**International Politics**

Political Science UN1601x

Fall 2021: M,W 2:40-3:55pm

Location: Altschul 202

**Prof. Kimberly Marten**

Contact: [km2225@columbia.edu](mailto:km2225@columbia.edu)

**Office hours:** By appointment most Tuesday afternoons, 2-4pm, virtual until further notice, at Zoom Room number 212 854 5115 (wait-room enabled, no code necessary).

Please use my Google calendar to sign up for an appointment: <https://tinyurl.com/y7gnljya> Please make sure you have your own Google calendar open and set to U.S. East Coast time.

**Course Description**

How can we explain the patterns and evolution of international politics? Why do wars happen? How do alliances between countries function? How are countries affected by global trade and investment, and in turn how does the political economy of individual countries shape international conflict and cooperation? How do ideas and culture (including both positive ideas like human rights, and negative ideas like racism) affect international politics? Why isn’t there more international cooperation in dealing with Covid-19 and climate change, and can new global cooperation emerge? What causes terrorism? Is the proliferation of nuclear (or cyber) weapons a threat to peace, and if so, how should the world respond? Does UN peacekeeping work?

In this course we will begin to grapple with these questions. We will use theories developed by philosophers, political scientists and policy analysts, and we will examine the historical roots of today’s problems, in order to explain and predict the patterns of international politics and the possibilities for change. Throughout the course, students will be encouraged to choose and develop their own theories to explain events.

**Learning Objectives**

Students who complete this course successfully will be able to:

* Demonstrate broad factual and causal knowledge of important current and historical issues in international relations.
* Apply contending theories from the political science literature and the policy world to analyze, compare, and evaluate events and trends in international relations.
* Assess the value of competing theories in explaining events.
* Synthesize facts and arguments across cases in order to reason critically and argue creatively, through both oral discussions in section and written essays.

**Course Requirements and Procedures**

**Participation in weekly discussion sections is required, through enrollment in the separate but linked UN1611 (non-credit) course.** Registration for sections usually opens in late August or early September, and the head TA will work with students as necessary to ensure they find a time slot that works for their schedules. Discussion sections form an important part of the course experience, and students should come to discussion section prepared to discuss the readings highlighted by their section leaders in discussion questions handed out in advance. **A passing grade of C- or better must be achieved in section for the student to receive a passing grade in this 4-credit course.**

**There are three written assignments** due in this course, each based on assigned course readings. Each will involve some combination of essays totaling 2,000 words. Assignments must be turned in as Word or PDF documents on the 1601 (i.e., lecture, not section) Courseworks/Canvas “assignments” page. Questions will be emailed to students and uploaded to the Courseworks/Canvas “files” page at least two weeks in advance of the due-date. **Extensions will be granted only by Prof. Marten (not by the TAs), and only in the case of unforeseen emergency.** It is your responsibility to manage your time well—and to take deadlines seriously.

There are two major purposes of the essays: (1) to monitor whether the student is doing the assigned readings and is analytically engaged with the material, and (2) to measure the student’s capacity (honed in discussion sections, and with each passing exam) to independently synthesize concepts across sections of the syllabus and make a coherent, original argument. **A separate document specifies grading criteria for both essays and discussion section participation.** Prof. Marten supervises all grading, sets grading guidelines, and reviews section leader performance. Any student who wishes to challenge a grade given by a TA must discuss the situation with the TA who graded it first. If the student remains unsatisfied after this, Prof. Marten will review the work in question; but students should realize that a change in grade is unlikely, and that Prof. Marten reserves the right to lower a grade as well as raise it. Improvement in written work across the semester will be rewarded in the final course grade as Prof. Marten is computing that grade at the close of the semester, as long as the student earns an A- or higher in section participation.

**Grading:**

**First essay assignment (due Sunday, Oct. 17 at 5pm):** 20%

**Second essay assignment (due Sunday, Nov. 21 at 5pm):** 30%

**Third essay assignment (due Wednesday, Dec. 22 at 4pm):** 30%

**Section participation:** 20%. Students are expected to attend all section meetings. If you must miss a section because of a religious holiday, illness, or family emergency, please notify your section leader (*not* Prof. Marten). The section leader will provide a one-page essay make-up assignment to substitute for class participation that day.

**PLEASE READ This Entire Section: Honor Code and Plagiarism**

All assignments in this class are to be completed in accordance with the [Barnard Honor Code](https://barnard.edu/honor-code), whether or not the student is a Barnard student. **Courseworks will utilize Turnitin.com to check all essays for plagiarism.** “Plagiarism” is the use of someone else’s words or ideas without full and proper attribution. It is, at its core, the act of falsely implying or claiming credit for intellectual work that someone else did—and it is a violation of the Honor Code.

A paper is not “written” by cutting and pasting phrases from the work of others. Even if a cite is included to say where the cutting and pasting came from, and even if a word is changed here and there, that is still plagiarism. One plagiarized phrase or sentence is plagiarism, even if the rest of the paper is original.

