Voyage: Summer 2014  
Discipline: Politics and International Relations  
PLIR 1010-501, 502, and 503: International Relations (Sections 1, 2, and 3)  
Lower Division  
Faculty Name: Peter M. Sanchez  

Pre-requisites: None.

COURSE DESCRIPTION

This course is designed to provide an introduction to the study of international relations, with a focus on Europe and global problems. The course is broken down into four sections. In the first section, we will examine the key theories that scholars use to understand and explain international interactions. In the next three sections we will look at the three principal goals of the global community – attaining prosperity, peace, and environmental preservation. We will examine global prosperity, with a focus on the need for equitable human development. Next, we will consider the goal of ending war and violence as a way to ensure a secure environment for everyone. Finally, we will study the quest for preservation, considering energy use and the global ecosystem. As we visit a number of European countries on our voyage, we will learn about their history, economics, culture, and politics. We will also use the theories and goals we examine in the course to better understand these countries. At the end of the course, we will take into account mechanisms and strategies for achieving global peace, prosperity and ecological preservation. This course and our voyage in general will give all of us a close and personal look at the paramount challenges that our world faces today, and provide us with some viable solutions to those challenges.

COURSE OBJECTIVES

- To understand some of the most important theories of international relations
- To understand the history, economics, culture, politics and global relations of the countries that we will visit on the voyage
- To understand the importance of the global goals of prosperity, peace, and environmental preservation
- To understand the challenges the world faces in achieving these goals
- To consider some of the ways that global problems might be resolved
REQUIRED TEXTBOOKS

AUTHORS: Joshua S. Goldstein and Jon C. Pevehouse
TITLE: Principles of International Relations
PUBLISHER: Pearson/Longman
ISBN#: 0205652662
DATE/EDITION: Pearson/Longman, 2009

AUTHOR: Scott Sernau
TITLE: Global Problems: The Search for Equity, Peace, and Sustainability
PUBLISHER: Pearson Education, Inc.
DATE/EDITION: 2012, third edition

TOPICAL OUTLINE OF COURSE

June 16: Depart Southampton
June 17: Orientation

<table>
<thead>
<tr>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>C1-June 18: Course Introduction (key concepts and organization)</td>
<td>Sernau Intro &amp; PIR 1&lt;sup&gt;1&lt;/sup&gt;</td>
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Theories of International Relations

| C2-June 19: | Realism and Liberal Institutionalism | PIR 2 & 4 |
| C3-June 20: | Portugal: European Empire and Militarism | CF #1<sup>2</sup> |

June 21-24: Lisbon

| C4-June 25: | Constructivism, Law and Human Rights | PIR 6 |
| C5-June 26: | Spain: Civil War, Dictatorship and Democracy | CF #2 |

June 27-30: Bilbao

| C6-July 1: | Critical Theories – World Systems and Feminism | PIR 7 & 8 |
| C7-July 2: | Exam #1 | Study |

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<sup>1</sup> PIR refers to the text book, Principles of International Politics, listed on page 4.
<sup>2</sup> CF readings will be available to students in the course’s electronic folder and are listed in the syllabus below.
Global Problem #1: Achieving Prosperity (and equity)

C8-July 3: Class and Labor: The Global Assembly Line
The U.K.: Industrialization & the Welfare State
Sernau 1 & 2
CF #3

C9-July 8: Gender, Family and Education
Sernau 3 & 4

July 4-7: Glasgow

Global Problem #2: Achieving Peace (Safety and security)

C10-July 9: Ireland: Nationalism, Irredentism and Political Violence
CF #4

July 10-13: Dublin

C11-July 14: National and International Crime: Fear in the Streets
Sernau 5

C12-July 15: Conflict and Terrorism
Sernau 6 & PIR 9

C13-July 16: Norway: The European Social Democratic Model
Field Lab #1: Terrorism and Security: The 2011 Norway Attacks
CF #5 & 6

July 17-20: Bergen and Oslo

C14-July 21: Democracy, Ethnicity and Religion
Sernau 7 & 8

C15-July 23: Russia: Revolution, Totalitarianism, and Democratization
Field Lab #2: Russia: World War II and Totalitarianism
CF #7 & 8

July 24-28: St. Petersburg

C16-July 29: Exam #2
Study

Global Problem #3: Achieving Preservation (consumption and sustainability)

C17-July 30: Stockholm, Sweden: Sustainable Cities
CF #9

July 31-August 3: Stockholm

C18-Aug. 4: Urbanization, Population, and Health
Sernau 9 & 10

C19-Aug. 5: Finland and European Integration
CF #10

August 6-9: Helsinki

C20-Aug. 10: Technology and Energy
Sernau 11
**Field Lab #1:** The quest to eliminate or defend against terrorism is part of the general goal of achieving global security. While the United States has been principally focused on radical Islamist terrorism, owing to the attacks of 9/11 in 2001, terrorism has been perpetrated by organizations and individuals from all political inclinations. On 22 July 2011, Anders Behring Breivik, a 32-year-old Norwegian right-wing extremist carried out two terrorist attacks in Norway, with a loss of 77 lives. Behring first detonated a bomb at a government building in Oslo and then travelled to Utøya Island, where the Labor Party’s Youth Wing holds summer camps, and opened fire on the young people at the camp, killing 69 and injuring over 100, 55 of them seriously. In this field program we will visit the government area where the bomb was placed and visit Utøya Island. After the visits we will also discuss the terrorist act and what measures have been taken to ensure greater security with a local media representative. These attacks have had such a strong effect in Norway that Norwegians refer to them as the 22/7, as Americans refer to the 2001 attacks as 9/11.

