

IR 6631 Intercultural Relations

Term 3, 2018 (January 8 - March 11, 2018) 3 Credit Hours

Weekend/Web-Enhanced at Misawa AB, Japan

Meeting Times: 0900:1800 Jan. 20-21, Feb. 3-4.

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Course Description

An analysis of the influence and role of culture on interstate relations including theories, concepts, and applications.

Course Objectives

This course reviews the role of culture and values in international relations (IR) that effect inter- and intrastate conflicts in international relations, which may require specialized diplomacy. Since IR tends to focus on the roles of states, this class will evaluate how ideologies, institutions, societies, cultures, and even individuals, can impact a state and its position vis-à-vis others. While clashing cultures are often thought to be at the root of post-Cold War conflicts, we will also examine the role of culture at various Levels of Analysis and over time. In particular, the role of values in organizations, institutions, and governments in a globalized world will be reviewed in detail. Students will also discuss and debate various theories and perspectives, such as strategic culture and how national cultures impact decision-making. A special effort will be made throughout the course to tie these discussions to east-Asian cases (given our shared location), the United States, and other regional powers.

Course Materials

Since this course is very specialized there are few texts that effectively cover the essential topics of this class for a student of international relations. The required readings will therefore be supplemented by lecture materials and additional articles. Such material will be able to be found in the online library or though the Canvas system.

Required Texts

- Lebow, R. (2009). *A Cultural Theory of International Relations*. Cambridge University Press. ISSN: 978-0-521-69188-8
- Huntington, S. P., & Harrison, L. E. (2000). *Culture Matters: How values shape human progress*. New York: Basic Books. ISSN 9780465031764
- Legro, J. (2007). *Rethinking the World: Great Power Strategies and International Order*. Cornell University. ISSN: 0801442729

Supplementary Materials:

These materials will be provided though Canvas or the university library and can enhance your understanding of the content. Much of it will be mentioned during class lectures to supplement the required text to help reinforce the ideas presented.

- The literature surrounding the debate of the “Clash” (Huntington, S. (1993) *The clash of civilizations?* *Foreign Affairs*, 72(3), 22-49) and the role of values in human progress and culture with counter arguments by Edward Said and others.
- A review of materials from research provided on values such as The World Values Survey ('81-present, Inglehart/Welzel, etc...), *When Cultures Collide: Leading Across Cultures* (Lewis), *Cultures*

and Organizations (Hofstede/Minkov), *Cross-Cultural Analyses* (Minkov), the Schwartz Value Survey (Schwartz), *Guns, Germs and Steel* (Diamond), *The Culture Code* (Rapaille) and *Understanding Global Cultures* (Pillial).

- A look at comparative culture in IR in areas such as (David Kang, "Getting Asia Wrong," *International Security*, 27/4, 2003. Barber, B., (1992). *Jihad vs. McWorld*. *The Atlantic Monthly*. Volume 269, No. 3; pages 53-65. Adrian Lewis, *American Culture of War*, Edward Romar, *Virtue Is Good Business: Confucianism as a Practical Business Ethic*, and others.

- *The Peace Corps Cross-Cultural Workbook*. Peace Corps Information Collection and Exchange T0087. ISBN 0-9644472-3-1

- Some evaluation of contemporary theories and real applications (Nye, J. S. (2004). *Soft power: The means to success in world politics*. New York: Public Affairs), and current events to which the theories and discussions can be applied.

Films: We will watch a relevant film at the end of each class session to break up the long day (each is broken over two days because of their length). There are many possibilities we could consider such as *Apocalypse Now*, *Gandhi*, *Black Robe*, *Beyond Rangoon*, *The Dogs of War*, *The Gods Must Be Crazy*, *The Killing Fields*, *The Mission*, and others. I'd like to get the opinions and ideas of students before class as well since there are many other more contemporary possibilities. This will be advertised on Canvas.

