



**School of Arts & Science**

**Social Science Dept.**

**Political Science 222**

**International Relations – Fall, 2006**

**COURSE OUTLINE**

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**The Approved Course Description is available on the web  
@<http://www.camosun.bc.ca/calendar/psc.php#104>**

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**1. Instructor Information**

- (a) Instructor – Ross Lambertson
- (b) Office hours – Monday, Tuesday, Wednesday, and Thursday, 2:00-3:00; and by appointment
- (c) Location – Paul Building, room 226A
- (d) Phone – 370-3373    Alternative (home) – 384-3390
- (e) E-mail – [lamberts@camosun.bc.ca](mailto:lamberts@camosun.bc.ca) (note that I will not usually be accessing this from late Thursday afternoon until noon on Monday)

**2. Intended Learning Outcomes**

*(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)*

Upon completion of this course the student will be able to describe and explain (and in some cases critically assess):

- 1. The main theories of international relations, including realism, neorealism, institutionalism, liberal theory, and constructivism.
- 2. The relationship of the state to the international community, including issues such as security and war.
- 3. The role of international organizations such as the United Nations, the IMF, and the World Bank.
- 4. Certain contemporary trends, such as globalization and human rights.

**3. Required Materials**

Text: Keith Shimko, *International Relations: Perspectives and Controversies* (for sale in the College bookstore).

Readings: “International Relations - Readings - 2006” (for sale in the College bookstore).

**4. Course Content and Schedule**

Lectures: Monday and Wednesday – 3:30-4:50 – Young 211

## 5. Basis of Student Assessment (Weighting)

- (a) Assignments – one term paper, worth 40% of the final grade; this paper can be rewritten and resubmitted after your instructor has graded it. The higher of the two grades will be official.
- (b) Quizzes – three multiple choice tests, each worth 20%, for a total of 60%.
- (c) Exams – none during examination week.
- (d) Class participation – an optional 2%.

## 6. Grading System

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 0.0 - 49%
A- = 85 - 89%	C+ = 65 - 69%	
B+ = 80 - 84%	C = 60 - 64%	

## LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

## ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

[www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html)

## TENTATIVE TIMETABLE

Monday	Sept 4	NO CLASS - Labour Day
Wednesday	Sept 6	Introduction to the course
Monday	Sept 11	Chapter 1 of textbook – “Change and Continuity”
Wednesday	Sept 13	Chapter 1 (cont.)
Monday	Sept 16	Chapter 2 - “Contending Perspectives”
Wednesday	Sept 18	Seminar A - Mearsheimer, “Anarchy and the Struggle for Power” (in “International Relations - Readings - 2006”)
Monday	Sept 23	Chapter 3 - “War and ‘Human Nature’”
Wednesday	Sept 25	Seminar B - Posen, “The Security Dilemma and Ethnic Conflict” (in “International Relations – Readings”)
Monday	Oct 2	Review
Wednesday	Oct 4	<b>TEST #1</b> - Chapters 1-3; seminars A-B; pretest
Monday	Oct 9	NO CLASS - Thanksgiving Day
Wednesday	Oct 11	Chapter 4 - “War and Democracy”
Monday	Oct 16	Seminar C - Finnemore, “Constructing Norms of Humanitarian Intervention” (in “International Relations – Readings”)
Wednesday	Oct 18	Chapter 5 - “Power Politics”
Monday	Oct 23	Seminar D – Tickner, “You Just Don’t Understand” (on the internet)
Wednesday	Oct 25	Chapter 6 - “Free Trade”
Monday	Nov 30	Review
Wednesday	Nov 1	<b>TEST #2</b> - Chapters 4-6; Seminars C-D; pretest
Monday	Nov 6	Chapter 7 - “The IMF, Global Inequality....”
Wednesday	Nov 8	Chapter 8 - “Globalization and Sovereignty” <b>TERM PAPER DUE - 10:00 A.M.</b>
Monday	Nov 13	NO CLASS - REMEMBRANCE DAY
Wednesday	Nov 15	Chapter 9 - “International Law”
Monday	Nov 20	Chapter 10 - “The United Nations and Humanitarian Intervention”
Wednesday	Nov 22	Seminar E - Power, “Bystanders to Genocide: Why the U.S. Let the Rwandan Tragedy Happen” (on the internet)
Monday	Nov 27	Chapter 11 - Chapter 11 - “Nuclear Proliferation”
Wednesday	Nov 29	Chapter 12 - Chapter 12 - “International Terrorism” <b>TERM PAPER REWRITE DUE - 10:00 A.M.</b>
Monday	Dec 4	Review
Wednesday	Dec 6	<b>TEST #3</b> - Chapters 7-12; seminar G; pretest

