

# Introduction to International Studies (INTS 101)

Loyola University Chicago  
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## **I. Description**

This course has two dimensions. First, it offers a basic introduction to the international order, its historical origins, and major actors. Second, it focuses on the concept and practice of violence that has been central to human experience in the 20<sup>th</sup> century, which has been arguably the most brutal and destructive era of humankind. Political conflicts have often created spirals of brutality and destruction going beyond the original intentions of the disputants. To put it boldly, our predecessors have experienced and seen more than they would have preferred to. It invites students to critically think about the human propensity for violence and the fragility of the human decency. While we have analytical tools to explore the 'dark side of humanity,' we also need to passionately engage with the idea of how ordinary people can be transformed into willing murderers given the fact our century has inherited some of the worst pathologies of the 20<sup>th</sup> century (i.e., genocide).

The course adopts an interdisciplinary approach that combines insights from criminal justice, history, international law, political science, psychology, and sociology. It serves to three major purposes. First, it offers students with a conceptual framework to make sense of how international institutions interact and deal with major issues. Next, it describes how violence has most unexpectedly engulfed lives of millions throughout the 20<sup>th</sup> century. Since WW II, the prevailing international system has failed to prevent the states and other political actors from committing despicable crimes with impunity. The core themes are a) the historical contexts that mass violence, b) the identity and characteristics of executioners and victims, and c) why international community fails to stop preventable massacres. Finally, the course encourages students to reflect upon their responsibilities as democratic citizens in understanding the dynamics of violence and containing its destructive force. Even the most sophisticated civilizations may not be immune to mass violence.

## II. Requirements

### Exams and Assignments

Grades will be based on quizzes, a final exam, a class presentation, a research paper, and class participation. The distribution of the final grade is as follows:

- 30%: Three scheduled quizzes each counting for ten percent of the total grade.
- 10%: Book review (due in class **October 8**)
- 20%: Final exam (on scheduled exam date, **December 10**)
- 15%: Group Presentation in class and short report (see the weeks for dates)
- 5%: Class participation
- 20%: Term paper (due in class on **December 3**)

Quizzes are composed of multiple-choice and fill-in-the-blank questions. The final exam has short answer questions in addition to multiple-choices and fill-in-the-blanks. Questions come from both lectures and readings. Dates for quizzes are **September 24**, **October 27**, and **December 1**. Class presentation and term paper will be written on one of the assigned topics. Guidelines for these two assignments and a list of these topics are included in the end of this syllabus. Class participation grade will reflect student's attendance and her/his active contribution to class discussions (e.g., comments and questions expressed in reaction to student presentations). I may offer several bonus opportunities throughout the semester.

All writing assignments should be double-spaced and use a font style of Times New Roman and size of 12.

### Book Reviews

Each student is required to write a review of one of the following classics:

- Joseph Conrad, *Heart of Darkness*: A penetrating narrative of the self-transforming "civilization's" encounter with the "barbarity." Set in Congo in the last decade of the 19<sup>th</sup> century.
- Arthur Koestler, *Darkness at Noon*: A revolutionary put on trial by the very regime he helped establish. Set in Stalin's Soviet Union in the 1930s.
- George Orwell, *Nineteen Eighty-Four*: A dystopian world in which the party rules supreme and controls every aspect of life. Considered one of the most powerful characterizations of how freedom may be lost in modern age.
- Jose Saramago, *Blindness*: An allegorical novel narrating the collapse of public order in the aftermath of a blindness epidemic. Only a woman left to witness this ordeal of human experience.

The themes covered in the class are closely related to the themes central to the books. The purpose of these book reviews is to encourage students to empathize with the book characters and discuss the universality of human experience. Reviews should be

*interpretive* and show critical engagement with the book. Hence, reviews that primarily provide summaries of the plot are not acceptable. Creativity and unique insights are rewarded. Students are not expected to consult additional sources. If they do consult, they should properly cite their sources. The reviews should be no more and no less than **5 double-spaced pages**.