A paper is written by reading the work of others with an open and critical mind, taking notes in your own words on that writing, thinking about the issues independently and deeply, and then using your own words to analyze issues, while citing (*not* quoting) the contributions of others to your thinking. **You should only be using word-for-word quotations from a source when the exact words matter greatly. Such quotations should be brief, rare, and placed in quotation marks.** All students receive in-depth briefings on plagiarism and proper citation techniques as part of their introductory days at Barnard and Columbia, and the definition here is standard not merely in the United States but globally (for example, at Sciences Po in Paris); it should not come as a surprise to anyone. Any student who nonetheless has any remaining questions about proper citation technique or about how to avoid plagiarism should discuss these questions and concerns with Prof. Marten before turning in the assignment in question. Plagiarism is often committed as an act of desperation under pressure. If you ever feel so pressured on an assignment that you are tempted to plagiarize, please contact Prof. Marten instead. Together we can work out a fair extension.

**Any essay which contains cut-and-pasted phrases or sentences where the source is correctly cited, but without quotation marks, will earn the lowest passing grade of 70. Any essay which contains similar phrases and sentences that are NOT properly cited will earn a zero.** Any student who violates the Honor Code on any assignment will face dean’s discipline at their home college. Students affirm that all work turned in is their own, and that they have fully and accurately cited every written source, including web-based sources and unpublished sources (such as prior student papers), used in their writing. Students are allowed to consult with anyone they like as they begin thinking about their essays, but no further collaboration is allowed once they begin outlining and writing. In other words, **both the argumentative structure and the wording of all essays must be completely the student’s own work.**

**All students may use the Barnard and Columbia Writing Centers with no restrictions.** If you know that you have problems with your writing—and especially if you get comments on an assignment indicating that there are problems with your writing—you are strongly encouraged to use the Writing Centers. Please note that appointments there fill up fast, so you need to be proactive in scheduling them [hint: you know the due-dates of assignments already…].

**Accessibility and Disability Services Statement**

In order to receive disability-related academic accommodations for this course, students must first be registered with their school Disability Services (DS) office. Detailed information is available online for both the [Columbia](https://health.columbia.edu/services/register-disability-services) and [Barnard](https://urldefense.proofpoint.com/v2/url?u=https-3A__barnard.edu_disabilityservices_students&d=DwMFAg&c=G2MiLlal7SXE3PeSnG8W6_JBU6FcdVjSsBSbw6gcR0U&r=QSRVDnH6TAV1o3lGfIufEbSiTPcVA73HarkXS4bEfPc&m=FHJX16hThyJy0HBIk-COxvCPLO7rxF8M7FWkz34a4qM&s=Qm1OrVwYTpMLRISxyCGs4D4yj3s2Y0KD0eWkzvYsTk0&e=) registration processes. Refer to the appropriate website for information regarding deadlines, disability documentation requirements, and [drop-in hours](https://health.columbia.edu/news/disability-services-supports-students-virtually) (Columbia)/[intake session](https://urldefense.proofpoint.com/v2/url?u=https-3A__barnard.edu_disabilityservices_people&d=DwMFAg&c=G2MiLlal7SXE3PeSnG8W6_JBU6FcdVjSsBSbw6gcR0U&r=QSRVDnH6TAV1o3lGfIufEbSiTPcVA73HarkXS4bEfPc&m=FHJX16hThyJy0HBIk-COxvCPLO7rxF8M7FWkz34a4qM&s=vGuN_OaCZ_rAMdosqyO7VdfPLxkVzEcISCMw_LWbmWg&e=) (Barnard). [Please note that all written assignments in this class are take-at-home essays, and that time-and-a-half disability accommodations do not apply to take-at-home assignments.]

**Barnard Wellness Statement**

It is important for students to recognize and identify the different pressures, burdens, and stressors they may be facing, whether personal, emotional, physical, financial, mental, or academic. We as a community urge you to make yourself—your own health, sanity, and wellness—your priority throughout this term and your career here. Sleep, exercise, and eating well can all be a part of a healthy regimen to cope with stress. Resources exist to support you in several sectors of your life, and we encourage you to make use of them. Should you have any questions about navigating these resources, please visit these websites:

* <http://barnard.edu/primarycare>
* [http://barnard.edu/counseling](http://barnard.edu/counsel)
* <http://barnard.edu/wellwoman/about>
* [Stressbusters Support Network](http://health.columbia.edu/files/healthservices/pdf/alice_Stressbusters_Support_Network.pdf)

**Required Readings**

All required readings are online; there are no textbooks to purchase. If you go through the Courseworks/Canvas modules, you can link to them directly. **If you find a broken link on a module, please let Prof. Marten know right away.** (All worked as of early August.**)** Some readings are available on the open web; some are uploaded on the Courseworks/Canvas “files” page for this course; and most are on CLIO (Columbia’s online library), using your Columbia UNI and password. [Note that if you don’t go through CLIO on these, you will be asked to pay an exorbitant amount to get through the paywall.]

Please try to do the readings (and podcasts) in the order they are listed on the syllabus; they are listed in the order that will make comprehension easiest. It may be useful to have a dictionary at hand while reading; some readings include difficult vocabulary. All readings are assigned because they are important elements in ongoing debates—not because they necessarily present the “truth.” In other words, read each piece critically and with a grain of salt. In discussion section and in your essays, you will be expected to analyze and critique the readings, not merely summarize them.