**Field Lab #2:** Russia experienced tremendous and influential upheavals in the twentieth century. From the Bolshevik Revolution of 1917, to the changing alliances and destruction of World War II, to the Cold War, to the collapse of the Soviet Union and communism in 1989, to the liberalization of the country in the 1990s, Russia has had profound effects on the global community historically. Today Russia remains a Great Power that cannot be ignored. In this field program, we will first learn about Russia’s role in World War II with a focus on the defense and siege of Leningrad, in late 1941 to early 1944. The blockade of Leningrad lasted 900 days and led to an estimated loss of life of 700,000 civilians. We will then examine the political history of Russia by visiting the State Museum of the Political History of Russia, which has exhibits on the Bolshevik Revolution and the political changes that have taken place since the end of the Cold War. Finally, we will walk to a nearby annex of the political history museum which houses exhibits on the Soviet intelligence agency, the KGB.

**Field Lab #3:** The city of Gdansk has a special, important place in twentieth century European history. World War II began on 1 September 1939 when a German navy battleship shelled the Polish garrison at the Westerplatte Peninsula in the Free City of Danzig, now called Gdansk. Since
Great Britain and France had assured Adolf Hitler that they would defend Poland if Germany invaded, the Nazi assault on Poland started the Second World War. Once the Germans and Soviets defeated and occupied all of Poland, the Nazis interned many of the Poles who were now prisoners of war at the Stutthof concentration camp, just east of Danzig. The camp would soon become part of the network of concentration camps that carried out Hitler’s horrific “final solution,” the plan to exterminate all Jews in Europe. After the demise of the Third Reich and Adolf Hitler, the USSR dominated Poland and all of Eastern Europe, making it impossible for the people of those countries to determine their own destinies. In the 1980s, labor leader Lech Walesa, who had been arrested in the 1970s for his activism, helped to found the first independent labor union movement in the Soviet Bloc, called Solidarity, and pushed for democratization and self-determination in Poland. In this field lab, we will visit the Stutthof concentration camp and the European Solidarity Center which houses the “Roads to Freedom” exhibition.

Field Work Assignment: The field work assignment for this class involves a 3-page paper that should accomplish two things: first, it will serve as a reflection on the field program for the course (as described above) and how that program helped you to understand some of the key concepts of the course; second, the paper will include personal impressions from other off-ship excursions that you have participated in during the voyage. The key goal is to use your in-country experiences – field lab and others – as a way to more richly engage with some of the key ideas that we will discuss in the course. In the first class session, I will provide detailed guidelines, suggestions, and examples to help you to successfully accomplish the field assignment.

METHODS OF EVALUATION / GRADING RUBRIC

The evaluation for this course will involve two tests (20% each), one comprehensive final exam (30%), one field program report, described above (20%), and class participation (10%). Students must be in class each session, unless they have a note from the ship’s doctor.

ELECTRONIC COURSE MATERIALS

You will have one reading assignment for each country that we will visit on our voyage and for each field lab (see below). On the ship, each course will have its own electronic course folder; you will find the electronic readings for this class in the course folder, titled “Sanchez.” These readings are listed in the Topical Outline (above) as CF, for course folder. Articles from Wikipedia, on each of the countries we will visit, will also be available in the Course Folder. The assigned articles for each country follow (Note: I may update this list as the voyage approaches):


CF #6: TBD


CF #8: TBD


**HONOR CODE**

Semester at Sea students enroll in an academic program administered by the University of Virginia, and are thus bound to the University’s honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager’s Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: “On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “[signed].”
As you begin your study of international relations—often referred to simply as IR—it is worth asking some basic questions. What do students of IR study? What distinguishes international relations from the study of history, law, economics or political science? When did it emerge as an academic discipline, with its own university departments and publications? How has international relations changed over time? Explain the relevance of key terms in international relations. Identify the strengths and weaknesses of IR’s various theoretical approaches. Analyse contemporary and historical international events from a variety of theoretical viewpoints. Reciprocity Principle. rewards contributive behavior and punishes selfish behavior. Identity Principle. nations will give up interests to benefit others in their communities. State. International Systems. set of relationship among the world’s states, nations, and non-state actors structured according to certain rules and patterns of interaction. Unipolar System. (Hegemonic) one main world power. International relations are relations among countries. Countries are governed by a variety of different political systems. Countries with different political systems can come into conflict resulting in wars. So their relations are aimed at (i) forming alliances that mutually protect their governments and (ii) promoting their form of government. Markets are consumer-driven and benefit from trade relations among commercial enterprises. Markets are reliable.