## **Grade and Make-Up Policy**

Due dates are absolutely non-negotiable. No *force majeure* clauses are applicable. Students who fail to present their work or submit a research paper automatically receive **an F for the class**, as well as students who miss more than one quizzes. Students who miss quizzes are given make-ups only if they are able to provide **proper documentation** for their absence. Make-ups are given only within three days of the original quiz date. No more than one make-up for each student is given throughout the semester. Students who miss more than one quiz will automatically receive **an F for the class**.

The following grade scale is applicable in this class: A: 100-94, A-: 93-90, B+: 89-87, B: 86-84, B-: 83-80, C+: 79-77, C: 76-74, C-: 73-70, D+: 69-67, D: 66-64, D-: 63-60, F: 59-0. Grades are rounded to the nearest integer (e.g., 79.4=79, 79.6=80).

## **III. Academic Honesty**

Loyola's College of Arts and Sciences defines plagiarism as "appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own." A detailed description of what is meant by academic integrity is also found in that catalog. For more information and student responsibilities, see [http://www.luc.edu/cas/pdfs/CAS\\_Academic\\_Integrity\\_Statement\\_December\\_07.pdf](http://www.luc.edu/cas/pdfs/CAS_Academic_Integrity_Statement_December_07.pdf)

All acts of academic dishonesty including plagiarism, cheating, submitting false documents, and copying another student's work will be penalized by **an F for the course** without any exception and leniency. If you are not sure what constitutes as academic dishonesty while doing your research, you should consult me at once.

## **IV. Assigned Material**

The following texts are all required and available at Loyola University Bookstore.

- Paul Wilkinson, *International Relations: A Very Short Introduction* Oxford UP, 2007.
- Julie Flint & Alex De Waal, *Darfur: A New History of a Long War* Zed Books, 2008.
- Hannah Arendt, *Eichmann in Jerusalem* Penguin, 2006.
- Philip Zimbardo, *The Lucifer Effect* Random House, 2007.

We will also watch several documentaries on genocides in Darfur and Rwanda throughout the semester.

## **V. An Overview of the Course**

### A. International Relations

1. States and citizens
2. Non-state actors
3. Intergovernmental organizations (IGOs)
  - a. UN & EU
  - b. IMF & World Bank

### B. Genocide in the Making: Darfur

1. Historical Background
2. Darfur in Fire
3. Reactions

### C. Dark Side of Humanity

1. Banality of Evil
2. Sources of Evil
3. Self-Reflection

### **Week I (August 25 & 27)**

- International Order I: States and Citizens

Wilkinson, *International Relations*, Chapter 1.

### **Week II (September 1 & 3)**

- International Order II: Non-state actors

Wilkinson, *International Relations*, Chapter 2.

### **Week III (September 8 & 10)**

- International Order III: Intergovernmental organizations

Wilkinson, *International Relations*, Chapters 3 & 4.

### **Week IV (September 15 & 17)**

- International Order IV: IMF, World Bank and their critics

Supplemental material from web sources, primarily from [www.imf.com](http://www.imf.com), [www.worldbank.com](http://www.worldbank.com), and [www.josephstiglitz.com](http://www.josephstiglitz.com) (BLACKBOARD).

### **Week V (September 22 & 24)**

- A Century of Mass Murders and the International Criminal Court
- Darfur I: The First Genocide of the New Century

1948 Convention on the Prevention and Punishment of the Crime of Genocide (BLACKBOARD)

Flint & De Waal, *Darfur*, Chapters 1-4.

1<sup>st</sup> quiz on September 24.

### **Week VI (September 29 & October 1)**

- Darfur II: Killings and Reactions

Flint & De Waal, *Darfur*, Chapters 5-9.

### **Week VII (October 8)**

- Darfur III: Witnesses
- Banality of Evil I

Arendt, *Eichmann in Jerusalem*, pp. 3-82.

Book review due October 8.