**Hint:** don’t try to read every word of every assignment. Instead work on the skill of “strategic skimming,” looking for the questions, the arguments, the evidence, and the conclusions provided by each author, rather than sweating the details. Essays are all open-book, so you can go always back and reread as needed to write your essays.

**Zoom:** As long as Barnard and Columbia require that no one come to the classroom if they have a sore throat, headache, or cold, all lectures will be broadcast and recorded on Zoom via Courseworks. (Please note **that Columbia’s Zoom account automatically deletes the recordings after 30 days**, and you should not expect to be able to access them while writing the essays.) If Prof. Marten becomes ill, she will teach the class on Zoom from home. **Please note, however, that by Barnard and Columbia rules, students are expected to attend lecture in person when they are healthy.** This is an in-person course, and no special provisions will be made for remote learning. For example, Q&A and discussions will engage only classroom participants, not Zoom participants, who will have listening/watching privileges only.

**Laptop policy:** The use of laptops, phones, and other electronic devices during lecture is prohibited, except under special circumstances which require written permission by email from Prof. Marten. If you are given permission to use a laptop during class, please sit at the far sides or back of the classroom, so that your screen does not bother other students.

**Course Schedule and Assignments** (Note: Readings are subject to change based on current events)

**Sept. 13. Introduction: using theories to think about international politics.**

**CLIO:**

Stephen M. Walt, “One World, Many Theories,” *Foreign Policy* 110 (Spring 1998): 29-46. While this source and the policy issues it talks about are old, it does a great job of describing in plain language the theoretical debates that we will be using all semester. Please pay special attention to the chart on p. 38, and refer back to it throughout the course.

**Part I: The Paradigms: Realism and Its Critics, and Testing the Models with Case Studies**

**Sept. 15. Realism: building blocks and evolution.**

**Sept. 20. Realism part 2: analyzing power politics and war.**

**Assignments for *both* lectures:**

**CLIO:**

Stephen M. Walt, “The World Wants You to Think Like a Realist,” ForeignPolicy.com, May 30, 2018.

**Open Web:**

Thucydides, *The Peloponnesian War*, “The Melian Dialogue,” book 5, sections 84-116; <http://www.perseus.tufts.edu/hopper/text?doc=Thuc.+5.84&fromdoc=Perseus%3Atext%3A1999.01.0200> (Pay special attention to section 89.)

Thomas Hobbes, “Of the Natural Condition of Mankind as Concerning Their Felicity and Misery,” chap. XIII of *The Leviathan*, <https://www.bartleby.com/34/5/13.html>

[Do note the racism in Hobbes section 10. Perhaps one of the best answers to it is Neta Crawford’s recommended article for our next class.]

Sun Tzu, *The Art of War*, sections I-III, <http://classics.mit.edu/Tzu/artwar.html> (Pay special attention to III(2).)

Steven E. Lobell, “Structural Realism/Offensive and Defensive Realism,” in *The Oxford Research Encyclopedia of International Studies*, Mar. 2010, <https://oxfordre.com/internationalstudies/abstract/10.1093/acrefore/9780190846626.001.0001/acrefore-9780190846626-e-304>

**CLIO:**

Joseph S. Nye, “China and Soft Power,” *South African Journal of International Affairs* 19, no. 2 (2012): 151-155.

**Open Web:**

Max Fisher, “The Credibility Trap,” Vox.com, Apr. 29, 2016, <https://www.vox.com/2016/4/29/11431808/credibility-foreign-policy-war>

**Recommended, not required (CLIO):**

Jonathan Kirshner, “Gone but Not Forgotten: Trump’s Long Shadow and the End of American Credibility,” *Foreign Affairs* 100, no. 2 (March/April 2021): 18-26.

Steven Erlanger, “Afghanistan’s Unraveling May Strike Another Blow to U.S. Credibility,” *New York Times*, Aug. 13, 2021.

Ernesto Londoño, “Stateless, She Became the Face of a Largely Invisible Plight,” *New York Times*, Dec. 25, 2020.

**Sept. 22. Liberalism: economic liberalism, liberal institutionalism, and the democratic peace.**

**Courseworks files:**

Robert Gilpin, *The Political Economy of International Relations* (Princeton: Princeton University Press, 1987), ch. 3 (“Three Ideologies of Political Economy”), pp. 25-34 and 43-50 (the sections on economic liberalism, economic nationalism, and their critiques).

**Open web:**

Immanuel Kant, “Perpetual Peace: A Philosophical Sketch,” Section II, <https://www.mtholyoke.edu/acad/intrel/kant/kant1.htm> (Do note that the second article in Section II repeats the racist statements of Hobbes.)

Ido Oren, “Democratic Peace,” *Encyclopedia Britannica* (2016), <https://www.britannica.com/topic/democratic-peace>

**CLIO:**

G. John Ikenberry, “The End of Liberal International Order?” *International Affairs* 94, no. 1 (January 2018): 7-23.

**Open web:**

Paul Staniland, “Misreading the ‘Liberal Order’: Why We Need New Thinking in American Foreign Policy,” *Lawfare*, July 29, 2018, <https://www.lawfareblog.com/misreading-liberal-order-why-we-need-new-thinking-american-foreign-policy>

**Recommended, not required (CLIO):**

Neta Crawford, “A Security Regime among Democracies: Cooperation among Iroquois Nations,” *World Politics* 48, no. 3 (Summer 1994): 345-85. Even reading just the first pages of this will give you a good idea of the argument.