## CLASSES

## **A: LECTURES**

- The lectures are based primarily upon the textbook, Shimko's *International Relations*.
- Lecture notes for each class will either be handed out ahead of time, or placed on the instructor's website (which is in the process of being constructed).
- The lectures will follow the tentative time-table, and students are expected to read the material *before* the lectures so they will be ready to ask and answer questions.
- Not everything in the textbook or the Lecture Notes will necessarily be covered in class. To some degree, you are responsible for learning the material on your own.
- The purpose of the lectures will be:
  - to discuss the political news of the day
  - to explain the more difficult concepts
  - to look at things from other perspectives
  - to bring things up to date
  - to express disagreement with the textbook
  - to give students a chance to ask questions
  - to give students a chance to disagree
- Sometimes a lecture will begin with a discussion of current political issues.
- Review classes, just before a test, will give students a chance to ask questions and give the instructor to focus on anything not yet covered in class. The instructor will also try to provide students with copies of *pretests* that will be discussed in the review classes. These pretests will consist of sample questions that might be on the exam; they will be based on the key terms, as well as current political issues discussed in class.

## **B: SEMINARS:**

- The seminars are based primarily upon the "International Relations Readings - 2006" (for sale in the College bookstore), although some are available on the Internet.
- The purpose of the seminars is the same as the lectures, but to give students even more chances for participation.
- Note that the "Lecture Notes" will contain "Seminar Questions." Students are expected to come prepared to answer these questions.

## MULTIPLE-CHOICE TESTS

- VALUE** - there are three multiple-choice tests, each worth 20%.
- DATE** - See the time-table in this course outline.
- CONTENT** - The tests will be based upon three things:
- a. the “Key Terms” in the textbook
  - b. the material in the “Lecture Notes,” especially the terms in **bold** type
  - c. any additional information contained in a pretest
- all of the above will be handed out at the course progresses.
- FORMAT** - The multiple-choice tests will be done on special answer sheets (supplied by your instructor), which are marked by a computer. Please bring a soft-lead pencil and an eraser.
- Each question will be worth one point.
- AFTER** - After each test you will be given the answers so that you will know immediately how well you have done. After the computer has marked the tests the grades will be posted outside your instructor’s door. Since the computer is not infallible, please check to ensure that you have been given the grade you deserve.
- MISSED TESTS** - You are expected to write your tests at the scheduled times and place. A student will not be permitted to write at another time unless he/she has a reasonable excuse involving events beyond his/her control, such as illness, a death in the family, etc.
- Should you miss a test, and have a reasonable excuse, please consult with your instructor in order to arrange a make-up test. This should normally be done within one week of missing your test. A make-up test will consist of a number of “Key Terms” that have to be defined and/or explained.
- REWRITE TESTS** - If things go terribly wrong on either the first or second test, or if you are convinced that you can do better on a short-answer type test, you may be able to do a makeup test. Speak to your instructor, and set up a time for the makeup, but do this as soon as possible. A rewrite test will consist of a number of “Key Terms” that have to be defined and/or explained. The higher of the two grades will be the final grade.