* These films each have a different focus on international relations and touch upon various areas of intercultural studies. (Some films are R-rated and do contain adult material such as language, violence, drug and alcohol use, and mild sexuality. Should you find any of this material deeply objectionable, please notify me and you may excuse yourself. That said, these are all well-reviewed, mainstream films directly relevant to the course. We will also discuss them in class to help reinforce our theoretical study.)

Grading and Assignments

Student grades will be determined as follows:

- Asian Map Quiz (must complete by January 20, available through Canvas at <https://online.seterra.com/en/vgp/3167>): 5%
- Participation in class discussions and Canvas exercises or quizzes: 25%
- Essays: 30%
- Midterm 20%
- Final: 20%

Class Participation

Students are expected to do the readings before class and be prepared to discuss the contents. Since we will spend 9 hours straight together, discussion will break-up the monotony of long lectures. All the discussion will relate directly to the reading, theories, and notes. The significant weight on participation is to encourage your engagement. The class will be more enjoyable for all of us if there is a lot of good discussion and informed debate.

Canvas Web-Enhanced Portion

Troy requires 45 hours of instruction for a three-unit course. We will meet for a total of 36 hours in the classroom, so 9 hours must be covered outside of class. These hours will be completed through Canvas in three areas: course discussion; general discussion about current events relevant to the course, and discussion of your paper topic and its development. This course assumes you know how to use the basics of Canvas. Please consult Troy IT if this is a problem. Please be pro-active and engaged in your use of Canvas since Canvas participation

will count toward your participation grade. I will not pursue you to post, but I will check the service regularly for your comments, concerns, and contributions. Please complete the map quiz posted on Canvas before the first of our classes.

Topic Essays

Essay 1: **Due 1/28** (Sunday, Week 3)

Essay 2: **Due 2/11** (Sunday, Week 6)

Essay 3: **Due 2/25** (Sunday, Week 8)

The essays are to be on topics you select based on your interests, but rooted in the themes and theories addressed in the course prior to the essay due date (so, the first essay emphasizes the content from the first three weeks of class). Since International Relations is largely about conflict and peace, looking at these concepts through the lens of culture is not a bad place to start. Each essay should use Times font, double-spaced, 1-inch margins, 12-point font, and be a minimum of 5 pages (1250+ words plus a bibliography). The essays should make a claim or argument and attempt to defend it. A title like “The Clash of Civilizations and Middle East Peace” despite being too broad in scope, doesn’t take much of a specific stance on anything. Instead you should try and demonstrate cause and effect using cases and evidence from established sources. For example, “The Cultural Imprints of Vladimir Putin and the Cold War Continued.” Such a title suggests you can make an argument based on a theoretical framework using some available evidence in the research and the class content. While this topic is also likely too broad for a 5-page essay, you should get the idea that an argument should be manageable and defensible; therefore, having a narrow scope with good detail is recommended. Keep in mind also, a research paper has a very typical structure which you should follow: introduction (what is your claim or hypothesis), literature review (this is the background of what scholars have written about your topic), discussion (this is where you logically explain your claim and use more research to support it), and conclusion (this is where you answer your claim or hypothesis based on all the logic and research you did before. You may for example discover after your research that “The Cultural Imprints of Vladimir Putin” will not continue the Cold War. That is fine. The conclusion is not as important as the argument.) If you know something about methodology you can add this too and I don’t think you will need a results section unless you intend to do an experiment, but we can talk about this in class or on Canvas. **The purpose of these essays is to demonstrate your understanding of the concepts from class and apply them to the real world in an intelligent manner based on logic and the available facts.**

Exams (mid and final)

Details and a review will be posted on Canvas near the middle and end of the term. The exams will be given on Week 4 and Week 9. You will have a limited time to complete three questions from a pre-set list of questions distributed beforehand. Each exam is worth 20% of your grade and the questions are designed in such a way that you will have to had paid attention in class and completed the readings ahead of time to effectively answer the questions.

