Introduction to International Studies: Identities, Interests, and Community  
(INTL 113-01) Fall 2014, 4 credits

Instructor: Nadya Nedelsky  
Time: MWF 8:30-9:30  
Place: Carnegie 404  
Office: Carnegie 413  
Phone: 696-6479  
Email: nedelsky@macalester.edu (please note: I may not check email on weekends)  
Office hours: Mondays and Wednesdays, 11:00-1:00, and by appointment

Course topics and objectives:

This course develops a base of knowledge, concepts, and analytical skill for engaging with International Studies' multi-dimensional concerns. Ranging across disciplines but with an emphasis on social science, we study global theories of interaction and conflict between human groups and explore sites and implications of increasing encounter. Focusing on culture, people flows, nationalism and ethnicity, democratization, contending interests, security, religious fundamentalism, gender, and models of community integration, we examine how particular cases reflect broader processes.

Texts:

- Further readings will be available on Moodle.

Assignments:

Overview
1. Three short reflection papers on your choice of readings (due on the dates you choose); 2 are ungraded but count toward participation, the other is worth 5% of the grade
2. Participation: 20%
3. “Clash of Civilizations” paper (due Friday, October 10th): 25%
4. Global quiz (Friday, October 17th; Minimum passing grade is B): 10%
5. Participation in the “Islam in Europe” debate (November 14th – 21st) and accompanying 2-3 page paper: 10%
6. Final paper: 10 pages (due December 10th): 30%
Details:

1. Reflection papers:
You will write three 1-to-1.5 page (single-spaced) papers responding to a reading (or readings) of your choice. One of these will be graded; again, your choice (just let me know when you hand it in). They are due in class the day we discuss that reading. You should begin by identifying two things. First, what is the problem that the piece is addressing/trying to solve? And second, in a sentence of your own words, what is the conclusion of the author’s argument (what the author is trying to convince you of, ultimately)? Identifying the conclusion should always be the first step in analyzing an argument. Thereafter, you may respond as you wish, looking, for example, at the strengths and weaknesses of its premises, its implications, its relationships to other readings, and so on. Sometimes, I will give you a question to consider when reading a piece, so one option would be responding to that. You should end the response paper with the question that most troubles or intrigues you, at the end of the day, about that reading.

The purpose of the response papers is to engage with the readings and to help you develop your own voice regarding the course’s issues. This pre-class thinking and writing will also enhance our discussions (and make things easier for those who have difficulty speaking up in class). The 2 ungraded papers contribute to your participation grade. The third is worth 5% of the grade.

2. Participation:
This is not a lecture course. Discussion is central and important because it requires active thinking and articulation of positions, and it helps clarify difficult issues via questions, challenges, and rethinking. None of the issues in this course have easy answers; everyone can contribute something. If you have trouble speaking up (a common problem), some pointers:

- As with many fears and phobias, a way of overcoming this is by gradually exposing yourself to your own voice in the classroom until you get used to it (and keep in mind that what you say doesn’t have to be brilliant). It simply gets easier the more you do it.
- For better or worse, people tend to remember what they themselves said, and much less what others said. People don’t tend to scrutinize what you said nearly as much as you do.
- That some people are more at ease with speaking up doesn’t mean that they generally have better or more thoughtful things to say than those less at ease. Your contribution is important.
- The reflection and response papers are a good place to get your thoughts clear and ready yourself to make points and/or ask questions comfortably.

If you continue over time to feel uncomfortable speaking in class, please come talk to me about it and we’ll consider strategies. Attendance and reflection papers also count toward participation. (20%)
3. Paper 1: The Clash of Civilizations? We will watch a documentary titled We Are All Neighbors, which documents the disintegration of social trust between Bosnian Catholic and Muslim neighbors over the course of a few weeks in 1993. You will then write a 6-to-8-page-paper in which you consider the extent to which the film supports Samuel Huntington’s arguments about the “clash of civilizations,” the extent to which it supports the contending arguments of either John Bowen or Faoud Ajami, and the extent to which it raises problems for both Huntington and his critics. A more detailed prompt will be provided. (25%)

4. Global quiz: Some factual background is important for framing and contextualizing global issues. This will be provided via Steger’s Globalization: A Very Short Introduction and a small information packet. You are responsible for reading and studying these outside of class. A quiz on these materials will given Friday, October 19. Minimum passing grade is a B. You can retake as many times as necessary, but highest grade credited for a retake will be a B. (10%)

5. “Islam in Europe debate”: In this exercise, each student will be assigned a short reading by an author who participated in the debate ignited by Ian Buruma’s Murder in Amsterdam. In your own words, you will represent your author’s position in the debate to the class. You will also respond to that position, and engage with/debate key positions of other perspectives in this debate. This will involve short presentations and a 2-to-3-page paper. More detailed instructions will be provided. (10%)

6. Final paper: In this 10-page-paper, you will engage with the case-study-based texts we read in Part 3 of the class. A more detailed prompt will be provided. Due Monday, December 10. (30%)

Grading scale:

<table>
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<tr>
<th>Grade</th>
<th>100-94: A</th>
<th>89-86: B+</th>
<th>85-83: B</th>
<th>79-76: C+</th>
<th>75-73: C</th>
<th>69-60: D</th>
<th>65-59: D-</th>
<th>82-80: B-</th>
<th>72-70: C-</th>
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Note: Plagiarized work will not be accepted and will incur significant penalties. If you are using someone else’s ideas, words, or research, you MUST cite them properly.

The Macalester Academic Excellence (MAX) Center, located in Kagin Commons, has peer tutors available for assisting students in all stages of their writing.