**Sept. 27. Levels of analysis: domestic, bureaucratic, & organizational politics, and the psychology of decision-making.**

**Available on Courseworks:**

Jack S. Levy and William R. Thompson, “Decision-Making: The Individual Level,” and “Decision-Making: The Organizational Level,” chapters 5 and 6 in *Causes of War* (Wiley-Blackwell, 2010), pp. 128-185.

**Open Web:**

Jack S. Levy and Lily I. Vakili, “Diversionary Action by Authoritarian Regimes: Argentina in the Falklands/Malvinas Case,” in Manus I. Midlarsky, ed., *The Internationalization of Communal Strife* (London: Routledge, 1992); only pp. 118-121 (“Theoretical Literature on the Diversionary Theory of War”) is required, to give you a sense of a domestic politics argument.

Anne Marie Griebie and Aubrey Immelman, “The Political Personality of 2020 Democratic Presidential Nominee Joseph R. Biden,” <https://digitalcommons.csbsju.edu/cgi/viewcontent.cgi?article=1131&context=psychology_pubs>, and “The Leadership Style of U.S. President Donald J. Trump,” (2017), <https://digitalcommons.csbsju.edu/cgi/viewcontent.cgi?article=1109&context=psychology_pubs>; for both cases only the one-page abstract at the start is required. [Note: Prof. Aubrey Immelman and his undergraduate students at the College of St. Benedict’s/St. John’s University have done a large number of personality inventories of various US politicians and world leaders (including Putin, Xi, and Kim). The website where you can find them all listed is here: http://www.immelman.us/]

**Sept. 29. Constructivism: culture, norms, and ideas (neutral, good, and bad ones).**

**CLIO:**

Martha Finnemore and Kathryn Sikkink, “Taking Stock: The Constructivist Research Program in International Relations and Comparative Politics,” *Annual Review of Political Science* 4 (2001): 391-416.

Kwame Anthony Appiah, “Race in the Modern World: The Problem of the Color Line,” *Foreign Affairs* 94, no. 2 (Mar./Apr. 2015): 1-8.

**Open web:**

Yassin Musharbash, “The Globalization of Far-Right Extremism: An Investigative Report,” *Combatting Terrorism Center Sentinel* (West Point) 14, no. 6 (July/Aug. 2021): 39-47, <https://ctc.usma.edu/the-globalization-of-far-right-extremism-an-investigative-report/> [please note that you can click on the PDF button in the left middle of the opening screen, if you need to cite page numbers for an essay].

**Oct. 4. Case study: The US Afghanistan War and Withdrawal. Realism, or something else? (Note: for many additional highly recommended readings, please see the first essay assignment handout.)**

**Open web:**

Clayton Thomas, *U.S. Military Withdrawal and Taliban Takeover in Afghanistan: Frequently Asked Questions*, Congressional Research Service Report R46879, Aug. 20, 2021, <https://crsreports.congress.gov/product/pdf/R/R46879>

Sarah Chayes, “The Ides of August,” blog post, Aug. 15, 2021, <https://www.sarahchayes.org/post/the-ides-of-august>

Douglas London, “Douglas London, “CIA’s Former Counterterrorism Chief for the Region: Afghanistan, Not An Intelligence Failure — Something Much Worse,” JustSecurity.org, Aug. 18, 2021, <https://www.justsecurity.org/77801/cias-former-counterterrorism-chief-for-the-region-afghanistan-not-an-intelligence-failure-something-much-worse/>

Carter Malkasian, “What America Didn’t Understand About Its Longest War,” Politico.com, July 6, 2021, <https://www.politico.com/news/magazine/2021/07/06/afghanistan-war-malkasian-book-excerpt-497843>

Barry Posen, “It's Time To Make Afghanistan Someone Else's Problem,” *DefenseOne*, Aug. 18, 2017, <https://www.defenseone.com/ideas/2017/08/its-time-make-afghanistan-someone-elses-problem/140341/>

**Recommended, not required:**

“A Historical Timeline of Afghanistan,” PBS Newshour, Aug. 18, 2021 (regularly updated), <https://www.pbs.org/newshour/politics/asia-jan-june11-timeline-afghanistan>

“The US War in Afghanistan, 1999-2021,” Council on Foreign Relations, <https://www.cfr.org/timeline/us-war-afghanistan>

**Courseworks files:** Amber Phillips, “Trump’s deal with the Taliban, explained,” *Washington Post*’s The Fix newsletter, Aug. 20, 2021

**Oct. 6. Case study: Causes and consequences of China’s new assertiveness.**

**CLIO:**

Peter Rudolf, “The Sino-American World Conflict,” *Survival* 63, no. 2 (April-May 2021): 87-114.

