

	<p><i>School of Arts & Science</i> SOCIAL SCIENCES DEPARTMENT</p> <p>PSC 222- 01 International Politics 2009F</p>
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COURSE OUTLINE

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:	250 - 370-3373	Alternative Phone: (home) – 250 – 384-3390	
(e)	Email:	lamberts@camosun.bc.ca (note that I will not usually be accessing this from late Thursday afternoon until noon on Monday)		
(f)	Website:	camosun.ca/lambertson		

2. Intended Learning Outcomes

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 (also on reserve in the College library):

Text: Keith Shimko, *International Relations: Perspectives and Controversies*, 3rd ed. (for sale in the College bookstore, and on reserve in the College library). Note that last year we used the second edition, which is somewhat different.

Reader: “International Relations: Readings – 2009” (for sale in the College bookstore, and on reserve in the College library). Some, but not all, of these readings are the same as last year.

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

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete</i> : A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.

IP	<i>In progress: A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
CW	Compulsory Withdrawal: <i>A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.</i>

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

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, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

TENTATIVE TIMETABLE

Monday	Sept 7	NO CLASS - LABOUR DAY
Wednesday	Sept 9	Introduction to the course
Monday	Sept 14	Chapter 1 of textbook - "Change and Continuity"
Wednesday	Sept 16	Seminar A - Welsh – "Help Wanted: Leader of the Free World." (All readings are in the reader; see p. 1 of this course outline.)
Monday	Sept 21	Chapter 2 - "Contending Perspectives"
Wednesday	Sept 23	Seminar B - Mearsheimer, "Anarchy and the Struggle for Power."
Monday	Sept 28	Chapter 3 - "Power Politics"
Wednesday	Sept 30	Seminar C - Posen, "The Security Dilemma and Ethnic Conflict."
Monday	Oct 5	Review
Wednesday	Oct 7	TEST #1 - Chapters 1-3; seminars 1-3; pretest
Monday	Oct 12	Chapter 4 - "War and Democracy"
Wednesday	Oct 14	Seminar D - Finnemore, "Constructing Norms of Humanitarian Intervention."
Monday	Oct 19	NO CLASS - THANKSGIVING
Wednesday	Oct 21	Seminar E - Whitworth, "Militarized Masculinities."
Monday	Oct 26	Chapter 5 - "War and 'Human Nature'"
Wednesday	Oct 28	Chapter 6 - "Free Trade" TERM PAPER DUE - 10:00 A.M.
Monday	Nov 2	Chapter 7 - "The IMF, Global Inequality...."
Wednesday	Oct 4	Chapter 8 - "Globalization and Sovereignty"
Monday	Nov 9	Review
Wednesday	Nov 11	TEST #2 - Chapters 4-8; Seminars 4-5; pretest
Monday	Nov 16	Chapter 9 - "International Law"
Wednesday	Nov 18	Seminar F – Sen, "Universal Truths: Human Rights and the Western Illusion."
Monday	Nov 23	Chapter 10 - "The UN and Humanitarian Intervention"
Wednesday	Nov 25	Seminar G - Power, "Bystanders to Genocide." TERM PAPER REWRITE DUE - 10:00 A.M.
Monday	Nov 30	Chapter 11 - Chapter 11 - "Nuclear Proliferation"
Wednesday	Dec 2	Chapter 12 - Chapter 12 - "International Terrorism"
Monday	Dec 9	Review
Wednesday	Dec 11	TEST #3 - Chapters 9-12; Seminars 6-7.

CLASSES

A: LECTURES

- The lectures are based primarily upon the textbook, Shimko's *International Relations*, 3rd ed.
- Lesson notes for each class will be handed out ahead of time, and also placed on the instructor's website (camosun.ca/lambertson).
- 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 lesson 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. Copies of these pretests will be handed out ahead of time, and also placed on the instructor's website (camosun.ca/lambertson).

B: SEMINARS:

- The seminars are based upon the materials in the reader (see p. 1 of this course outline). Most of them are also available on the Internet.
- The purpose of the seminars is the same as the lectures, but to give students even more chances for participation.
- Students are expected to come prepared to answer the "Seminar Questions" in each set of lesson notes.

