

Professor David L. Fisk
Summer Session I 2018
Lecture Location: Warren Lecture Hall 2114
Lecture Schedule: 11:00-1:50 MW
Office Location: SSB 325
Office Hours: 9:30-10:30 MW
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Teaching Assistants:
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POLI 145C: INTERNATIONAL RELATIONS AFTER THE COLD WAR: THEORY AND PROSPECT

Course Description: Many scholars and pundits contend that the nature of international politics changed dramatically since the Cold War ended in 1989. This course seeks to evaluate this contention by evaluating various theoretical approaches to enhance our understanding of the international environment in the post-Cold War, paying attention to the extent to which states have altered their foreign policy in response to new challenges within the international environment. Although this course expects no prior knowledge in the fields of international relations or foreign policy, familiarity with concepts presented in POLI 12 (Introduction to International Relations) or POLI 142A (United States Foreign Policy) will be useful.

Course Objectives: This course will integrate theoretical material from the field of international relations and comparative foreign policy so that students will be able to:

1. Evaluate the extent to which conceptions of security (human security vs. national security) and threat have changed in the aftermath of the Cold War.
2. Compare, contrast, and evaluate state responses to current international challenges, particularly as it relates to conceptions of power and security.
3. Identify the extent to which non-state actors are relevant in the post-Cold War discourse.
4. Determine whether (or how) international relations has changed in the post-Cold War era.
5. Become more discerning consumers of media as it relates to international relations.
6. Improve their oral and written communication skills.

Course Assignments/Grading: The grade for this course will be determined as follows:

Participation: 10%

Midterm Examination: 45%

Final Examination: 45%

Peer Instruction: The academic literature on teaching and learning has documented a strong causal relationship between active participation, course content discussion, and student learning, but structuring active discussion can be difficult in large lecture courses. To facilitate active participation and discussion, I will use a relatively new pedagogy, Peer Instruction, which, together with clicker technology, can assist in the facilitation of both small and large group discussions which research suggests promotes student learning gains. Subsequently, each student is required to have a clicker and to bring it to every lecture. **We will begin “practicing” with Peer Instruction and clickers during the first week of class, with clicker participation factoring into your participation**

grade during the second week. If you do not already have a clicker, this will allow you time to find, borrow, or purchase one. Please note that if you buy your clicker online, purchase the I-clicker brand, which is what UCSD's infrastructure supports. Additionally, if you want to sell the clicker back to the UCSD bookstore, you should purchase the I-clicker 2, because although the I-clicker 1 works for the class, the UCSD Bookstore will not buy back I-clicker 1 remotes at the end of the quarter. **Please remember to register your clicker on TritonEd (the link is on course home page, last item on upper left menu), because participation points will not register to your course participation grade if your clicker is not registered.**

Clicker Question Expectations: Peer Instruction questions will be geared toward enhancing your understanding of course readings, current events, and lecture material and will help you prepare for course examinations. In general, I will ask two different types of clicker questions. One type of question (reading/application) will focus on a central point from your readings/lectures and may test your ability to apply theoretical concepts learned in the readings or lectures towards explaining current events. Pedagogically, reading/application questions are used to strengthen critical reading and thinking skills, and ensure that central concepts are generally understood. A second type of question (discussion) will be a "polling" question, asking you to take a stand on an issue related to European integration. Pedagogically, these questions are designed to hone critical thinking skills and the ability to articulate persuasive arguments to support particular positions, based on logic and compelling evidence.

Current Events Discussion: I will open each lecture with a discussion of relevant news topics, followed by a reading/application question which will ask you to identify key concepts in the reading and/or how current events reflect theoretical discussions reflected in the reading or from lecture. For reading/application questions, you will receive full credit (1 pt.) for getting the question correct and half credit (.5 pt.) simply for participating. To ensure that you are able to build connections between theoretical material and current events, keeping up with course readings (and current events) will be useful. In order to apply theoretical discussions to the analysis of political phenomenon, students should become familiar with various news resources providing extensive coverage of international politics. The following is a list of websites which may be of interest:

New York Times Online (<http://www.nytimes.com>)

Economist Online (<http://www.economist.com>)

Financial Times (<http://www.ft.com>)

CNN (<http://www.cnn.com>)

BBC News (<http://news.bbc.co.uk>)

Al Jazeera English (<http://english.aljazeera.net>)

Lecture Discussion: In addition to current events discussions, I may also ask clicker questions throughout lecture. Reading/application questions posed during lecture will be scored in the same manner listed above (i.e., full credit for giving the correct answer, half credit for participating). I may also ask discussion questions during lecture, which will

ask you to discuss/debate pressing issues in international relations. For discussion questions, you will receive full credit (1 pt.) for participating.

