I. Course Description, Objectives and Requirements:

“Order and Disorder in Global Affairs” is a course designed to help students make sense of one of the fundamental questions we can ask about international relations and politics: how is world order established, maintained, or destroyed? In an important sense, order is what the “study of politics seeks to discern and the practice of politics seeks to achieve” (Zartman 2009: 3). Are we seeing the modern era of world politics ending and a new, postmodern era beginning? What do these changes mean for the period of American dominance?

In this class we will seek to understand the past and think about the future of world order. We will consider the appropriate terrain—civilizational, historical, philosophical—upon which to base our inquiries into world order. We will ponder the relationship between order and power, order and change, order and justice, and order and legitimacy, inquiring also into the current sources of disorder—such as terrorism, environmental degradation, inequality, intrastate violence—and how the international system can address them.

We will take a close look at the European “discovery” of the “New World” and the mid-17th century European creation of the now familiar patterns of modernity. After tracing the rise of the modern Westphalian world order, we will pose the question: to what extent was the 20th century world shaped by United States hegemony? And we will examine the impact the renewal of American hegemony after the events of September 11, 2001 has had on global order. What are the consequences of the Bush Administration’s formulation of American preponderance for the legitimacy of the U.S.-led world order? Finally, we will consider such topics as: what alternative world orders are possible (Confucian, Arabo-Muslim, etc.), the relevant actors in any world order transformation be, what new patterns of order/disorder are likely, what such an order’s central political organizing principle would be (if not sovereignty), and what the role of the United States should be in the post-Cold War, post-9/11 international order.
The main purpose of IR 382 is to present students with the intellectual tools to think through these big issues, helping them develop the ability to apply advanced IR theory to the study of world politics. To this end, students are expected to come to all class sessions ready to discuss the week’s readings, and raise thoughtful questions about these readings, prior readings, or lecture points. Attendance is a prerequisite, but engaged, prepared, active, meaningful class participation and the focused application of critical thinking skills are the keys to success in this class. In addition to providing a forum for discussion, IR 382 will give students the opportunity to hone these skills through a program of intensive directed reading, the completion of weekly critical reflection papers, and occasional, reading-based short answer assignments.

**Grading:**

Attendance, participation, classroom exercises 10%
Weekly reflection papers 30% (ten 2-page [about 500 words] papers over 15 week semester)
Midterm (take-home March 4) 30%
Final Exam 30%

**Readings** (texts on order at the USC Bookstore and reserve at Leavey library):


All other readings are available on USC’s Blackboard system (https://blackboard.usc.edu/).

**Classroom policies:**

*In the classroom:*  
Please be sure to help the instructor maintain a collegial atmosphere necessary for learning by keeping comments civil and respectful. Note that this is a discussion seminar that will demand the full use of your undivided cognitive abilities; therefore, the use of laptops is discouraged and even frowned upon. Before you enter the seminar, please discontinue the use of and stow all portable electronic communication devices and be sure your device is in an off-position or silent (*not vibrating*) mode. Messaging, tweeting, texting, chatting, video gaming, social networking, teleconferencing or using electronic devices in *any manner* that distracts your fellow classmates from classroom...
activities will not be tolerated, and WILL result in a lowered participation grade for each occurrence (specifically, students will not receive credit for any class in which they choose to disrupt the class in this manner). Audio or video recording of class sessions is not allowed without explicit permission from the instructor. I will only consider excusing absences upon the presentation of appropriate medical or other documentation. With proper notification, I will consider giving 1% credit for successful participation in and completion of a service-learning program such as TIRP.