Discussion Board

Departmental policy mandates use of Discussion Boards in Canvas. Accordingly, a series of questions will be posted in Canvas. Students must read all discussion boards and must respond to at least three different discussion questions over the course of the term. Some questions will require viewing of online videos first. The quality and thoughtfulness of the posts will be graded.

Office Hours

I live in Seoul, South Korea and do not have regular office hours. However, meetings are available by appointment on the days before and after class (i.e., after/before my travel from/to Korea). We can also meet after class in the evenings. Canvas is Troy's preferred mode of professional, course-related interaction, but should you have personal concerns, please email me. In emergencies, you may text or call through, but please be considerate of my privacy and time. Thank you.

Course Schedule

*Please notice that the course is somewhat top heavy because 70% of our face-to-face interaction time together will happen before the midpoint of the Term. This means that the first few weeks will be a bit heavy on the reading to prepare you for the classes. However, this will lessen some after Week 4 and the emphasis will turn towards your essays and online discussions of contemporary issues where you can apply your learning. This time will also be when Canvas quizzes start to appear to make sure that you are keeping up with your assignments.

□ **Week 1: Reading**

Lebow, R. (2009). A Cultural Theory of International Relations. **Chapter 1**

Huntington, S.P. (1993). Clash of Civilizations? *Foreign Policy*.

Huntington, S. P., & Harrison, L. E. (2000). Culture Matters: How values shape human progress. Forward and Introduction

□ **Week 2: Reading** (Before the weekend)

Lebow, R. (2009). A Cultural Theory of International Relations. **Chapter 2**

Francis Fukuyama, *The Primacy of Culture*

David Landes, *Culture Makes all the Difference* in Culture Matters (**Chapter 1**)

Michael Porter, *Attitudes, Values, Beliefs, and the Microeconomics of Prosperity* in Culture Matters (Chapter 2)

□ **January 20 (Saturday) Class** (Lecture, Discussion, Group Activities)

Course introduction

What is Political Science and International Relations?

Levels of Analysis and power in international security

Iceberg Theory and 'What is Culture?'

How do we use culture in IR? Does it contest or complement traditional approaches?

What is Strategic Culture?

Parable of the Tribes: Culture and Conflict.

Primacy of Culture

Levels of Analysis, and Conditioning

Thirteen Cultural Categories

Clash of Civilizations?

'Must Cultures Clash?'

Religious War replacing Ideological War?

***January 21 (Sunday) Class**

Haji Kamal Negotiation.

Categories Continued... Lens and Sapir-Whorp Hypothesis

Facets of Culture: Directness, Individuals
Poly/Monochronic Societies
Power Distance
Uncertainty Avoidance
Modernization, Globalization and Cultural Diversity.
Does Capitalism Produce a 'Culture'?
Weber, Smith, Marx, and Kant
Chapter Discussion: Religion and Culture
Culture and Terrorism
Discussion: Barber- *Jihad vs McWorld*

□ **Week 3: Reading**

Chapters 1,2, and 5: *When Cultures Collide*

Lebow, R. (2009). A Cultural Theory of International Relations. **Chapter 3**

Mariano Grodona, *A Cultural Typology of Economic Development* in Culture (**Chp 4**)

Ronald Inglehart, *Culture and Democracy* in Culture Matters (**Chapter 7**)

□ **Week 4: Reading** (Before the weekend)

Lebow, R. (2009). A Cultural Theory of International Relations. **Chapter 7**

Kang, D. (2003). Getting Asia Wrong. *International Security*, 27(4).

Lucian Pie, “*Asian Values*”: *From Dynamos to Dominos?* in Culture Matters (**Chapter 18**)

Nye, J. (1990). Soft Power. *Foreign Policy*. pp.153-171

□ **February 3 (Saturday)**

Culture, IR, and Asia

The Source of Status

The Locus of Control

Is IR 'Eurocentric'? Westphalianism and “Beijing Consensus”

Confucianisms, Democracies, and guiding principles.

What is Political Culture?

Strategic Culture revisited.

Case Studies and Human Development Index: East Asia

Soft Power, World Values, and Comparative Analysis.