## TERM PAPERS

- VALUE** - One term paper, worth 40% of your final grade.
- DUE** - See the time-table in this course outline (including date for rewrite).  
Either hand it in personally, or slip it under your instructor's office door at Paul 226-A.
- WARNING** - Any work handed in late without a *written* explanation of a reasonable excuse (i.e. illness, a death in the family, etc.) will be penalized.
- TOPIC** - "An Explanation and Evaluation of Canada's Role in Afghanistan"
- Explain the recent history of Afghanistan, with an emphasis on American foreign policy. Explain also how Canada became involved in Afghanistan, and weigh the arguments both in favour of and against this intervention. Make sure that you bring your paper up to date; take into consideration not just things that have happened over the last few years, but also recent developments.
- SOURCES** - A. the textbook  
B. "International Relations - Readings - 2006" – those readings that are pertinent, including the readings discussed in seminars. Note that this collection includes a set of mandatory "Readings for the Term Paper."  
C. Your own newspaper and periodical research – the *Times-Colonist*, *Globe*, *National Post*, *Maclean's*, etc.
- Remember that the term paper is your chance to show how much you have learned in the course. The final grade will reflect your writing skills, your grasp of facts, and your ability to think about the ideas discussed during the term.
- FORMAT** - from three to six typewritten pages, written in #12 font, Times New Roman, and double-spaced with normal margins. Your instructor may read more than six pages if he finds merit in what you have to say, but has the option of finishing after six pages.
- Number your pages, and provide citations in the form of **footnotes**, and a **bibliography**. (Refer to "Political Science Papers - Guide to Footnotes and Bibliography" - on reserve in the Camosun Library.)
- HELP** - you may consult with your instructor before writing (bring him questions, a summary, or a rough draft).
- REWRITE** - you may rewrite the paper if you are not satisfied with your mark. This version should be marked "REWRITE" and stapled to the original version. Note that you will not receive a better mark unless you pay attention to the critical comments on your first draft. However, you will certainly not lose points by attempting a rewrite; the higher of the two marks will be used.

## EVALUATION

Your written work (except for your project report) will be graded as follows:

**“A” level work** (95-100% = A+ / 90-100% = A / 85-89% = A-)

1. AMOUNT OF WORK/RESEARCH - 8.5 to 10
  - the work is long enough (close to the maximum) and
  - it deals with all the prescribed reading materials (and additional research, if called for).
  
2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, FOOTNOTES, BIBLIOGRAPHY - 8.5 to 10
  - the work is free or nearly free of elementary errors in spelling, punctuation, etc.
  - the work is well organized, and
  - there are adequate footnotes, and a bibliography done according to the instructions.
  
3. UNDERSTANDING (BASED ON WHAT YOU SHOW ME) - 8.5 to 10
  - the student has demonstrated a superior understanding of all the prescribed materials.
  
4. IDEAS (INCLUDING CRITICAL ANALYSIS) - 8.5 to 10
  - the student has developed superior ideas.

**“B” level work** (84-80% = B+ / 75-79% = B / 70-74% = B-)

1. AMOUNT OF WORK/RESEARCH - 7 to 8
  - the work is not quite maximum length, or
  - the work deals with not quite enough of the prescribed reading materials.
  
2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, FOOTNOTES, BIBLIOGRAPHY - 7 to 8
  - the work is at a high level, but there are still some errors in spelling, punctuation, etc., or
  - the work is well organized, but could be better, or
  - there are adequate footnotes, and a bibliography done according to the instructions, but they have not been done quite correctly.
  
3. UNDERSTANDING (BASED ON WHAT YOU SHOW ME) - 7 to 8
  - the student has demonstrated a high level of understanding of all the prescribed materials, but it could be better.
  
4. IDEAS (INCLUDING CRITICAL ANALYSIS) - 7 to 8
  - the student has developed some ideas that, although not yet superior, are at a high level.

## EVALUATION (cont.)

### **“C” level work (65-69% = C+ / 60-64% = C)**

1. AMOUNT OF WORK/RESEARCH - 6 to 6.5 out of 10.
  - the work is satisfactory, but fairly short, or
  - the work does not really cover enough of the required readings.
  
2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, FOOTNOTES, BIBLIOGRAPHY - 6 to 6.5 out of 10.
  - the work is satisfactory, but has too many elementary errors in spelling, punctuation, etc., or
  - the student misuses the apostrophe, or
  - the work is not well organized, or
  - there are few footnotes and bibliography; or they are not done correctly.
  
3. UNDERSTANDING (WHAT YOU SHOW ME) - 6 to 6.5 out of 10.
  - this work shows a satisfactory understanding of the material, but not much more than this; it is sometimes not clear or just plain wrong, or leaves out some important points.
  
4. IDEAS (INCLUDING CRITICAL ANALYSIS) - 6 to 6.5 out of 10.
  - the student has tried to develop some ideas, but they are not well-reasoned and/or they are not based on correct information.

### **“D” level work (50-59%)**

1. AMOUNT OF WORK/RESEARCH - 5 to 5.5 out of 10.
  - the work is unsatisfactory, it is below minimum length, or
  - the work shows inadequate use of the mandatory readings.
  