Grading Participation: In assessing your grade for the participation component of the course, 20% of the total clicker points during the official counting period can be missed without penalty. Approximately 3-5 clicker questions will be asked per class period, so if you miss a single session (or forget your clicker once), that should not negatively impact your participation grade. Failure to click in on more than 20% of the clicker questions will, however, negatively impact your participation grade and **lost participation credit cannot be “made up”**. Subsequently, as this course requires regular attendance and active participation, you should keep these responsibilities in mind as you decide whether to remain in this course.

Course Behavior: While issues of threatening or inappropriate behavior are not expected at the university level, please be advised that inappropriate, insensitive, and/or threatening behavior directed towards other students or the teaching staff will not be tolerated. Any violation of UCSD’s student conduct code will be referred to the appropriate administrative office for review.

Midterm and Final Examinations: Both course examinations will be 6-8 pages in length and the topic and due dates will be discussed in lecture. Please be advised that course examinations build on both lecture information and course readings, subsequently, papers which do not show familiarity with both will be penalized.

Late Assignments: For both examinations, we require an electronic copy submitted to turnitin.com prior to the due date and **barring emergencies accompanied by valid documentation, no late assignments will be accepted**. Students should notify us prior to an assignment’s deadline of any emergency which may preclude them from submitting an assignment on time (i.e., we will **NOT** typically entertain any emergency requests received after the paper is due). **Please be aware that unless TritonEd and/or Academic Computing Services officially indicates that Turnitin.com is out of service, an inability to upload to Turnitin.com prior to the deadline (e.g., slow connection, forgetting to click submit, etc.) does not constitute a valid emergency**. Subsequently, you are strongly encouraged to save and keep a receipt of your Turnitin.com submission for your records. Additionally, please be aware that if you upload the wrong paper to Turnitin.com, due to issues of fairness, **we cannot “clear the submission” and allow you to re-submit once the due date has passed. If the “wrong paper” is submitted after the due date has passed, it will not receive credit.**

Academic Integrity: While issues of plagiarism are not expected, course assignments are to be completed on an individual basis. Incidents of plagiarism will be dealt with according to department and university procedures. Please be advised that under no circumstances will credit be given for any assignment which is deemed to violate UCSD’s policies on academic integrity, subsequently, if either examination is found to violate UCSD’s policies on academic integrity, no credit will be given for the assignment and a grade of “F” will be posted for the course. Additionally, “clicking in” on behalf of

another student is a violation of Academic Integrity and will be dealt with according to university procedures regarding academic integrity, subsequently, any student found responsible for violating UCSD policies on academic integrity related to clicker participation will receive a grade of “0” for the course participation component of the course.

Required Items:

Beasley et al. Foreign Policy in Comparative Perspective 2nd edition

Gelb. Power Rules

Nye. The Future of Power

Reveron and Mahoney Norris. Human Security in a Borderless World

Reserve/online readings (denoted by *)

I-Clicker remote

Course Readings: As this is an upper division course, required readings are extensive. As course examinations and discussions will draw heavily from course readings and lecture material, students are strongly discouraged from depending solely on lecture material for course assignments as course assignments that show little evidence of familiarity with course readings will be penalized. Strategies for tackling academic readings can be found at: <http://www.si.umich.edu/~pne/PDF/howtoread.pdf>. Electronic versions of all readings from *Foreign Affairs* can be obtained via ROGER using the following URL: http://ucelinks.cdlib.org:8888/sfx_local?sid=SCP:SCP&genre=article&_char_set=utf8&issn=0015-7120. Please be advised that electronic versions of courses readings must be accessed from a UC location or through a proxy network. Please refer any questions regarding electronic access to Geisel articles via ROGER to library staff.