*General notes on written work:*

*All written work should be neat, free of spelling and grammatical errors, double-spaced, page numbered, and utilize appropriate citation practices.*

*It is strongly suggested that assignments accord with the citation practices and reference standardization found at [www.chicagomanualofstyle.org/home.html](http://www.chicagomanualofstyle.org/home.html), or a similar style guide. Author-date style is preferred. Students are advised to consult a helpful guide to research papers, such as *The Craft of Research* by Wayne C. Booth, et al. (University Of Chicago Press), or Stephen Van Evera’s *Guide to Methods for Students of Political Science* (Ithaca. NY: Cornell University Press).*

*Work must be submitted by the relevant deadline, both as a **hard copy** in class and as a clearly labeled (your name, name of assignment) **electronic attachment** to uscIR382@gmail.com. Late work will be penalized one half grade for each day late (A to A-, etc.). Yes, including weekends.*

**Statement for Students with Disabilities**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

**Statement on Academic Integrity**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. Scampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: [http://www.usc.edu/dept/publications/SCAMPUS/gov/](http://www.usc.edu/dept/publications/SCAMPUS/gov/). Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: [http://www.usc.edu/student-affairs/SJACS/](http://www.usc.edu/student-affairs/SJACS/).
II. Schedule

1) Order in IR: Contemporary Debates

January 12 (week 1): *Introduction*
No readings

January 14: *Order and civilization*

January 19 (week 2): *Order and the contemporary situation*

January 21: *Order in IR theory at the end of the Cold War*
*Michael Doyle, “A Liberal View: Preserving and Expanding the Liberal Pacific Union,”* Ch.2 in Paul and Hall, pp.41-66.

January 26 (week 3): *Order in the English School*

January 28: *Introducing the Order/Justice debate*

February 2 (week 4): *Order and Justice*
*Farhang Rajaee, ch. 8 in Zartman, pp.183-201.

February 4: *Order and Justice, cont.*
February 9 (week 5): *Order as a concept*

2) World Order in Historical Perspective

February 11: *the Spanish Encounter the New World*

February 16 (week 6): *the Spanish Encounter the New World, continued*
Todorov, pp. 98-182.

February 18: *the Spanish Encounter the New World, continued*
Todorov, pp. 185-254.

3) Transitioning to Modernity

February 23 (week 7): *Modernity*

February 25:
Toulmin, pp.45-174.

March 2 (week 8):
Toulmin, pp.175-209.

March 4:
*TAKE HOME MIDTERM DISTRIBUTED *

March 9 (week 9):
*TAKE HOME MIDTERM DUE...NO WEEKLY REFLECTION PAPER*
Knutsen, pp. 90-139.

March 11:
Knutsen, pp.140-169.

**SPRING BREAK**
March 23 (week 10): Cold war order

March 25: Nuclear orders old and new
*T.V. Paul, “Great Equalizers or Agents of Chaos?” Ch. 18 in Paul and Hall, pp. 373-391.

4) From Modernity to Postmodernity?

March 30 (week 11): The environment and resource competition

April 1: Challenges and Alternative World Orders
*Steve Chan, “Chinese Perspectives on World Order,” ch. 10 in Hall and Paul, pp. 197-212.
*Peter van der Veer, “Political Religion in the Twenty-first Century,” ch. 15 in Hall and Paul, pp.311-327.

April 6 (week 12): Dialogue and world order
* Fred Dallmayr, Dialogue Among Civilizations: Some Exemplary Voices, selections TBA.

April 8: Civilizational dialogue
Dallmayr, selections TBA.

April 13 (week 13): A critique of American world ordering practices

April 15:
Reus-Smit, pp.103-157.

April 20 (week 14): US primacy... hegemony or empire?
*Schroeder, “From Hegemony to Empire the Fatal Leap,” ch. 4 in Zartman, pp.61-87.
April 22:
*Gustav Schmidt, “Primacy and Other Ways of Shaping World Order,” ch. 7 in Zartman, pp.143-182.

April 27 (week 15): The way forward?
*Amitai Etzioni, From Empire to Community (New York: Palgrave, 2004), selections TBA.

April 29: Conclusions

Final Exam: Tuesday, May 11, 2-4 p.m.