



UNIVERSIDAD
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Syllabus

International Relations

August – december 2018

Lecturer

Luis García Westphalen, Ph.D.

I. General information

Course	International Relations	Credits: 3
Code	04508	Semester: 2018-2
Requisite	International Negotiations	Cycle: XI

Lecturer	Luis García Westphalen, Ph.D.
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II. Course Outline

This course presents students with the most salient issues in International Relations (IR) and global politics. It offers an overview of the IR system, including the power and national interest of the United States of America, the Russian Federation, and China. It also explores at current transnational issues, such as new nationalisms, the environment, the overpopulation and aging problems, among others.

III. Class Objectives

At the end of the course, students will be introduced to the main concepts, theories and trends in international relations and global politics. Students will work with others in order to understand the challenges and opportunities that current international events pose to individuals, states and transnational actors. Students will also be able to discuss in written and oral form their interpretation and analysis of the international context using the academic language of politics and international relations.

IV. Learning results

At the end of the course, the student will be able to:

- Become acquainted with the main political trends and events in the post-Cold War world;
- Identify the different types of actors in the international system and classify them according to their characteristics, potential and behavior;
- Understand the main political, economic and cultural ideas, and trends that shape the international stage today;
- Apply previous knowledge of international trade and economic regionalism to examine and interpret global current events;
- Demonstrate intermediate knowledge of international political geography;
- Discuss in an informed, articulate and respectful matter the main trends in current global politics;
- Follow current international events on a regular basis using trusted, critical sources;
- Summarize her/his learning in written and oral forms using English;
- Prepare written reports to be presented and supported in an oral form; and
- Work collaboratively in small groups to produce a main project focused on a political issue in a specific region.

V. Methodology

- The class meets weekly for three-hour sessions;
- During classes the lecturer will present various topics and provide information from various sources;
- Students are required to read the materials in advance. Active participation from students is encouraged and will be graded;
- The first day of classes students will be grouped in teams. Each team will be required to make one presentation;
- During classes, students may be required to debate and discuss real-life situations with a critical, constructive and respectful attitude.

VI. Evaluation System

The evaluation system is permanent and comprehensive The final grade is calculated with the permanent evaluation (PEP) (50%), the midterm exam (EP) (25%) and the final exam (EF) (25%).

The concepts and their weight considered for the Permanent Evaluation (PEP) are the following:

The Permanent Evaluation (PEP) 50%		
Assessment type	Description	%
Class Participation	Quality of her participation in class	20
Paper	Each student will write an essay. Instructions will be provided the first day of classes	25
Presentations	One group presentation in which students will demonstrate their ability to research and to communicate IR problems	25
Quizzes	Two quizzes will be taken and averaged. (Students must take both of them).	30

$$\text{Final Grade} = (0,25 \times \text{Midterm Exam}) + (0,50 \times \text{PEP}) + (0,25 \times \text{Final Exam})$$

Note: The final exam includes all the class content.

VII. Weekly Schedule

WEEK	CONTENTS	ACTIVITIES / EVALUATION
<p>1° 20th – 25th, August</p>	<p>- Rules: what to expect from this class.</p> <p>- Introduction to International Relations: What is going on in the world today?</p> <p>Unit 1: Theoretical Basis</p> <p>1.1 Contending theories to understand and to predict international relations</p> <p>Learning result:</p> <p>- To become acquainted with the most salient paradigms in IR.</p> <hr/> <p>Readings:</p> <p>MINGST, K. and I. ARREGUIN-TOFT. Essentials of International Relations, fifth edition. Chapter 3: Contending Perspectives – How to think about international relations theoretically, pp. 65-92.</p>	<p>- Making a world map of the most current and salient international relations issues.</p> <p>- Understanding basic theories in the field of International Relations</p>
<p>2° 27th - 1st September</p>	<p>Unit 2: Theoretical Basis</p> <p>1.2. The States, main actors in the field of International Relations.</p> <p>Learning result:</p> <p>- To understand the concept of power and how states exercise it.</p> <hr/> <p>Readings:</p> <p>MEARSHEIMER. Anarchy and the Struggle for Power.</p> <p>MINGST, K. and I. ARREGUIN-TOFT. Essentials of International Relations, fifth edition. Chapter 5: The State, pp. 115-154.</p>	<p>- Presentation by the lecturer</p> <p>- Class discussion.</p>
<p>3° 3rd – 8th Sep.</p>	<p>Unit 2: Global Politics</p> <p>2.1 The United States of America: Power and National Interests.</p> <p>Learning result: To analyze to what extend spreading</p>	<p>- QUIZ No. 1: LYNN-JONES, Sean. 1998. Why the United States Should Spread Democracy?</p>