2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, FOOTNOTES, BIBLIOGRAPHY - 5 to 5.5 out of 10.
  - the work is unsatisfactory; it is full of elementary errors, or
  - it is very poorly organized.
  
3. UNDERSTANDING (WHAT YOU SHOW ME) - 5 to 5.5 out of 10.
  - the work is unsatisfactory; the student has misunderstood several major points,  
or
  - has omitted several major points.
  
4. IDEAS (INCLUDING CRITICAL ANALYSIS) - 5 to 5.5 out of 10.
  - the student has made almost no attempt to develop ideas, or the ideas are inadequate.



## EVALUATION (cont.)

### **“F” level work (below 50%)**

1. AMOUNT OF WORK/RESEARCH - less than 5 out of 10.
  - the paper is below minimum length, or
  - the paper deals with less than half of the mandatory material.
2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, FOOTNOTES, BIBLIOGRAPHY - less than 5 out of 10.
  - there are so many elementary errors that this is unacceptable, or
  - the student has committed an act of plagiarism or quasi-plagiarism.
3. UNDERSTANDING (WHAT YOU SHOW ME) - less than 5 out of 10.
  - this shows no real understanding of the main points.
4. IDEAS (INCLUDING CRITICAL ANALYSIS) - less than 5 out of 10.
  - there is no real attempt to develop any ideas.

### **All grades**

5. FINAL GRADE: \_\_\_\_\_ out of 40.

- The FINAL GRADE is *not* an average of the four grades. It primarily based on the lowest grade of the first three criteria, multiplied by 4. (Your grade for “Ideas” will also be taken into consideration, although primarily for papers which are B+ or A level.)

- Your instructor sees the term papers as involving a set of hurdles, each of which is equally important. To receive a passing grade you must pass each one of these hurdles -- to receive an “A” you must do first-rate work at each level, to get a “B” you must do at least second-rate work at each level, and so forth. This is not the usual way of marking papers, but it can be defended on the basis that each student can rewrite his/her paper for a higher grade, and in doing so can concentrate upon improvements where they are most needed.

- Your paper should be a very carefully written draft, representing your best effort without detailed help from the instructor. When you get it back, you will receive comments about how to improve it, and you can decide whether or not you want to put in the extra work required to raise your grade. The process of writing a paper for this course should, therefore, be seen as involving an extended conversation between your instructor and yourself.

# POL. SCI. 222 - LECTURE NOTES

## LESSON 1 – INTRODUCTION / SEMINAR A:

LECTURE: Shimko's *International Relations*, Chapter 1 ("Change and Continuity").

### ADDITIONAL

READING: Amartya Sen, "Universal Truths: Human Rights and the Western Illusion," *Harvard International Review*, Vol. 20, no.3 (Summer, 1998), pp. 40-43, at <http://www.mtholyoke.edu/acad/intrel/asian%20values/sen.htm>

KEY TERMS: You are responsible for the list of Key Terms on page 42 of the textbook, and also the following lecture materials. You must also learn any dates listed below. The terms in **bold type** are defined at the end of this lesson.

### 1. International Relations

- **states and non-state actors (multi-national corporations, NGOs)**
- **sovereignty - external - Statute of Westminster, 1931**
  - **internal - Max Weber**

### 2. Timeline of European history and international relations:

- Roman Empire**
- begins just before the change of the millennium; begins to disintegrate about 400 CE
  - international relations between Rome and other empires and/or tribes; imperial expansion through war and conquest

#### Middle Ages

- (medieval period)**
- after the Roman Empire, especially after 700 CE
  - feudalism
  - feudal relations eroded by:
    - **(commercial) capitalism**
    - gunpowder
    - Protestant Reformation (1517)
  - international relations – struggles between a multitude of political bodies, loosely connected within the Holy Roman Empire ("Christendom"); note the **Crusades** – attacking the Muslims in the "Holy Land"

#### Modern Period

- begins with gradual disintegration of feudalism and the period of the **Renaissance** in the 1300s and 1400s.
- (a) "Age of Absolutism" (1648-1789)
  - Peace of Westphalia (1648) – "Westphalian system" – sovereignty
- international relations – struggles between states produce a **balance of power**

- (b) “Age of Revolutions” (1789-1914) – begins with French revolution more than the American;
  - popular sovereignty
  - modern nationalism
  - early **industrial capitalism** (Industrial Revolution)
- international relations – wars between nation states, often over imperial conquest.