Jude Blanchette, “Xi’s Gamble: The Race to Consolidate Power and Stave Off Disaster,” *Foreign Affairs* 100, no. 4 (July/Aug. 2021): 10-19.

**Open Web:**

Erin Baggott Carter, “Diversionary Aggression in Chinese Foreign Policy,” Brookings Institution, Jan. 22, 2019, <https://www.brookings.edu/articles/diversionary-aggression-in-chinese-foreign-policy/>

**Oct. 11. Case study: The European Union: a failed experiment?**

**Open web:**

Richard Coffin, “The Greek Debt Crisis: 5 Minute History Lesson,” The Plain Bagel, Aug. 23, 2019, <https://www.youtube.com/watch?v=g_yiQBe8yiQ>

**Courseworks:**

Benjamin Mueller and Peter Robins, “What Is Brexit? And How Is It Going?” *New York Times*, July 22, 2021.

Kelly M. Greenhill, “Open Arms Behind Barred Doors: Fear, Hypocrisy and Policy Schizophrenia in the European Migration Crisis,” *European Law Journal* 22, no. 3 (2016): 317-332.

R. Daniel Kelemen, “The E.U. Is Supposed to Promote Democracy. So Why Do Anti-Democratic Politicians Thrive within It?,” *Washington Post Monkey Cage Blog*, Dec. 2, 2019.

Steven Erlanger and Monika Pronczuk, “Poland Escalates Fight With Europe Over the Rule of Law,” *New York Times*, July 15, 2021.

Steven Erlanger and Monika Pronczuk, “E.U. Slams Poland and Hungary on Rule of Law, but to Little Effect,” *New York Times*, July 20, 2021.

Katrin Bennhold and Steven Erlanger, “Memory of Migrant Crisis Haunts Europe as First Afghan Refugees Land,” *New York Times*, Aug. 19, 2021.

**Recommended, not required:** “The European Union: Institutions and Bodies,” <https://europa.eu/european-union/about-eu/institutions-bodies_en#a-unique-institutional-set-up>

**Oct. 13. Case study: Systemic racism and US foreign policy institutions. Note: Today’s class will be held on Zoom only. We will be joined by guest speaker Chris Richardson, COO of BDV Solutions, LLC. Several of his opinion articles are on today’s reading list.**

**CLIO:**

Christopher Richardson, “[Closed Doors at the State Department,”](https://search-proquest-com.ezproxy.cul.columbia.edu/docview/2417232377/E8DBD0E6827E4AB4PQ/2?accountid=10226) *New York Times*, June 23, 2020.

Christopher Richardson, “We Must Abolish the ‘Public Charge’ Rule,” *Washington Post*, Aug. 15, 2019.

Christopher Richardson, “Trump’s social media visa policy isn’t new. We’ve been doing it for years,” *Washington Post*, June 10, 2019.

Charles King, “The Fulbright Paradox: Race and the Road to a New American Internationalism,” *Foreign Affairs* 100, no. 4 (July/Aug. 2021): 92-106.

**Open Web:**

Please watch the video made by Gen. Charles Q. Brown, Jr., now the US Air Force Chief of Staff (then Pacific Air Forces Commander), “On Race Relations and Civil Unrest,” Aug. 8, 2020, <https://www.youtube.com/watch?v=UjPco68usEo>

            Jennifer Koons, “When Feeling American Requires Leaving America,” *The Atlantic*, July 22, 2020, <https://www.theatlantic.com/international/archive/2020/07/us-black-diplomats-america/614452/>

Tianna Spears, “I Was a U.S. Diplomat. Customs and Border Protection Only Cared That I Was Black.” *Politico*, Aug. 30, 2020, <https://www.politico.com/news/magazine/2020/08/30/black-us-diplomat-customs-border-protection-cbp-detained-harassed-325676>

**Sunday, Oct. 17, 5pm: first essay assignment due. Covers readings through Oct. 4.**

**Oct 18. Case study: NATO Enlargement and Russia**

**Open web:**

“A Short History of NATO,” <https://www.nato.int/cps/en/natohq/declassified_139339.htm>, and the text of the NATO treaty: <https://www.nato.int/cps/en/natohq/official_texts_17120.htm>

**CLIO:**

John J. Mearsheimer, “The Liberal Delusions That Provoked Putin,” *Foreign Affairs*, Sept./Oct. 2014; and the response, Michael McFaul; Stephen Sestanovich; John J. Mearsheimer, “Faulty Powers: Who Started the Ukraine Crisis?” *Foreign Affairs*, Nov./Dec. 2014.

Kimberly Marten, “NATO Enlargement: Evaluating its Consequences in Russia,” *International Politics* 57, no. 3 (June 2020): 401-26.

Daniel Treisman, “Why Putin Took Crimea: The Gambler in the Kremlin,” *Foreign Affairs* 95, no. 3 (May/June 2016): 47-54.

Celeste A. Wallander, “NATO’s Enemies Within,” *Foreign Affairs* 97, no. 4 (July/Aug. 2018): 70-81.

**Part II: Selected Twentieth-Century History and Why It Matters Today**

**Oct. 20. A brief history of sovereignty, imperialism and decolonization.**

**Courseworks:**

Crawford Young, “The African Colonial State and Its Political Legacy,” in *The Precarious Balance: State and Society in Africa*, ed. Donald Rothchild and Naomi Chazan (Boulder: Westview, 1988), pp. 25-66.