	<p>democracy is really a national interest to the United States.</p> <hr/> <p>Readings:</p> <ul style="list-style-type: none"> - LYNN-JONES, Sean. 1998. Why the United States Should Spread Democracy? Belfer Center for Science and International Affairs, Harvard Kennedy School. - BARRO, Robert. 1996. Democracy and Growth, <i>Journal of Economic Growth</i>, Vol. 1, pp. 1 – 27. 	<ul style="list-style-type: none"> - Presentation by the Lecturer. - Class participation.
<p>4° 10th – 15th, Sep.</p>	<p>Unit 2: Global politics</p> <p>2.1 The United States of America: Power and National Interests.</p> <p>Learning result:</p> <ul style="list-style-type: none"> - To understand the U.S. self-perceived national interests and its foreign policies. - To understand the concept of hegemonic power. - To foresee Donald Trump’s foreign policy. <hr/> <p>Readings:</p> <ul style="list-style-type: none"> - FERGUSON, Niall. 2016. Donald Trump’s New World Order. <i>The American Interest</i>, Vol. 12, No. 4. - MEARSHEIMER. America Unhinged. 	<ul style="list-style-type: none"> - Student’s Presentation. - Presentation by the lecturer - Class discussion.
<p>5° 17th – 22nd, Sep.</p>	<p>Unit 2: Global politics</p> <p>2.2 The Rise of China</p> <p>Learning result:</p> <ul style="list-style-type: none"> - To understand the current position of China in global politics. - To understand the concept of “a rising power”. <hr/> <p>Readings:</p> <ul style="list-style-type: none"> - THE ECONOMIST. China’s place in the world. - THE ECONOMIST. China’s Future. 	<ul style="list-style-type: none"> - Student’s Presentation. - Presentation by the Lecturer. - Class participation.
<p>6° 24th – 29th, Sep.</p>	<p>Unit 2: Global politics</p> <p>2.2 The Rise of China</p> <p>Learning result: To apply international relations theories in order to foresee possible scenarios of</p>	<ul style="list-style-type: none"> - Student’s Presentation. - Presentation by the Lecturer.

	<p>conflict between U.S. and China.</p> <hr/> <p>Readings:</p> <ul style="list-style-type: none"> - MEARSHEIMER. China's Unpeaceful Rise. - MEARSHEIMER. Taiwan's Dire Straits. 	- Class participation.
<p>7° 1st – 6th, Oct.</p>	<p>Unit 2: Global politics</p> <p>2.3 The Russian Federation: Power and National Interests.</p> <p>Learning result:</p> <ul style="list-style-type: none"> - To understand the concept of regional power. - To analyze if Russia is a declining or a rising power. <p>Readings:</p> <ul style="list-style-type: none"> - U.S. DEFENSE INTELLIGENCE AGENCY. Russian Military Power. 2017. (To be confirmed) 	<ul style="list-style-type: none"> - Student's Presentation. - Presentation by the lecturer - Class discussion.
<p>8° 8th – 13th Oct.</p>	<p>MID TERM EXAMS</p>	
<p>9° 15th – 20th, Oct.</p>	<p>Unit 3: The Impact of Colonialism and Geography in the International System</p> <p>Learning result: To understand the impact of historical events (colonialism) and geographical conditions in current international relations.</p> <hr/> <p>Readings:</p> <ul style="list-style-type: none"> - ACEMOGLU Daron, JOHNSON Simon and ROBINSON James. 2001. The Colonial Origins of Comparative Development: An Empirical Investigation. The American Economic Review, Vol. 91, No. 5, pp. 1369-1401. - SACHS Jeffrey D. 2012. Government, Geography, and Growth: The True Drivers of Economic Development, Foreign Affairs, Vol. 91, No. 5, pp. 142-150. 	<p>- QUIZ No. 2:</p> <ol style="list-style-type: none"> 1. ACEMOGLU Daron, JOHNSON Simon and ROBINSON James. 2001. The Colonial Origins of Comparative Development: An Empirical Investigation. 2. SACHS Jeffrey D. 2012. Government, Geography, and Growth: The True Drivers of Economic Development, Foreign Affairs, Vol. 91, No. 5, pp. 142-150. <ul style="list-style-type: none"> - Presentation by the Lecturer. - Class participation.

