Nelson Mandela's release, rights of women under the Taliban in Afghanistan; female genital mutilation in some African states.
 3. CONTINUITY in international relations
 - a) Militarily - war still far too common. End of Cold War has not led to the end of all conflict. Kosovo, Congo, Kenyan bombings, Sudanese and Afghan response, Columbia's war against drug lords.
 - b) Military – between 30 and 40 major conflicts at the moment – either between or within states
 - c) Politically - seems highly unlikely that we are going to achieve world government and disintegration of the nation state anytime in the near future.
 - d) Economically - most powerful economic countries still exploiting poorest and extracting resources at rampant pace.
 - e) Environmentally - all countries inflicting more or less severe levels of environmental harm on own land and on global commons of ocean and air.
 - f) Human rights and social welfare – poverty and degradation of human life remains a far too common sight around the world.
 - g) Healthwise - millions of people in developing countries continue to die from diseases that are non-existent in developed countries or at much higher rates than in those countries. Life expectancies are much shorter in developing countries.
- II. International affairs in all aspects of life, and poses hard questions. Reading the NYT.
- A. Front page questions:
1. Is the continuing expansion of NATO likely to make Russia feel more threatened or more reassured? If more threatened, how is Russia likely to respond, and what is it likely to mean for the security of the US, and for the security of neighboring states?
 2. Why did Sept 11 attacks occur in 2001 rather than earlier or later? Why was terrorism not a particularly major concern for United States prior to Sept 11?
 3. What caused Bosnian conflict? Parallels with Sarajevo 1914. Why did Serbs sign peace treaty accepting 49% of Bosnia in 1995 but unwilling to do so earlier? Why did US respond in Bosnia and Iraq but not in Rwanda? Why is the US not responding to the problems in Darfur in Sudan?

4. Why was there a landmine treaty in 1997, but not before? Why did governments allow NGOs to get control of the agenda on this? Why are some countries willing to give up their option of using landmines while others are not?
 5. Why are North Korea and Iran working to develop nuclear weapons? If they succeed, will they be more or less capable of achieving their political, security, economic goals? Why did Libya decide to give up its nuclear ambitions? What about Brazil and Argentina - why has it given up nuclear ambitions but won't let IAEA inspect?
- B. Business page questions:
1. Why and how did European countries decide to give up autonomy of having own currency? Has formation of the EU allowed member countries to do better economically than they would have otherwise?
 2. Why did a subprime mortgage crisis in the US bring the world to the brink of economic collapse?
 3. Did the years of economic boycotts of South Africa (with the costs they imposed on American industry) really have any beneficial effects in leading South Africa to provide blacks with some say in running that country?
 4. Now that beginning to see the effects of NAFTA, do they seem to be benefiting the American economy or hurting it? What about the Mexican economy? What about the Canadian economy?
- C. Environment and social problem questions:
1. Is Mexico more likely to clean up its environment after signing NAFTA than it was before?
 2. Conservation International purchased logging concessions in Guyana to ensure that the forests there are protected rather than logged.
 3. Is climate change the result of the anarchy of the international system and, if so, is there any prospect that we can successfully address the problem?
 4. Did the Fourth World Conference on Women held in 1995 have any impact on the level of violence perpetrated against women in the world?
 5. Will human rights violations in a wide variety of countries of the world decline in the future? If so, what processes are likely to make it decline? Will France's pressure on the US lead it to reconsider the death penalty?
- D. Arts / entertainment / sports?
1. What explains the level of nationalism among athletes and rivalry among athletes of different states? Do the Olympics foster understanding and global citizenship or does it foster nationalism? As build toward Beijing Olympics, what effect, if any will efforts to label it the Genocide Olympics influence the conflict in Darfur?
 2. Ted Turner of CNN and Jane Fonda's husband fame has given \$1B to UN
 3. Princess Diana's life and death helped put focus on landmines. Have Angelina/Brad and Madonna helped the plight of children in developing countries?
- III. Causality and counterfactuals
- A. Identifying causes and effects will be the recurring theme of the course.
 - B. Movie of "It's A Wonderful Life" example
 - C. If "A causes B" then it must be true that "Not-A would cause Not-B"
 1. Simple example - if "Sun causes My Warmth" then "No Sun would cause Not My Warmth" (or "if the sun weren't out I would be cold")
 - D. Anarchy example: If "Anarchy causes War" than "Not Anarchy would cause Not War" (or "Government would cause Peace")
 - E. Human nature: If "Human Nature being Aggressive causes War" than "Human Nature being Peacelike would cause Peace"
 1. But can't think of a situation in which counterfactual would be true.
 2. What about other species?
 3. If this is true, what does it mean about war? Doesn't it mean that War is Constant?
- IV. Structure and agency: can people be causes of change? If so, when and how?
- A. Ongoing tension between structure and agency, between the constraints imposed by large, impersonal forces and the ability of:
 1. Human choices to make a difference by producing different outcomes within existing structural constraints

2. Human choices to make a difference by, over time, altering the structure itself – e.g., the end of the Cold War or the growth of a global economy are the aggregate results of many human choices, some conscious and some less than conscious
- B. But these human choices are, indeed, constrained by large structural forces that make any single human choice unlikely to be determining of the outcomes, even if they can be influential
 - C. Because there are choices, and those choices have consequences, however probabilistically, that means that morality also matters.
- V. Overview of course - review of syllabus
- A. Theory provides basis for thinking about range of issues. Some covered deeper than others.
 - B. Goal of teaching theory is to learn how to apply it to specific issues you care about.
 - C. Thinking about causality. What causes conflict? What causes violent conflict? Was WWII caused by Hitler, poor international management, or German nationalism?
 - D. Issues covered: security, economics, human rights, environment, ethics.
 - E. Brief overview of course themes
 1. Types of interaction: conflict, harmony, and cooperation
 2. Actors - states, IGOs, NGOs, MNCs, individuals
 3. Goals and issues: military, economic, social, environmental
 4. Means - war and force, economic power, treaties and diplomacy, enviro power, people power
 5. Levels of analysis. Individual, governmental, or international system level
 6. Theories of interaction: realism, liberalism, dependency theory, feminist theory
 - F. Major theme will be how different theories help us explain a given event, the beginning of a war, the signing of an environmental agreement, or the opening up of trade between two countries. Goal is to get you to look at explanations from each of several points of view. There are both deep and proximate causes to any war. War is caused by factors at the international level, at the national level, and at the level of personal decisions.
- VI. Logistics
- A. Introduce teaching assistants - phones, office hours, etc. on syllabus and on webpage
 - B. Web site for course
 - C. How to read for this class
 - D. Reading packet online via library website
 - E. Syllabus is always correct if conflicts with reading packet.
 - F. Course requirements
 1. Rules of the road: Plagiarism and cheating not tolerated
 2. Midterm, final, 2 of 3 pop quizzes, participation in section
 3. 3 surveys for extra credit
 4. No makeups or excuses for lateness on any assignments.
 - G. Grading
 1. 30% As, 40% Bs, 25% Cs, 5% other, with some variation depending on how people perform - average for university and better than allowing biases of TAs to introduce even more variation. Hope that everyone makes the non-C category 0%.
 2. Complaints will be dealt with as described in the syllabus.
 - H. Students can subscribe to the New York Times at the UO Bookstore at very cheap rates. You can pick up your copy daily at the UO Bookstore (preferred) or get home delivery, I believe. UO Bookstore has educational rates