**CLIO:**

Tilden J. Le Melle, “Race in International Relations,” *International Studies Perspectives* 10, No. 1 (February 2009): 77-83.

Antonio Weiss and Brad Setser, “America’s Forgotten Colony: Ending Puerto Rico’s Perpetual Crisis,” *Foreign Affairs* 98, no. 4 (July/Aug. 2019): 158-68.

**Recommended, not required (CLIO):** Willem. H. Gravett, “Digital Coloniser? China and Artificial Intelligence in Africa,” *Survival* 62, no. 6 (Dec. 2020/Jan. 2021): 153-78.

**Oct. 25. Bretton Woods, free trade, and the World Trade Organization today.**

**Open web:**

“Bretton Woods-GATT, 1941–1947,” Office of the Historian, U.S. Department of State, <https://history.state.gov/milestones/1937-1945/bretton-woods>

**Courseworks Files:**

Paul Fraioli, ed., “The uncertain future of the World Trade Organisation,” *Strategic Comment* (International Institute for Strategic Studies) 27, no. 8 (Apr. 2021).

**CLIO:**

Kristen Hopewell, “Different Paths to Power: The Rise of Brazil, India and China atthe World Trade Organization,” *Review of International Political Economy* 22, no. 2 (2015): 311-38.

Yeling Tan, “How the WTO Changed China: The Mixed Legacy of Economic Engagement,” *Foreign Affairs* 100, no. 2 (March/April 2021): 90-102.

**Oct. 27. The Cold War, part I: Ideology, power, and the arms race.**

**CLIO:**

Robert Jervis, “Identity and the Cold War,” *The Cambridge History of the Cold War*, **vol. 2** (New York: Cambridge University Press, 2010), ch. 2, pp. 22-43.

William I. Hitchcock, “The Marshall Plan and the Creation of the West,” *The Cambridge History of the Cold War*, **vol. 1** (New York: Cambridge University Press, 2010), ch. 8, pp. 154-174.

William Burr and David Alan Rosenberg, “Nuclear Competition in an Era of Stalemate, 1963–1975,” *The Cambridge History of the Cold War*, **vol. 2** (New York: Cambridge University Press, 2010), ch. 5, 88-111.

**Open web:**

“U.S.-Russia Nuclear Arms Control, 1949 – 2021,” CFR Timeline, <https://www.cfr.org/timeline/us-russia-nuclear-arms-control>

**Nov. 1. No class meeting: Election Day holiday.**

**Nov. 3 The Cold War, part II: Ideological competition and proxy wars in the “Third World.”**

**Courseworks Files:**

Robert Gilpin, *The Political Economy of International Relations* (Princeton: Princeton University Press, 1987), ch. 3 (“Three Ideologies of Political Economy”), pp. 34-41 and 50-64 (the sections on Marxism and its critique).

**CLIO:**

Fernando Henrique Cardoso, “Dependent Capitalist Development in Latin America,” *New Left Review* 74 (July-August 1972): 83-95.

Michael E. Latham, “The Cold War in the Third World, 1963–1975,” *The Cambridge History of the Cold War*, **vol. 2** ((New York: Cambridge University Press, 2010), ch. 13, pp. 258-80.

Zakia Shiraz, “Review: CIA Intervention in Chile and the Fall of the Allende Government in 1973,” *Journal of American Studies* 45, no. 3 (August 2011): 603-13

**Nov. 8. A cold war example: The Cuban Missile Crisis (1962)**

**CLIO:**

Arthur I. Cyr, “The Cuban Missile Crisis after Fifty Years,” *Orbis*, 57, no. 4 (Autumn 2013): 5-19.

**Open web:**

David Wright, “Six Close Calls During the Cuban Missile Crisis,” Union of Concerned Scientists Blog, Oct. 30, 2015, <https://blog.ucsusa.org/david-wright/six-close-calls-during-the-cuban-missile-crisis-941>

Robert Dallek, “Untold Story of the Bay of Pigs,” *Daily Beast*, Aug. 14, 2011, <https://nsarchive2.gwu.edu/NSAEBB/NSAEBB355/NewsweekMagazine.2011.08.22_26-28.pdf>

**CLIO:**

Russell Crandall, “Rebel with a Cause,” *Survival* 63, no. 2 (April-May 2021): 171-80

**Recommended, not required: how the “definitive history” keeps on evolving:**

Sean D. Naylor, “Operation Cobra: The Untold Story of How a CIA Officer Trained a Network of Agents Who Found the Soviet Missiles in Cuba,” *Yahoo News* [yes, seriously, they broke the story!], Jan. 23, 2019, <https://news.yahoo.com/operation-cobra-untold-story-cia-officer-trained-network-agents-found-soviet-missiles-cuba-100005794.html>

**Nov. 10. Gorbachev and the end of the Cold War: realism, ideas, and personalities.**

**CLIO:**

David Holloway, “Gorbachev’s New Thinking,” *Foreign Affairs* 68, no. 1 (America and the World Issue 1988/9): 66-81.