### **Week VIII (October 13 & 15)**

- Banality of Evil II

Arendt, *Eichmann in Jerusalem*, pp. 83-150.

1<sup>st</sup> group presentation (International Monetary Fund) on October 15.

Declaration of research paper topics on October 13.

### **Week IX (October 20 & 22)**

- Banality of Evil III

Arendt, *Eichmann in Jerusalem*, pp. 220-234, 252, 280-298.

2<sup>nd</sup> group presentation (United Nations) on October 22.

## **Week X (October 27 & 29)**

- Exploring the Dark Side of the Humanity: The Stanford Prison Experiment

Zimbardo, *The Lucifer Effect*, Chapters 1-3 & 10 (skim the chapters narrating the progress of the experiment).

3<sup>rd</sup> group presentation (NGOs and Human Rights) on October 29.  
2<sup>nd</sup> quiz on October 27.

## **Week XI (November 3 & 5)**

- Sources of Evil I

Zimbardo, *The Lucifer Effect*, Chapter 12.

4<sup>th</sup> group presentation (Genocide on Trial) on November 5.

## **Week XII (November 10 & 12)**

- Sources of Evil II

Zimbardo, *The Lucifer Effect*, Chapter 13.

5<sup>th</sup> group presentation (Obituary) on November 12.

## **Week XIII (November 17 & 19)**

- A Case Study: Abuses in Abu Ghraib

Zimbardo, *The Lucifer Effect*, Chapters 14 & 15.

6<sup>th</sup> group presentation (Turkey and Armenians) on November 19.

## **Week XIV (November 24)**

- Abuses in Abu Ghraib

7<sup>th</sup> group presentation (Yugoslavia) on November 24.

## **Week XV (December 1 & 3)**

- A Note on Self-Reflection

3<sup>rd</sup> quiz on December 1.

8<sup>th</sup> group presentation (The US and Iraq) on & research papers due December 3.

## VI. Group Presentations and Research Papers

Students will form groups of five or six and present their collaborative work to class. Group membership and topics are randomly assigned in the beginning of the semester. Group presentations will start after the spring break and periodically continue until the end of the semester. Each presentation and questions and answers will be approximately half an hour. Each student is expected to participate actively in the group presentation and **must submit a two pages report detailing her/his contribution at the time of group presentation.** Each group should also provide a bibliography of the sources used to prepare the presentation. Presentations will introduce the issue, discuss the points of contention, and summarize the conclusions groups reach. Groups should meet several times before the presentation and decide on an appropriate division of labor in advance. Creativity and innovative presentation are always encouraged and rewarded.

Students are also required to write **a research paper on a topic other than the topic of their class presentation.** All students should **declare the topic of their research paper by October 13<sup>th</sup>.** Research papers should be **six double spaced pages with a font size of 12.** They should identify **opinions of all sides** and demonstrate familiarity with the differences and similarities between rival points of view. In addition, they should have a bibliography where all sources are properly cited. All conventional citation styles are acceptable. Students are most welcome to consult me whenever they need guidance and experience difficulties in their projects. A good source to consult when writing a term paper is K. L. Turabian 2007. *A Manual for Writers of Term Papers, Theses, and Dissertations.* U of Chicago Press.

All of the following issues involve instances of controversial international issues and incite intense public, policy, and scholarly debates. Research projects should explore these issues as they are reported and discussed in the media, scholarly publications, and policy circles. This entails searching for articles, reports, and opinion pieces on these issues in reputable newspapers, magazines, internet sites, and visual media. Loyola Library's website provides access to numerous search engines that will enable students to locate the relevant sources. A good and reliable engine is LexisNexis (check library's website). Also do not neglect consulting library's collection. Electronic sources edited by anonymous users are not accepted as reliable sources. For instance, you should be able to write a Wikipedia entry on the subject based on your research rather relying on Wikipedia for your research.