Discussion: Romar, E. *Virtue is Good Business* (on Canvas)

Discussion: Fuyukama, F. Social Capital in Culture Matters (Chapter 8) and Francis

Fukuyama (2001) Social capital, civil society and development, *Third World*

Quarterly, 22:1, 7-20, DOI: 10.1080/713701144 (Optional on Canvas)

□ **February 4 (Sunday)**

Levels of Cultural Awareness

Attitudes Towards Cultural Difference

Case Study 2: USA

What is America's Strategic Culture?

How did it change after WWII?

How has it changed since?

Who are the relevant actors?

What predictions about American future wars?

Do American and Chinese Strategic Cultures fate a clash? What about elsewhere?

Progress-Prone and Progress-Resistant Cultures

Human Development Trends

Level Analysis of US on socioeconomic/sociopolitical trends

US security dilemmas and the roles of culture

Game theoretic perspectives and culture/values

The role and need of American soft power in the 21st century

□ **Week 5:**

Lewis, A. (2007). *The American Culture of War*. (Essay based on book)

Lebow, R. (2009). *A Cultural Theory of International Relations*. **Chapter 9**

Legro, J. (2007). *Rethinking the World: Great Power Strategies and International Order*. Cornell University. ISSN: 0801442729 **Chapter 1-2**

□ **Week 6:**

Lebow, R. (2009). *A Cultural Theory of International Relations*. **Chapter 10**

Edgerton, R. *Traditional Beliefs and Practices- Are Some Better Than Others?* (Culture Matters Chapter 10)

□ **Week 7:**

Legro, J. (2007). *Rethinking the World: Great Power Strategies and International Order*. Cornell University. ISSN: 0801442729 **Chapter 3-4**

Glazer, N. *Disaggregating Culture* (Culture Matters Chapter 16)

□ **Week 8:**

Legro, J. (2007). *Rethinking the World: Great Power Strategies and International Order*. Cornell University. ISSN: 0801442729 **Chapter 5-6**

Harrison, L. *Promoting Progressive Cultural Change* (Culture Matters Chapter 22)

□ **Week 9:** Final Exam

ATTENDANCE POLICY:

Attendance will be taken in compliance with College policy and is mandatory. Students who miss more than 25% of our total class time (one class) must be reported to the TROY university coordinator. Should you need to miss a day, you must contact me as far in advance as possible. Perhaps we can arrange some manner of make-up. Most likely, we will need to speak with department about whether you can complete the class.

GRADE POLICY:

90 - 100 A	70 - 79 C	0 - 59 F
80 - 89 B	60 - 69 D	

Incomplete grades: If a student is unable to complete all course grading requirements, the student may be eligible to request the assignment of an incomplete grade. An Incomplete grade is not automatically assigned by the instructor, but must be requested by the student and approved by the instructor. The decision to approve or reject a student's request for an incomplete grade is at the discretion of the instructor using the following criteria: Student submits a completed "Incomplete Grade Request" form prior to assignment of a course grade.

Student's progress in the course is deemed satisfactory. Student is passing the course when the request is made. The circumstances that prevented the student's completion of course requirements are beyond the student's control and adequate documentation is provided. A student may request an incomplete by completing and submitting to the instructor an "Incomplete Grade Request" form. This form can be found at www.troy.edu/graduateschool/forms.html

NATURE OF GRADUATE WORK

"Graduate level work differs appreciably from that of undergraduate programs. Graduate students will find that their programs are geared toward meeting certain criteria. The first of these criteria is that the graduate student should understand the ramifications of research as well as the manner in which it is conducted. Research, the context of graduate study, is conducted in a systematic, thorough, critical, interpretative, and analytical manner—free of preconceived notions and receptive to new ideas; such research attempts to collate and synthesize new patterns of meaning, discover new truths, and correct past errors. The second component of the graduate program requires that graduate students master their field of study. Such mastery would entail a thorough grasp of the subject matter, literature in the field, theory, and methodology related to the student's field of interest. Finally, every graduate program must give students the opportunity to demonstrate research skills, knowledge of the field, and opportunity to contribute to the field of study. Thus, a person who wishes to do graduate level work must be prepared to pass examinations, both written and oral, to write coherent papers that reflect the results of research as defined above, and to participate in course projects" (2017-18 Troy University Graduate Catalog, p. 4).