Stephen G. Brooks and William C. Wohlforth, “Power, Globalization, and the End of the Cold War,” *International Security* 25, no. 3 (Winter 2000/2001): 5-53.

Robert D. English, “Power, Ideas, and New Evidence on the Cold War's End: A Reply to Brooks and Wohlforth,” *International Security* 26, no. 4 (Spring, 2002): 70-92.

**Part III: Recent History and Current Global Issues**

**Nov. 15. The UN Security Council, the evolution of peace operations, and R2P.**

**Open web:**

Håvard Hegre, Lisa Hultman, and Håvard Mokleiv Nygård, “Peacekeeping Works: Evaluating the Effectiveness of UN Peacekeeping Operations,” PRIO (Oslo) *Conflict Trends* 2017, no. 6, <https://www.prio.org/utility/DownloadFile.ashx?id=1526&type=publicationfile>

**CLIO:**

Séverine Autesserre, “The Crisis of Peacekeeping: Why the UN Can’t End Wars,” *Foreign Affairs* 98, no. 1 (Jan./Feb. 2019): 101-116, and the exchange of letters to the editor which followed, *Foreign Affairs* 98, no. 3 (May/June 2019): 217-219.

Roland Paris, “The ‘Responsibility to Protect’ and the Structural Problems of Preventive Humanitarian Intervention,” *International Peacekeeping* 21, no.5 (2014): 569-603.

**Recommended, not required (CLIO):** Kofi Annan, “Two Concepts of Sovereignty,” *The Economist*, Sept. 18, 1999.

**Nov. 17. Terrorism**

**CLIO:**

Andrew H. Kydd and Barbara F. Walter, “The Strategies of Terrorism,” *International Security* 31, no. 1 (Summer 2006): 49-80.

**Open Web:**

Audrey Kurth Cronin, “When Should We Talk to Terrorists?” United States Institute of Peace Special Report 240, May 2010, <https://www.usip.org/sites/default/files/SR240Cronin_3a.pdf>

**CLIO:**

Nelly Lahoud, “Bin Laden’s Catastrophic Success,” *Foreign Affairs* 100, no. 5 (Sept./Oct. 2021): 10-21.

Daniel Byman, “Will Afghanistan Become a Terrorist Safe Haven Again?” ForeignAffairs.com, Aug. 18, 2021.

**Recommended, not required (open web):**

Seth G. Jones, Catrina Doxsee, and Nicholas Harrington, “The Escalating Terrorism Problem in the United States,” Center for Strategic and International Studies (CSIS) Briefs, June 2020, <https://csis-website-prod.s3.amazonaws.com/s3fs-public/publication/200612_Jones_DomesticTerrorism_v6.pdf>

**Sunday, Nov. 21, 5pm: Second essay due. Covers readings through Nov. 15.**

**Nov. 22. International intervention: the example of the US invasion of Iraq, 2003**

**CLIO:**

Brian C. Schmidt and Michael C. Williams, “The Bush Doctrine and the Iraq War: Neoconservatives versus Realists,” *Security Studies* 17, no. 2 (2008): 191-220.

Kevin Woods, James Lacey, and Williamson Murray, “Saddam’s Delusions: The View from the Inside,” *Foreign Affairs* 85, no. 3 (May/June 2006): 2-27.

Nora Bensahel, “Mission not Accomplished: What Went Wrong with Iraqi Reconstruction,” *Journal of Strategic Studies* 29, no. 3 (June 2006): 453-73.

**Nov. 24: No class meeting, Thanksgiving holiday.**

**Nov. 29. International intervention: the examples of Russia and Turkey in Syria and Libya.**

**Open web:**

Zachary Laub, “Syria’s Civil War: The Descent into Horror,” Council on Foreign Relations, March 17, 2021, <https://www.cfr.org/article/syrias-civil-war>

# Armenak Tokmajyan, “How Southern Syria Has Been Transformed into a Regional Powder Keg,” Carnegie Endowment Middle East Center Working Paper, July 2020, <https://carnegieendowment.org/files/Tokmajyan_Syria2.pdf>

**CLIO:**

# Alan J. Kuperman, “Obama’s Libya Debacle: How a Well-Meaning Intervention Ended in Failure,” *Foreign Affairs* 94, no. 2 (Mar./Apr. 2015): 66-77.

**Open web:**

Tarek Megerisi, “Libya’s Global Civil War,” European Council on Foreign Relations Policy Brief, June 2019, <https://www.ecfr.eu/page/-/libyas_global_civil_war1.pdf>

**Dec. 1. Nuclear proliferation and Iran.**

**CLIO:**

Nina Tannenwald, “Justice and Fairness in the Nuclear Nonproliferation Regime,” *Ethics and International Affairs* 27, no. 3 (Fall 2013): 299-317.