**Modern Period**  
(cont.)

- (c) “Age of Total War” (1914-1945)
  - liberal government is democratized
  - fully developed industrial capitalism
- international relations:
  - wars between nation states, still over imperial conquest, but mixed with ideas about democracy and freedom
  - League of Nations between **World War I (1914-1918)** and **World War II (1939-1945)** turns out to be an unsuccessful experiment in preventing war.

- (d) The Cold War (1945?-1989?)
  - two “empires” representing **liberal democracy** and capitalism (USA), and **communism** (USSR)
- international relations:
  - an armed truce between the two superpowers, probably because of the threat of nuclear war.
  - USA forms NATO; USSR forms **Warsaw Pact**
  - a number of “proxy” wars and conflicts, such as the **Korean War**, the **Vietnam War**, or the **Nicaraguan civil war**.

- (e) American hegemony (1989-present)
  - Cold War ends with fall of **Berlin Wall** in 1989
  - first crisis of new era – **First Gulf War** in 1991
  - USA dominates militarily and economically; a unipolar system
  - **the clash of civilizations**

- (f) **The Age of Rights** (end of World War II onwards)
  - **human rights** – based on **dignity**
  - **individual, programmatic, and collective rights**

=====  
 Explanations of terms in **bold type**:

**International Relations** - on page 3 of your textbook, the author suggests that international relations is, first of all, the study of the relationships between **states**. He adds, however, and that it also examines the impact of **non-state international actors**, such as **multinational corporations** (companies that do business in more than one

country; sometimes called trans-national corporations), and non-governmental organizations, or **NGOs** (bodies that specialize in such things as disaster relief, charity, human rights, or the environment: Oxfam, Amnesty International, Greenpeace, etc.).

Unfortunately, the author never really defines the term “state.” For the purposes of this course, I shall define a **state** as a political organization that has a given territory, a relatively fixed population, and a sovereign government. The term “sovereign” means that a government has effective control over the people within its territory (**internal sovereignty**), and also is not subject to the law-making authority of any higher form of government, such as another state (this can be called **external sovereignty**). In short, as the German sociologist, **Max Weber**, put it, a state has a monopoly on the legitimate use of coercive force within its jurisdiction.

To understand this better, consider the history of Canada. In 1867, Canada was created out of three British North American colonies. But Canada still remained a colony of Britain, because the British had the final word over the nature of our legal system. In short, we did not have external sovereignty, and did not obtain this until the **Statute of Westminster, 1931**, when the British government recognized us as an independent dominion within the British Commonwealth.

In the years after Confederation, the Canadian government was also busy establishing internal sovereignty in the Canadian west. This involved establishing a presence by means of what is now called the RCMP, and also establishing treaties with the native population. (The meaning and legitimacy of these treaties, of course, is somewhat controversial.)

**The Roman Empire** - Rome was a successful state that expanded its power through military conquest of other peoples in Europe and the area surrounding the Mediterranean Sea. At its height (at about 117 CE), the Roman Empire had no real rivals; from the perspective of international relations, this was a unipolar world. (There were, of course, other major states and empires, such as China, but geography and limited transportation technology prevented them from coming into conflict with the Romans.

**The medieval period** - this is another term for the Middle Ages, which developed when the Roman Empire fell apart and was no longer able to provide peace and security for its subjects. Because of domestic lawlessness as well as threats of invasions from outsiders (such as the Vikings), local authorities became increasingly important. The attraction of a feudal lord or a strong city state was that they both could provide some degree of security, and most people were willing to give up some of their freedom by submitting to such local authorities. In short, instead of large states, there was a complicated system of interlocking allegiances of different power holders.

**Capitalism** - there are different definitions of capitalism, but it can be defined as an economic system where private individuals (as opposed to the state) use their wealth to create more wealth, usually by employing people who work for them. Aside from minor limitations dealing with public safety and morality, people in a capitalist system are free to invest their property (whether in the form of land, factories, money, or labor) where they think it will give them the best return.

**Commercial capitalism** - this is a form of capitalism based primarily upon commerce -- buying and selling goods. This was the dominant form of capitalism before the Industrial Revolution, and of the most successful capitalists were usually those who engaged in international trade.