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 two things:
- a. the “Key Terms” in the “Lesson notes” –including the explanations of **bold type** terms at the end of each set of lesson notes.
 - b. any additional information contained in a pretest
- all of the above will be handed out as 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 system 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, come by your instructor’s office during his office hours to write 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, and may take up to one hour.
- REWRITE TESTS - If things go terribly wrong on either the first or second test (but not usually the third test), or if you are convinced that you can do better on a short-answer type test, come to your instructor’s office during his office hours to write a make-up test. 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** - "Barack Obama's Influence on International Relations." (Present and future.)
- The term paper is an opportunity to show how much you have learned in the course, as well as your ability to construct and write a complex discussion. Your paper must demonstrate that you have read and understood:
1. The main points and concepts in the textbook – when pertinent.
(For example: NATO, realism, balance of power, liberal international order, dependency theory, etc.)
 2. The main points of the four term paper readings in the course pack.
 3. Some newspapers or periodicals that bring you up to date.
 4. Some of the optional readings – when pertinent.
- 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.
- you should provide **footnotes** and a **bibliography**. Refer if necessary to "Camosun College Department of Humanities History Style Guide," which can be found at:
http://camosun.ca/learn/programs/history/style_guide.pdf
- unless you have inadequate information, do **not** cite the works simply as coming from the Political Science 222 course pack of readings. Give the original citation, but if the page number references come from an online version, you need to indicate this.
- 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 term paper will be graded as follows:

“A” level work (90-100% = A+ / 85-89% = A / 80-84% = A-)

1. AMOUNT OF WORK/RESEARCH - 8 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 to 10
 - the work is free or nearly free of elementary errors in spelling, punctuation, etc.,
 - the work is well organized.
3. UNDERSTANDING (BASED ON WHAT YOU SHOW ME) - 8 to 10
 - the student has demonstrated a superior understanding of all the prescribed materials.
4. IDEAS (INCLUDING CRITICAL ANALYSIS) - 8 to 10
 - the student has developed superior ideas.

“B” level work (77-79% = B+ / 73-76% = B / 70-72% = B-)

1. AMOUNT OF WORK/RESEARCH - 7 to 7.9
 - the work is not quite maximum length, or
 - the work does not deal with quite enough of the prescribed reading materials.
2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, FOOTNOTES, BIBLIOGRAPHY - 7 to 7.9
 - 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.
3. UNDERSTANDING (BASED ON WHAT YOU SHOW ME) - 7 to 7.9
 - 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 7.9
 - 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 6.9 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 6.9 out of 10.
 - the work is satisfactory, but has too many elementary errors in spelling, punctuation, etc., (especially abusing the apostrophe), or
 - the work is not well organized, or
 - there need to be more endnote citations.

3. UNDERSTANDING (WHAT YOU SHOW ME) - 6 to 6.9 out of 10.
 - this work shows a basic 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 6.9 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, or
 - there are no adequate FOOTNOTES and/or no bibliography.

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 and/or omissions 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 30.

- 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 3. (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. For example, 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 you and your instructor.

POL. SCI. 222 – LESSON NOTES

LECTURE 1 + SEMINAR A

READINGS:

Lecture - Shimko's *International Relations*, 3rd ed., "Introduction" and Chapter 1.

Seminar - Jennifer Welsh, "Help Wanted: Leader of the Free World," *Literary Review of Canada* January/February (2009) 3-5. (All seminar readings are in the 2009 reader, but some can be accessed online or in the library.)
Come to class prepared to answer the seminar questions at the end of the Key Terms in this set of lecture notes..

Optional - John Lewis Gaddis, "History, Theory, and Common Ground," *International Security* 22, 1 (Summer, 1997): 75-85. (All optional readings are in the 2009 reader, but some can be accessed online or in the library.)

KEY TERMS: The terms in **bold type** are defined at the end of this lesson. You must also learn any dates mentioned below.

1. **International Relations** - see p. xvi, also notes at the end of this lesson.

2. Timeline of European history and international relations:

- (a) **Medieval period**
- feudalism
 - Holy Roman Empire
 - international relations: wars between small kingdoms; first stage of European **imperialism** begins (1492)

 - feudal relations eroded by:
 - commercial revolution – **commercial capitalism**
 - gunpowder revolution
 - Protestant Reformation (1517)

 - Thirty Years War
 - Peace of Westphalia (1648)
 - Modern state system (Westphalian system)
 - sovereignty
- (b) Age of Absolutism (1648-1789)
- absolutist monarchism
 - divine right of kings
 - dynastic nationalism
 - international relations: wars between large kingdoms (states), and alliances form a shifting **balance of power**.

- (c) Age of Revolutions (1789-1914)
 - American Revolution (1776)
 - French revolution (1789)
 - popular sovereignty
 - modern nationalism – national self-determination
 - nation states / multinational states / multistate nations
 - Industrial Revolution – early **industrial capitalism**
 - international relations – relatively peaceful between states, but tensions developing because the second stage of imperialism.