**Open web:**

Kali Robinson, “What Is the  Iran Nuclear Deal?” Council on Foreign Relations Backgrounder, June 29, 2021, <https://www.cfr.org/backgrounder/what-iran-nuclear-deal>

Raz Zimmt, “Israeli Campaign to Stop Iran's Nuclear Program,” Iran Primer, U.S. Institute of Peace, July 15, 2020, <https://iranprimer.usip.org/blog/2020/jul/15/israeli-campaign-stop-irans-nuclear-program>

Micah Zenko (with Kyle Beardsley, Sarah Kreps, Matthew Kroenig, Annie Tracy Samuel, and Todd S. Sechser), “Ask the Experts: What Would Iran Do With a Bomb?” Council on Foreign Relations Blog, Feb. 21, 2012, <https://www.cfr.org/blog/ask-experts-what-would-iran-do-bomb>

**Dec. 6. Cyber conflict.**

**CLIO:**

Marcus Willett, “Lessons of the SolarWinds Hack,” *Survival* 63, no. 2 (April-May 2021): 7-26.

**Open web:**

Ben Buchanan and Fiona S. Cunningham, “Preparing the Cyber Battlefield:

Assessing a Novel Escalation Risk in a Sino-American Crisis,” *Texas National Security Review* 3, no. 4 (Fall 2020): 54-81, <https://tnsr.org/2020/10/preparing-the-cyber-battlefield-assessing-a-novel-escalation-risk-in-a-sino-american-crisis/> [note: there is a PDF button on the right center of the opening page, if you need to cite specific pages in an essay].

Yossi Melman, “Israel’s Rash Behavior Blew Operation to Sabotage Iran’s Computers, US Officials Say,” Jerusalem Post, Feb. 16, 2016, <https://www.jpost.com/Middle-East/Iran/Israels-rash-behavior-blew-operation-to-sabotage-Irans-computers-US-officials-say-444970>.

John R. Schindler, “Bombed: China’s Hack Just Wrecked American Espionage,” *Daily Beast*, June 5, 2015, <http://www.thedailybeast.com/articles/2015/06/15/china-s-hack-just-wrecked-american-espionage.html> .

Kim Zetter, “Inside the Cunning, Unprecedented Hack of Ukraine’s Power Grid,” *Wired*, March 3, 2016, <https://www.wired.com/2016/03/inside-cunning-unprecedented-hack-ukraines-power-grid/>

**Recommended, not required:** If you are able to watch the Alex Gibney 2016 documentary film “Zero Days,” it is highly recommended (available on Amazon, Youtube, and other video subscription services; as of August 2021 the almost 2-hour film was available for free, <https://www.youtube.com/watch?v=SoRoMykmibE>).

**Dec. 8. COVID and potential future pandemics.**

**Open web:**

Claire Felter, “Will the World Ever Solve the Mystery of COVID-19’s Origin?” Council on Foreign Relations *Backgrounder*, June 2, 2021, <https://www.cfr.org/backgrounder/will-world-ever-solve-mystery-covid-19s-origin>

Overview of the Report of the G-20 High Level Independent Panel on Financing the Global Commons for Pandemic Preparedness and Response, *A Global Deal for Our Pandemic Age*, July 9, 2021, <https://pandemic-financing.org/report/introduction/> [please hit the “download” button on that page for the PDF].

**CLIO:**

Thomas J. Bollyky and Chad P. Bown, “The Tragedy of Vaccine Nationalism: Only Cooperation Can End the Pandemic,” *Foreign Affairs* 99, no. 5 (Sept./Oct. 2020): 96-108.

**Recommended, not required (Open web):** Podcast: Shannon O’Neill, “The Instability of Global Supply Chains in a Pandemic,” The President’s Inbox (CFR), Apr. 1, 2020, <https://www.cfr.org/podcasts/instability-global-supply-chains-pandemic-shannon-k-oneil>

**Dec. 13. Climate change: state action and its alternatives.**

**CLIO:**

Joshua Busby, “Warming World: Why Climate Change Matters More than Anything Else,” *Foreign Affairs* 97, no. 4 (July/Aug. 2018): 49-55.

William Nordhaus, “Climate Club: How to Fix a Failing Global Effort,” *Foreign Affairs* 99, no. 3 (May/June 2020): 10-17.

Andrew S. Erickson and Gabriel Collins, “Competition with China Can Save the Planet,” *Foreign Affairs* 100, no. 3 (May/June 2021): 136-149.

**Open web:**

Simone Tagliapietra, “A Safety Net for the Green Economy: How to Protect Workers Hurt By the Fight Against Climate Change,” *ForeignAffairs.com*, July 19, 2021.

Chris McGreal, “Big oil and gas kept a dirty secret for decades. Now they may pay the price,” TheGuardian.com, June 30, 2021, <https://www.theguardian.com/environment/2021/jun/30/climate-crimes-oil-and-gas-environment>

Jon Henley, “Climate activists take Norway to human rights court over Arctic oil plans,” TheGuardian.com, June 16, 2021, <https://www.theguardian.com/world/2021/jun/16/climate-activists-take-norway-european-human-rights-court-arctic-oil-drilling-plans>

**CLIO:**

Jonathan W. Kuyper, Björn-Ola Linnér, and Heike Schroeder, “Non-state actors in hybrid global climate governance: justice, legitimacy, and effectiveness in a post-Paris era,” *Wiley’s Interdisciplinary Reviews Climate Change* 9 (Jan./Feb. 2018).