**The Crusades** - at about the turn of the millennium (that is, in the 11th century), the Pope called upon Christians to liberate Jerusalem from the control of Muslim Turks who were alleged to be of interfering with pilgrimages to the Holy Land. This sparked a number of Crusades, and created a division between the Christian world and the Islamic world that has continued to some extent to this very day. (On several occasions the Christian forces were responsible for massacres and atrocities that are still recalled in the Arabic world.)

**Renaissance** - as your textbook says on page 51 of the next chapter, “the Renaissance was a period of scientific, artistic, intellectual, and cultural revival that ended the stagnation of medieval times. It was a period of renewal, and liberalism provided a more optimistic social and political philosophy that challenged the major elements of conservative thought.” (We will discuss liberalism and conservatism in the next lesson.)

**Balance of power** - as your textbook suggests on page 125, a balance of power exists where the political actors of the international system have created alliances in such a way that no single actor can dominate the system; the result is international peace. This was more or less the situation that developed in Europe after the peace of Westphalia.

**Industrial capitalism** - in industrial capitalism the commercial sector is supplemented by a sudden growth of manufacturing. This began in England in the latter half of the 18th century when the Industrial Revolution created large-scale manufacturing by bringing together new machines, artificial power, and concentrations of workers in factories.

**World War I (1914-1918)** - as your textbook points out, this was primarily a war between the great powers of Europe, and it involved both issues of nationalism and imperialism. Note that the Canada, as a colony of imperial Britain, was automatically at war when Britain declared war. However, as a colony that had been given some degree of independence, it was up to Canada to determine how much support it should give to Britain.

**World War II (1939-1945)** - as your textbook points out, this war began as a result of German military expansion in Europe, although it expanded when Japan decided that it was entitled to its own Empire in the far East, and in response to an American oil embargo following its expansion in China, attacked the United States at Pearl Harbor with a preemptive strike. Note that by now Canada was no longer a British colony, but a sovereign state; it was therefore up to the Canadian government to declare war.

**Liberal democracy** - as your textbook suggests in a later chapter, many countries (including Canada) were liberal in 19th century, but not democratic. They were liberal because they were founded on principles of individual freedom and the rule of law (which means that nobody is above law). This individual freedom included such things as freedom of speech and freedom from religious persecution, but also included property rights which were the basis of capitalism.

These countries, however, were not usually democratic, because they feared what would happen if they gave the vote to the working class. In the late 19th and early 20th centuries many of these countries (including Canada) gave the working class the right to vote and also enfranchised women. Over time they called themselves liberal democracies, although for a while some countries (including Canada) still refused to give the vote to members of certain ethnic minorities.

**Communism** - communism can be defined as an ideology that sees capitalism as a form of oppression. Karl Marx, the father of most modern communist systems, referred to capitalism as “wage slavery.” Marx predicted that capitalism ultimately lead to a series of revolutions that would overthrow liberal democracies which, he argued, were not truly democratic because the capitalists were able to manipulate the political system in their favor. After the communist revolution of 1917 in Russia, the newly-formed Soviet Union was committed to the collective ownership of productive wealth and government that suppressed most liberal rights, such as the right to fair and free elections and the right to free speech. However, to some degree wealth was redistributed from the rich to the poor.

**Warsaw Pact** - after World War Two the Soviet Union (USSR) dominated Eastern Europe, and in several cases demonstrated that the Red Army was the primary tool of this domination. However, it also formed a military alliance with most of these countries (such as East Germany, Poland, Czechoslovakia, and Hungary) to serve as a counterweight against the American- dominated military alliance of NATO.

**Korean War** - one of the results of World War Two was that some countries were divided into two parts, one part allied with the West (led by the United States) and the other part allied with the Soviet Union. Germany was one example, divided into East Germany and West Germany. Vietnam was another example, with North Vietnam and South Vietnam, and Korea was also divided into a North and a South.

In the early 1950’s the North Koreans invaded South Korea. The United Nations responded by calling for collective action, which was led by the United States although a number of other countries (Canada included), also sent troops. The North Koreans were supported by the Chinese government, which had recently been taken over by a communist revolution, and which was supported at that time by the USSR. The outcome of the war was inconclusive, with the country remaining divided to this very day.