- (c) Age of Total War (1914-1945)
 - **World War I** (1914-1918) - total war - nationalism
- industrialism
 - Treaty of Versailles (1919)
 - League of Nations
 - appeasement
 - Munich (agreement)
 - **World War II** (1939-1945)
 - international relations – wars between nation states, still over imperial conquest, but mixed with ideas about democracy and freedom.

- (d) The Cold War (1945-1989)
 - USA (**liberal democracy** and capitalism)
vs. USSR (**communism**) - bipolarity
 - “the long peace”
 - creation of the **United Nations** (UN)
 - creation of world economic bodies (**World Bank**, etc.)
 - containment
 - Marshall Plan
 - Truman Doctrine
 - Korean War (early 1950s)
 - domino theory
 - NATO / **Warsaw Pact**
 - decolonization
 - Vietnam War (1960s and early 1970s)
 - Nixon and détente
 - Reagan and Cold War resurgence - **Nicaragua**
 - Gorbachev – *perestroika* and *glasnost*
 - fall of the **Berlin Wall** (1989)

- (e) Post Cold War (1989-present)
 - American hegemony / unipolar system
 - continuation of NATO, World Bank, etc.
 - Gulf War (1991)
 - **Afghanistan War** (2001)
 - Iraq War (2003)

SEMINAR QUESTIONS:

1. What is the theme of this article?
2. What underpins the illusion that Obama can restore the global standing of the United States?
3. What are some of the "fundamental structural factors" that have taken place since the immediate postwar period? (This is the reality that negates the first illusion.)
4. Why are the new actors not so likely to permit the United States to have its way as in 1945? (This is the reality that negates the second illusion)
5. What does Jennifer Welsh mean when she suggests that that Canada must change its relationship to the United States?

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, that it also examines the impact of **non-state international actors**, such as **multinational corporations** (companies that do business in more than one country; these are 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 of 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 medieval period - this is another term for the Middle Ages, which developed when the Roman Empire fell apart (about 500 A.D.) 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 either 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 people are relatively free to use their property (in the form of money, land, factories, ideas, or labour) in any way that they want; this includes the generation of wealth. Capital is therefore the generic term for wealth used to produce more wealth.

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

Balance of power - as your textbook suggests on page 69, a balance of power exists when the political actors of the international system create alliances in such a way that no single actor can dominate the system; the result is likely to be 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 extensive 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. **Canada**, as a **colony** of imperial Britain, was automatically at war when Britain declared war. However, as a colony 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 became more complex 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 in 1941. 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 **the rule of law** (which means that nobody is above law) and individual freedom. This **individual freedom** included such things as freedom of speech and freedom from religious persecution, but also included property rights that were the basis of capitalism.

These countries, however, were not usually **democratic**, because the propertied (and voting) classes feared what would happen if they gave the vote to the working class (as well as women, and also ethnic minorities in some cases). Nevertheless, in the late 19th and then the 20th centuries most of these countries (including **Canada**) adopted **universal suffrage** (i.e. the right of all adults to vote in elections).

For more on liberalism, see page 43 of the textbook.

Communism - communism can be defined as an ideology that sees capitalism as a form of oppression and wishes to replace it with an economic system that does not oppress the working class. Karl Marx, the father of most modern communist systems, referred to capitalism as “**wage slavery**.” He predicted that capitalism would 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 these political systems in their favour. After the **communist revolution of 1917** in Russia, the newly-formed Soviet Union was committed to the **collective ownership of productive wealth** and ruled by a 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. For more on Marxism, see page 47 of this textbook.

United Nations (the UN) - this international organization was set up as a means of securing international peace. As your textbook says on page 244, it “appears to enshrine the principle of state sovereignty by prohibiting forceful external intervention unless the Security Council [primarily composed of the major powers] finds a threat to international peace sufficient to authorize intervention.”

World Bank - one of the major international economic bodies set up around the end of the Second World War. Originally intended to help in the reconstruction of society devastated by the war, it now provides assistance to the developing nations of the world.

Warsaw Pact - after World War II the Soviet Union (**USSR**) dominated Eastern Europe primarily through the Red Army and the Communist Party. However, it also formed the Warsaw Pact, 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 (which included **Canada**).

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** then decided to support right-wing guerrillas (called **Contras**) who opposed the new left-wing 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 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, and the two halves of the city divided by a wall intended by the East German government to keep its citizens from fleeing to West Germany.

When East Germans **demolished the Wall in 1989**, this 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.

The **War in Afghanistan**, was launched by the United States with NATO support, in response to the September 11 attacks. The aim of the invasion was to find the

whereabouts of Osama bin Laden and other members of al-Qaeda. As a member of NATO, **Canada** has played a role in this war.