<p>10°</p> <p>22nd – 27th, Oct.</p>	<p>Unit 4: Globalization and Transnational Issues</p> <p>4.1 Health, Population and Global Warming</p> <p>Learning result: To demonstrate intermediate level knowledge of current discussions regarding international health, world population tendencies, and environmental issues in the international agenda.</p> <hr/> <p>Readings:</p> <p>- MINGST, K. and I. ARREGUIN-TOFT. Essentials of International Relations, fifth edition. Chapter 10: Transnational Issues, pp. 325-270.</p>	<p>- Student's Presentation.</p> <p>- Presentation by the Lecturer.</p> <p>- Class participation.</p>
<p>11°</p> <p>29th Oct – 3rd Nov.</p>	<p>Unit 4: Globalization and Transnational Issues</p> <p>4.2 Peace and Security: Form Humanitarian Intervention to Responsibility to Protect.</p> <p>Learning results:</p> <p>- To become acquainted with the role of the U.N. Security Council and peacekeeping operations;</p> <p>- To understand the international principles of responsibility to protect; and</p> <hr/> <p>Reading:</p> <p>- EVANS. 2001. From Humanitarian Intervention to Responsibility to Protect.</p>	<p>- Presentation by the Lecturer.</p> <p>- Class participation.</p>
<p>12°</p> <p>5th – 10th, Nov.</p>	<p>Unit 4: Globalization and Transnational Issues</p> <p>4.3 International Trade and Fair Trade</p> <p>Learning results:</p> <p>- To reflect on the impact of international trade in economic growth and income inequality; and</p> <p>- To understand the industrialization by import substitution policy, export oriented policies, free trade policies, and current protectionist policies.</p> <hr/> <p>Readings:</p> <p>DOLLAR D. y KRAAY A. 2002. Spreading the Wealth, Foreign Affairs, Vol. 81, No. 1, pp. 120-133.</p> <p>RODRIK Dani, SUBRAMANIAN Arvind y TREBBI Francesco. 2004. Institutions Rule: The Primacy of Institutions Over Geography and Integration in Economic Development, Journal of Economic Growth, Vol. 9, pp. 131-165.</p>	<p>- Student's Presentation.</p> <p>- Presentation by the Lecturer.</p> <p>- Class participation.</p>

<p>13° 12th – 17th, Nov.</p>	<p>Unit 4: Globalization and Transnational Issues</p> <p>4.3 International Trade and Fair Trade</p> <p>Learning results:</p> <ul style="list-style-type: none"> - To reflect on the impact of fair trade. - To understand the mechanism of compulsory licenses. 	<ul style="list-style-type: none"> - Student's Presentation. - Various case studies will be discussed on classes.
<p>14° 19th – 24th, Nov.</p>	<p>Unit 4: Globalization and Transnational Issues</p> <p>4.4 Trafficking in Persons</p> <p>Learning result: Human Trafficking is regarded as slavery in the XXI Century. Students will be introduced to current international efforts to address this transnational problem.</p> <hr/> <p>Readings:</p> <ul style="list-style-type: none"> - U.S. Department of the State. 2018. Trafficking in Persons Report. - CURTIS L., and ENOS O. Combating Human Trafficking in Asia Requires U.S. Leadership, The Heritage Foundation. - Foreign Policy – How American Anti-Trafficking Policy is Failing Asian Migrants. - CHARNYSH V., LLOYD P., and SIMMONS, B. 2015. Frames and consensus formation in international relations: The case of trafficking in persons, European Journal of International Relations, Vol. 21, No. 2, pp. 323-351. 	<ul style="list-style-type: none"> - Student's Presentation. - Presentation by the Lecturer. - Class Discussion.
<p>15° 26th Nov – 1st Dec.</p>	<p>Unit 5: The Forthcoming Situation in International Relations</p> <p>Learning result: To elaborate plausible scenarios in the International Relations' field.</p>	<ul style="list-style-type: none"> - Lecturer's Final Remarks.
<p>16° 3rd – 8th, Dec.</p>	<p>FINAL EXAMS</p>	

VIII. Bibliography

See assigned readings above (weekly schedule)

IX. Lecturer

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Luis García is Ph.D. in International Development by Nagoya University, Master of Arts in International Development by Nagoya University, Bachelor in Social Work by McGill University, and attorney at law by Pontifical Catholic University of Peru.