**Vietnam War** - Vietnam was known as French Indo-Chine during and before the Second World War. After the war the French refused to give up their colonies, and were faced in this case with a communist-nationalist insurrection. Over time they were forced to leave, and the country became divided between a communist North and a non-communist South. In the early 1960s the United States began to intervene, primarily because of the “domino theory” – an argument that if a non-Communist country in Asia, such as South Vietnam, became Communist then its neighbors would fall to the Communists, and then their neighbors would fall like a pile of dominoes, and finally the United States would find itself surrounded by Communist states.

The United States found that the Communist forces, which usually operated as guerrillas, were very difficult to suppress, especially because the Americans were reluctant to launch an all-out assault on North Vietnam. Faced with rising military costs, unacceptable levels of casualties, and a growing anti-war movement at home, the United States government pulled out of Vietnam in the early 1970’s. Within a few years the North Vietnamese had taken over the south, and united the country under a Communist regime. However, the so-called domino effect did not take place.

**Nicaraguan civil war** - In the late 1970’s a coalition of left-wing guerrillas, some of which were Communist, overthrew the oppressive American-supported dictator of Nicaragua. The United States decided to support right wing guerrillas (called Contras) who opposed the government (known as the Sandinistas). The civil war only ended when an election brought about the defeat of the Sandinistas.

**Berlin Wall** - during the invasion of Germany in 1945, the country was roughly split between the American, French, and British (including Canadian) occupiers in the West and the Soviet occupiers in the East. Moreover, although Berlin was right in the middle of the Soviet-occupied zone, it also was divided into different occupied sectors, Soviet and non-Soviet. Over time, these temporary military divisions hardened into more or less permanent political divisions, with West Berlin becoming a West German island inside communist East Germany, the two halves of the city divided by a wall intended to keep East Germans from fleeing to West Germany.

When East Germans demolished the Wall in 1989, it symbolized the sudden inability of their government to control them, as well as a new Soviet policy not to interfere in the affairs of its satellite states. Within a few years the two Germanys had been reunited, the Eastern European communist states had held democratic elections, and the Soviet Union had fallen apart. It was the end of the Cold War.

**First Gulf War** - as your textbook says on page 12, “the first crisis of the post-Cold war era occurred in 1991, when Iraqi forces under the command of Saddam Hussein invaded Kuwait. In response to the Iraqi invasion, the United States created an international coalition under United Nations auspices that pushed Iraqi forces out of Kuwait, liberating the small oil-rich kingdom.” This is sometimes referred to the Kuwait war, or the first Gulf War. (The second Gulf War, of course, took place in 1993 when the Americans attacked and invaded Iraq).

**Clash of civilizations** - as your textbook explains on page 306, the political scientist **Samuel Huntington** predicted in the 1990’s that with the fall of the Communist empire, future conflicts between states would be about civilizational divisions rather than ideological divisions. While his argument has been controversial, many people argue that he was at least correct insofar as many of our problems today involve a clash between Western civilization and Muslim civilization. See also **Amartya Sen**.

**The Age of Rights** - “As Louis Henkin has noted, “Human rights is the idea of our time, the only political-moral idea that has received universal acceptance. The Universal Declaration of Human Rights, adopted by the United Nations General Assembly in 1948, has been approved by virtually all governments representing all societies. Human rights are enshrined in the constitutions of virtually every one of today’s ... states.’

It is generally agreed that the concept of human rights is rooted in the notion of human **dignity**; human rights supporters maintain that every person is morally entitled to certain standards of decent treatment by virtue of that person’s membership in the human race (rather than membership in a particular state or the possession of certain qualities such as wealth, gender, race, age, or religion). In the words of Catholic philosopher Jacques Maritain, writing at the dawn of the ‘age of rights,’ each individual ‘possesses rights because of the very fact that it is a person, a whole, master of itself and its acts, and which consequently is not merely a means to an end, but an end, which must be treated as such.’ – from Lambertson, *Activists in the Age of Rights*, 3.

There are at least three categories of human rights: (1) classical liberal **individual rights**, such as the right to free speech, the right to a fair trial, and the right not to be subjected to certain forms of discrimination (i.e. on the basis of race, religion, sex, etc.) ; (2) reform liberal (or even social democratic) **programmatic rights**, such as the obligation of a state to provide programs that give its citizens basic education or a level of health care consistent with the state of the economy and (3) **collective rights**, such as the right of a people to “national self-determination.”