TROY DEADLINES

Students can find the Troy Online calendar at <http://trojan.troy.edu/online/academiccalendar.html> listing key dates for the term, including refund deadlines, payment dates, and Comp Exam dates. Note the deadline to add/drop classes and receive 100% refund for Term 3 is January 16th.

AMERICANS WITH DISABILITIES ACT (ADA):

Troy University, under the guidelines of ADA and the Rehabilitation Act, makes reasonable accommodations for documented physical and mental limitations of otherwise-qualified individuals with disabilities. To provide the best possible services to students, employees, and visitors, Troy University has designated Disability Services Coordinators and Human Resources representatives on each campus as responsible parties for coordinating accommodations for persons with disabilities. For more information about physical access to building or grounds, academic or workplace accommodations, or other ADA related services, individuals should contact a Disability Services Coordinator or Human Resources representative on their campus of attendance. Specific information regarding the ADA, including contact information for responsible parties, can be found at the following link: <http://trojan.troy.edu/employees/humanresources/documents/ADAPolicy2003.htm>.

MOBILE PHONES AND ELECTRONIC DEVICES:

Use of any electronic device (mobile phone, tablet, laptop, etc.) by students in the instructional environment is prohibited unless explicitly approved on a case-by-case basis by the instructor of record or by the Office of Disability Services in collaboration with the instructor. Mobile phones and other communication devices may be used for emergencies,

however, but sending or receiving non-emergency messages during a class meeting is forbidden by the University. Use of a communication device to violate the Troy University "Standards of Conduct" will result in appropriate disciplinary action (See pp. 42-52 of the Oracle.)

In order to receive emergency messages from the University or family members, devices must be in a vibration, or other unobtrusive mode. Students receiving calls that they believe to be emergency calls must answer quietly without disturbing the teaching environment. If the call is an emergency, they must move unobtrusively and quietly from the instructional area and notify the instructor as soon as reasonably possible. Students who are expecting an emergency call should inform the instructor before the start of the instructional period.

STANDARDS OF CONDUCT:

By their enrollment, students are responsible for following the "Standards of Conduct" as they apply in the Troy University Pacific Region. Students may be disciplined up to and including suspension and expulsion for the commission of offenses in described in the Graduate Bulletin. As a reminder to graduate students, the "Standards of Conduct" regards dishonesty as an offense, which includes cheating and plagiarism. Students should carefully study the definitions of cheating and plagiarism:

1. Cheating includes:

- a) Copying, or relying upon, another student's answers or submitting another student's work as one's own or submitting as new work assignments previously completed for another class, while completing any class assignment, study group assignment, or during in-class or take home examinations.
- b) Providing one's own answers to another student while completing any class assignment, study group assignment (except where approved by the instructor due to the nature of the assignment itself), or during in-class or take-home examinations.
- c) Using notes, books, or any other unauthorized aids during an examination; or holding an unauthorized discussion of answers during in-class examinations.

2. Plagiarism is submitting a paper, other required student course requirement in which the language, ideas, or thoughts are identical to published or unpublished material from another source, including material found on the Internet, without correctly giving credit to that source. While computers and the Internet allow students to cut and paste work from other material, new software is making it easier for universities detect plagiarism. Instructors may screen electronic versions of student assignments using the detection software.

LIBRARY SUPPORT:

Students can access online information resources through Troy University web site at <http://www.troy.edu> or the Troy Library Services home page at <http://trojan.troy.edu/library/>. These resources include a variety of full text databases that provide complete article texts from thousands of journals, magazines and newspapers. Among the most helpful databases are JSTOR, Academic Search Complete, and Lexis-Nexis.