POLI 145C: INTERNATIONAL RELATIONS AFTER THE COLD WAR: THEORY AND PROSPECT

Course Description: Many scholars and pundits argue that the nature of international politics changed dramatically after the Cold War. This course seeks to evaluate this contention by examining international politics in the post-Cold War era, paying particular 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) 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 and threat have changed in the aftermath of the Cold War.
2. Compare, contrast, and evaluate state responses to current international challenges.
3. Identify the extent to which non-state actors are relevant in the post-Cold War era.
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.

Current Events Discussion: To ensure that students can build connections between theoretical material and current events, I will open each class meeting with a discussion of relevant news topics which relate to the topic being discussed in lecture. To prepare for these discussions, students should keep up with course readings and keep up with current events as they relate to international politics. The following is a list of websites which may be of interest in this regard:

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)

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

Participation: 10%
Midterm Examination: 45%
Final Examination: 45%
**Peer Instruction:** Although the academic literature on teaching and learning has documented a strong causal relationship between active participation, course content discussion, and student learning, structuring active discussion can be difficult in 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.

**Clicker Question Expectations:** Throughout the quarter, I will ask two different types of Clicker questions. The first type of question, reading/application questions, will focus on a central point from the readings and may test your ability to apply theoretical concepts learned 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. The second type of question, discussion questions, will be a “polling” question, asking you to take a stand on a pressing issue. Pedagogically, these questions are designed to hone critical thinking skills and the ability to articulate persuasive arguments based on logic and compelling evidence.

**Scoring Clicker Questions:** We will begin “practicing” with Peer Instruction and clickers during the first two weeks of class, with clicker participation factoring into your participation grade during the third 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 Canvas, because participation points will not register to your course participation grade if your clicker is not registered. In assessing your grade for the participation component of the course, I will ask approximately 3-5 questions per class period and for reading/application questions you will receive full credit (1 pt.) for getting the question correct and half credit (.5 pt.) simply for participating. For discussion questions, you will receive full credit (1 pt.) simply for participating.

**Grading Participation:** The participation grade in this course is tied to your Clicker score. Please be aware that you can miss up to 20% of the total clicker points during the official counting period without penalty, so if you miss a single session (or forget your clicker once), that should not negatively impact your participation grade. Please be aware that it is your responsibility to make sure that your clicker is registered and that you are clicking in “correctly” so that you will receive credit for your participation in this course. Additionally, given that there is a 20% “cushion” built into the grading rubric for clicker participation, there are no circumstances under which lost participation credit can be “made up” or granted in your absence, so you should plan on regularly attending class if you decide to remain in this course.

**Midterm and Final Examinations:** Course examinations are take home papers which build on material discussed in lecture and course readings and will be 6-8 pages in length. The topic and due dates for the midterm and the final examination will be discussed in lecture.

**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 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. 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.

**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.

**University Statement on Academic Integrity:** Academic integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all your actions. Lying, cheating, or any other forms of dishonesty will not be tolerated because they undermine learning and the University’s ability to certify students’ knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result in sanctions. Sanctions can include an F in the class and suspension or dismissal from the University. So, think carefully before you act. Before you act, ask yourself the following questions: a) is my action honest, fair, respectful, responsible, and trustworthy, and b) is my action authorized by the instructor? If you are unsure, do not ask a friend, ask your instructor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at academicintegrity.ucsd.edu.

**Procedures Regarding Violations of Academic Integrity Policies:** While violations of UCSD’s policies on academic integrity are not expected, course assignments are to be completed on an individual basis. Violations will be dealt with according to department and university procedures and 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.

**Students with Disabilities:** Students seeking accommodations must visit and register quarterly with the Office for Students with Disabilities on campus. Students requesting accommodations for this course due to a disability **must** provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD), which is located in University Center 202 behind Center Hall. Students are **required** to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. The OSD Liaison for the Department of Political Science is Joanna Peralta, who can be contacted during drop-in advising hours and via the Virtual Advising Center. Her office is located within Social Sciences Building, Room 301. Students seeking exam accommodations **must** bring their signed AFA letter and the course syllabus to Joanna well in advance of scheduled course exams, as department space and resources are limited. Please be advised that given the structure of examinations in this course, time and half is not generally considered a reasonable accommodation and issues of fairness preclude us
from offering any accommodation that is not approved by OSD. For further information, please review the Department's page on OSD Accommodations for Students.