COURSE SCHEDULE:

Unit One: Defining Security

Week 1 (2-4 July):

Understanding the International Context: Human vs. National Security

Reveron and Mahoney Norris: CH 1

Fukuyama (End of History)*

Paris*

Understanding the International Context: Military Power and State Security

Nye: CH 1 and 2

Gelb: CH 1 and 8

NO LECTURE 4 JULY: INDEPENDENCE DAY

Unit Two: Power Diffusion and Terrorism

Week 2 (9-11 July):

CLICKER COUNTING PERIOD BEGINS

Global Challenges: Power Diffusion and Terrorism

Nye: CH 5

Gelb: CH 4

Reveron and Mahoney-Norris: CH 2

Lake (Rational Extremism)*

Pape (Logic of Suicide Terrorism)*

Evaluating Foreign Policy: Terrorism and United States Foreign Policy

Foreign Policy in the Trump Administration*

Zakaria (Why do they Hate Us?)*

Huntington (Foreign Affairs-Summer 1993)

Pape (It's the Occupation Stupid): <http://atfp.co/1ZhKDR4>

CHOOSE ONE OF THE FOLLOWING CASES:

Evaluating Foreign Policy: Two State Solution and Israeli Foreign Policy

Drake*

Walt (What if Two State Solution Collapses?): <http://bit.ly/iLa3f>

Rumley and Tibon (Foreign Affairs July/August 2015)

Danin (Foreign Affairs January/February 2011)

Evaluating Foreign Policy: Iranian Foreign Policy and Nuclear Containment

Beasley: CH 10

BBC News (Key Points): <http://bbc.in/1J0zKxe>

Cohen, Edelman and Takeyh (Foreign Affairs-January/February 2016)

Ganji (Foreign Affairs-September/October 2013)

MIDTERM DISTRIBUTED

Unit Three: Economic Power and Security

Week 3 (16-18 July):

Understanding the International Context: A Case for Soft Power?

Reveron and Mahoney Norris: CH 3

Nye: CH 3-4

Gelb: CH 9-10

Evaluating Foreign Policy: Soft Power and the European Union

Beasley: CH 2, 3 OR 4 (CHOOSE ONE)

BBC News "What Really Caused...?": <http://bbc.in/sK6mlu>

This American Life (audio): <http://bit.ly/zCnp3E>

Global Challenges: Projecting a Soft Power Alternative

Kagan (Power and Weakness): <http://bit.ly/olYeTD>

Kagan (Slide towards Irrelevance): <http://wapo.st/1md2JWy>

Leonard and Kundnani (Think Again): <http://atfp.co/17bNHbK>

Alesina and Giavazzi (Reform or Decline)*

MIDTERM DUE

Unit Four: Environmental Security

Week 4 (23-25 July):

Global Challenges: Climate Change

Reveron and Mahoney Norris: CH 4

Sandler*

Levi (Foreign Affairs September/October 2009)

Singer and Avery*

Evaluating Foreign Policy: Brazilian Foreign Policy and the Environment

Beasley: CH 13

Tollefson (Foreign Affairs March/April 2013)

Castañeda (Foreign Affairs January/February 2016)

Winter (Foreign Affairs May/June 2017)

Unit Five: Return to History?

Global Challenges: Smart Power, Security, and the Return of History?

Nye: CH 7

Gelb: CH 3

Kagan (End of Dreams): <http://bit.ly/9HvofI>

Gat (Foreign Affairs-July/August 2007)

Arquilla: <http://bit.ly/x4hSo8>

Rid: <http://bit.ly/AxrXyJ>

Evaluating Foreign Policy: Russian Foreign Policy and a “New Cold War”?

Beasley: CH 5

Legvold (Foreign Affairs-July/August 2014)

Simes (Foreign Affairs-November/December 2007)

Trenin (Foreign Affairs-November/December 2009)

Week 5 (30 July – 1 August):

Evaluating Foreign Policy: Chinese Foreign Policy-Battling for Hegemony?

Beasley: CH 6

Scissors (Foreign Affairs-May/June 2009)

Economy and Segal (Foreign Affairs-May/June 2009)

Pei (Think Again): <http://bit.ly/q1w3J>

Leonard (Foreign Affairs-September/October 2013)

FINAL DISTRIBUTED

Unit Six: Prospects

Understanding the Global Context: Re-Evaluating US Hegemony

Nye: CH 6

Gelb: CH 13

Understanding the Global Context: Prospects

CHOOSE TWO:

Ferguson (Colossus)*

Bacevich (Limits of Power)*

Zakaria (Rise of the Rest): <http://bit.ly/pPN0uL>

Joffe (Foreign Affairs-September/October 2009)

Haass (Foreign Affairs-November/December 2014)

Kagan (Not Fade Away): <http://on.tnr.com/UDXSMB>

FINAL EXAMINATION DUE BETWEEN 11:30-2:30pm 3 AUGUST 2018

***Disclaimer:** This syllabus is intended to provide an overview of the course. You cannot claim any rights from it. While the information included within the syllabus should be a reliable guide for the course, scheduling and dates may change. Official announcements are always those made in lecture.*