I am committed to providing assistance to help you be successful in this course. Accommodations are available for students with documented disabilities. Contact the Associate Dean of Students, Lisa Landreman, at 696-6220 to make an appointment. Students are encouraged to address any accommodations with me as soon as you become aware of your needs. Additional information regarding the accommodations process for students with disabilities can be found at: www.macalester.edu/studentaffairs/disabilityservices/

Also: Laptops are not allowed in class. Please bring all readings in hard copy.
Schedule (subject to change as necessary)

Wed, Sept 3: Welcome

Part I: Theories and concepts

Fri, Sept 5: Some underlying principles and assumptions


Theories of identity

Mon, Sept 8: Primordialism (readings are excerpts)

- Clifford Geertz: “Primordial and Civic Ties”
- Walker Conner, “Beyond Reason: The Nature of the Ethnonational Bond”
- Nadya Nedelsky, “The Primordialist Approach” (very brief)

Wed, Sept 10: Modernism/instrumentalism (readings are excerpts)

- Eric Hobsbawm, “Ethnic Nationalism in the Late Twentieth Century”
- Ernest Gellner, “Nationalism and High Cultures”
- Benedict Anderson, “Imagined Communities”
- N. Nedelsky, “The Elite-Centered Approach” (very brief)

Fri, Sept 12: Ethnosymbolism

- John Hutchinson, “Nations and Culture”
- N. Nedelsky, “The Ethnosymbolist Approach” (very brief)

Mon, Sept 15: Citizenship and its relationship to ethnicity and nationhood

- Sheila Croucher, “Reconfiguring Citizenship”
- background sheet on Estonia

Theories of international ethics and relations

Wed, Sept 17: Cosmopolitanism I (broad considerations)

- Kwame Anthony Appiah, “The Case for Contamination”

Fri, Sept 19: Cosmopolitanism II (legal and institutional considerations)

- David Held, “Cosmopolitanism: globalization tamed?” (excerpt)
- Seyla Benhabib, “On the Alleged Conflict between Democracy and International Law”

Mon, Sept 22: Communitarianism

- Michael Walzer, *Spheres of Justice* (brief excerpt)
- Michael Walzer, “The Argument about Humanitarian Intervention”
- Michael Walzer, “The Case Against Our Attack on Libya” (very brief)

Wed, Sept 24: Realism

- John Mearsheimer, “The False Promise of International Institutions”

**Analyses of the roots and future of human conflict**

Fri, Sept 26: Samuel Huntington, “The Clash of Civilizations?”

Mon, Sept 29: Film: *We Are All Neighbors*, and Bosnia background

Wed, Oct 1:

- Fouad Ajami, “The Summoning”

Fri, Oct 3: Francis Fukuyama, “The End of History?”

**Part II: Institutions and actors**

Mon, Oct 6: International law

- Robert Beckman and Dagmar Butte, *Introduction to International Law*
- Evelyn Gordon, “Re: The Moral Rot at the Core of the Human Rights Community” (brief editorial)

Wed, Oct 8: Intergovernmental organizations (focus on the UN)

- US Diplomacy Center, “What is an intergovernmental organization?” (very brief)
- David Masci, “The United Nations and Global Security: Can it deal with today’s threats?”
- Michael Rubin, “Human Rights Groups Sacrifice Syrians for Misguided Principle” (brief editorial)

Fri, Oct 10: Macalester International Roundtable *(no class; Clash of Civilizations paper due by noon at the International Studies office)*
Mon, Oct 13: Regional intergovernmental institutions (focus on the European Union)

- Walter Laqueur, “The Long Road to European Unity”
- Jean Monnet, “A Bold, Constructive Act (1949-1950)” (excerpt)
- Istvan Deak, “Where’s Charlemagne When We Need Him?” (brief editorial)

Wed, Oct 15: International financial institutions


Fri, Oct 17: Global quiz

Mon, Oct 20: The international human rights regime

- Burns H. Weston, “Human Rights: Prescription and Enforcement”
- Jacob Mchangama, “The Human Rights Challenge” (brief editorial)

Wed, Oct 22: film (TBA)

October 23 – 26: Fall Break

Mon, Oct 27: International courts

- Max Pensky, “Amnesty on trial: impunity, accountability, and the norms of international law” (short excerpt)
- Claire Garbett, “Court trials for redress”
- Olga Martin-Ortega, “The International Criminal Court”

Wed, Oct 29: Transnational civil society

- Mary Kaldor, Denisa Kostovicova and Yahia Said, “War and Peace: The Role of Global Civil Society”

Fri, Oct 31: Global media

- Lilie Chouliaraki, “The Symbolic Power of Transnational Media: Managing the Visibility of Suffering”

**Part III: Case studies: Multiculturalism and murder in Sweden and the Netherlands**

Mon, Nov 3: Amartya Sen, “The Uses and Abuses of Multiculturalism: Chili and Liberty”

Fri, Nov 7: Anna Korteweg and Gökçe Yurdakul, “Islam, gender, and immigrant integration: boundary drawing in discourses on honour killing in the Netherlands and Germany”

Mon, Nov 10: Ian Buruma, *Murder in Amsterdam*

Wed, Nov 12: *Murder in Amsterdam*, continued

Fri, Nov 14: Islam in Europe debate preparation

Mon, Nov 17: Islam in Europe debate, continued

Wed, Nov 19: debate continued

Fri, Nov 21: debate conclusion

Mon, Nov 24: *Fadime*, 1-2

November 26-30: Thanksgiving break! Enjoy!

Mon, Dec 1: *Fadime*, 3-4

Wed, Dec 3: *Fadime*, 5-7

Fri, Dec 5: peer review work on papers

Mon, Dec 8: wrap-up discussion

Wed, Dec 10: Last day of class; **final paper due**