### 1. Armenians and the Turkish State

Turkish state flatly refuses that events that resulted in the loss of Armenian population of the Ottoman Empire in 1915 was genocide. Turkey maintains that the events of 1915 can be best described as civil war. Meanwhile, Armenians around the world accuse the Turkish state for distorting the past and struggle for the international recognition of the 'Armenian genocide. Recently, some Turkish citizens initiated an online campaign apologizing for the injustice befallen on the Armenians.

## 2. The Disintegration of Yugoslavia

Yugoslavia was the largest state in the Balkans in the post-WW II era. A series of conflicts and wars since the early 1990s resulted in its complete disintegration. Seven independent states now occupy the territory once belonged to the state of Yugoslavia. The process of disintegration was accompanied by mass killings that were unprecedented in Europe since the WW II. The international system failed to act decisively despite the continuation of violent for many years. Explore and identify the reasons for the violent disintegration of Yugoslavia and

## 3. Non-Governmental Organizations (NGOs) and Human Rights

The NGOs such as Amnesty International and Human Rights Watch have been very active in promoting a global human rights culture and sponsoring campaigns aimed to end human rights violations by states. At the same time, their activities have not been without criticism. Some observers charge that these organizations pursue a parochial agenda that fails to focus on underlying reasons of human rights violations. Others charge that they fail to be impartial and unfairly attack some states while being soft on some political actors with poor human rights records. Choose an NGO dealing with human rights and explore its activities. Provide an analytical overview of its actions and criticisms targeting the organization.

## 4. International Monetary Fund (IMF) and Social Justice

The IMF was established in 1944 as a pillar of the post-WW II political and economic international order. The IMF provides an institutional framework for global economic cooperation, exchange stability, and assisting countries experiencing financial difficulties. At the same time, its actions have been source of great controversy especially since the late 1980s. The IMF has been accused of supporting repressive dictatorships, favoring business interests over labor, and pursuing economic stability and austerity at great expense to economic distribution and social justice. Choose a developing country and focus on its relationship with the IMF for a specific period. Explore criticisms and defenses of the IMF in the light of this particular case.

## 5. Genocide on Trial: Perpetuators Punished?

International courts were established after the mass killings of Bosnia and Rwanda to try the perpetrators. While there have been several convictions in both courses, their effectiveness has been widely debated. Slobodan Milosevic, the deposed leader of Serbia, died recently in prison. The establishment of the International Criminal Court in 2002 is a major watershed in ending the impunity enjoyed by mass murderers. Choose a court and explore criticisms directed against the court and arguments in its defense.

## 6. Obituary of a Mass Killer

There has been strong public interest in the perpetrators of mass killings especially since the end of the Cold War. Choose an individual who is responsible for the deaths of

many people and write an obituary for him/her. This individual can be a ruler, a bureaucrat, or just an ordinary citizen. Use your imagination. Focus on the debates about his/her motivations, life style, and goals. In particular, how is this person portrayed in the media? How accurate is this portrayal?

#### 7. The United Nations and Humanitarian Crises

The United Nations was established in 1945 as a successor to the League of Nations that had failed to prevent international conflicts erupting into a total war that had engulfed the world in 1939. Since its establishment, the UN has been sharply criticized for its perceived inability to effectively intervene into major humanitarian crises caused by political violence. First find and choose a case in which the UN intervention is generally hailed as a success. Then compare and contrast this case with a situation in which humanitarian disasters occurred in spite (or because) of UN efforts to find a solution. Focus on the factors that cause the difference in outcomes.

#### 8. The US and Iraq: Two Wars and Shifting Priorities

The US led a multinational coalition to dislodge Iraqi military forces from Kuwait in 1991. The US administration decided not to help indigenous rebellions against Saddam Hussein's regime and let Hussein stay in power. Yet, the US attacked and overthrew the same regime in 2003 despite the fact that it did not pose an immediate threat to regional security. The US invasion of Iraq has been very controversial and raises interesting questions about the unilateral action in international relations and the role of the UN in regulating conflicts. Explore these themes by comparing the US-Iraq wars in 1991 and 2003.