

## SEMESTER AT SEA COURSE SYLLABUS

**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.

ISBN #: 10: 0205841775 / 13: 978-0205841776

DATE/EDITION: 2012, third edition

## TOPICAL OUTLINE OF COURSE

June 16: Depart Southampton

June 17: Orientation

	<i>Topics</i>	<i>Assignments</i>
<b>C1-June 18:</b>	Course Introduction (key concepts and organization)	Sernau Intro & PIR 1 <sup>1</sup>
	<i>Theories of International Relations</i>	
<b>C2-June 19:</b>	Realism and Liberal Institutionalism	PIR 2 & 4
<b>C3-June 20:</b>	Portugal: European Empire and Militarism	CF #1 <sup>2</sup>
	June 21-24: Lisbon	
<b>C4-June 25:</b>	Constructivism, Law and Human Rights	PIR 6
<b>C5-June 26:</b>	Spain: Civil War, Dictatorship and Democracy	CF #2
	June 27-30: Bilbao	
<b>C6-July 1:</b>	Critical Theories – World Systems and Feminism	PIR 7 & 8
<b>C7-July 2:</b>	<b>Exam #1</b>	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 CF #5 & 6  
Field Lab #1: Terrorism and Security: The 2011 Norway Attacks

July 17-20: Bergen and Oslo

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

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

**C21-Aug. 11:** Poland: Eastern Europe and European Integration                      CF #11 & 12  
Field Lab 3: Gdansk: WWII, Human Rights and Democratization

August 12-15: Gdansk

**C22-Aug. 16:** How much can one Planet Take?    Sernau 12

**C23-Aug. 17:** How do we achieve the Global Goals?                                      CF #13

**C24-Aug. 19: Final Exam**    Study

### **FIELD WORK**

Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of our field lab.

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 #1: "The military, 25 April and the Portuguese transition to democracy," by Maria Rezola, *Portuguese Journal of Social Science* 7 (2008): 3-16.

CF #2: "Did Terrorism Sway Spain's Election?" by Charles Powell, *Current History* 103 (November 2004): 376-382.

CF #3: "Britain's Imperial Economy?" by Martin Daunton, *The Journal of Economic History*, 61, no. 2 (2001): 476-485.

CF #4: “From Revolution to Devolution: Is the IRA Still a Threat to Peace in Northern Ireland?” by Peter Newmann, *Journal of Contemporary European Studies* 13 (2005): 79-92.

CF #5: “Do attitudes toward gender equality really differ between Norway and Sweden?” by Niklas Jakobsson and Andreas Kotsadam, *Journal of European Social Policy* 20 (2010): 142-159.

CF #6: TBD

CF #7: “The Next Russian Revolution,” by Lilia Shevtsova, *Current History* 111 (October 2012): 251-258.

CF #8: TBD

CF #9: “Green Infrastructure Planning in Urban Sweden,” by Ulf G. Sandström, *Planning Practice & Research* 17 (2002): 373-385.

CF #10: “Finland - An EU Member with a Small State Identity,” by Teija Tiilikainen, *Journal of European Integration* 28 (2006): 73-87.

CF #11: “The Troubled Reign of Lech Walesa in Poland,” by Janusz Bugajski, by Peggy Simpson, *Presidential Studies Quarterly* 26 (spring 1996): 317-336.

CF #12: “From solidarity to division: An analysis of Lech Walesa's transition to constituted leadership,” by Danielle N. Lussier, *The Leadership Quarterly* 21 (2010): 703-715.

CF #13: “What’s the Matter with the World Today?,” by Stephen M. Walt, *Foreign Policy Magazine* web site ([www.foreignpolicy.com](http://www.foreignpolicy.com), posted April 19, 2010).

## **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].”