**Religious Accommodations:** It is the policy of the university to make reasonable efforts to accommodate students having bona fide religious conflicts with scheduled examinations by providing alternative times or methods to take such examinations. **If a student anticipates that a scheduled examination will occur at a time at which his or her religious beliefs prohibit participation in the examination, the student must submit to the instructor a statement describing the nature of the religious conflict and specifying the days and times of conflict.** For final examinations, the statement must be submitted no later than the end of the second week of instruction of the quarter. For all other examinations, the statement must be submitted to the instructor as soon as possible after an examination date is scheduled. If a conflict with the student’s religious beliefs does exist, the instructor will attempt to provide an alternative, equitable examination that does not create undue hardship for the instructor or for the other students in the class.

**Discrimination and Harassment:** The University of California, in accordance with applicable federal and state laws and university policies, does not discriminate on the basis of race, color, national origin, religion, sex, gender, gender identity, gender expression, pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition, genetic information, ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services (including membership, application for membership, performance of service, application for service, or obligation for service in the uniformed services). The university also prohibits harassment based on these protected categories, including sexual harassment, as well as sexual assault, domestic violence, dating violence, and stalking. The nondiscrimination policy covers admission, access, and treatment in university programs and activities. If students have questions about student-related nondiscrimination policies or concerns about possible discrimination or harassment, they should contact the Office for the Prevention of Harassment & Discrimination (OPHD) at (858) 534-8298, ophd@ucsd.edu, or reportbias.ucsd.edu. Campus policies provide for a prompt and effective response to student complaints. This response may include alternative resolution procedures or formal investigation. Students will be informed about complaint resolution options. A student who chooses not to report may still contact CARE at the Sexual Assault Resource Center (858.534.5793 | sarc@ucsd.edu | https://care.ucsd.edu) or Counseling and Psychological Services (858.534.3755 | https://wellness.ucsd.edu) for more information, emotional support, individual and group counseling, and/or assistance with obtaining a medical exam. For off campus support services, a student may contact the Center for Community Solutions. Other confidential resources on campus include Counseling and Psychological Services, Office of the Ombuds, and Student Health.

**Reading Schedule:** Given that this is an upper division course, there is a heavy reading load associated with this class (although it is nothing compared to what you will see in graduate programs). While we recognize that students have a variety of responsibilities, we expect students to attend lecture prepared to actively discuss the course readings. Please keep this in mind while planning for the session as course assignments will require students to show understanding of course readings. **Strategies for tackling academic readings can be found on Canvas.**

**Textbooks/Course Materials (required):**
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 SCHEDULE:

Unit One: Defining Security

Week 0 (27 September):
Course Logistics

Week 1 (30 September-4 October):
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

Unit Two: Power Diffusion and Terrorism

Week 2 (7-11 October):
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)*

Week 3 (14-18 October):
Evaluating Foreign Policy: Terrorism and United States Foreign Policy
Trump National Security Strategy*: Intro, Pillar I and Middle East
Zakaria (Why do they Hate Us?)*
Huntington (Foreign Affairs-Summer 1993)
Pape (It’s the Occupation Stupid)*

Evaluating Foreign Policy: Two State Solution and Israeli Foreign Policy
Drake*
Walt (What if Two State Solution Collapses?)*
Rumley and Tibon (Foreign Affairs July/August 2015)
Danin (Foreign Affairs January/February 2011)

CLICKER COUNTING PERIOD BEGINS
Week 4 (21-25 October):
Evaluating Foreign Policy: Iranian Foreign Policy and Nuclear Containment
Beasley: CH 10
BBC News (Key Points)*
Cohen, Edelman and Takeyh (Foreign Affairs-January/February 2016)
Ganji (Foreign Affairs-September/October 2013)

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Unit Three: Economic Power and Security

Week 5 (28 October-1 November):
Understanding the International Context: A Case for Soft Power?
Reveron and Mahoney Norris: CH 3
Nye: CH 3-4
Gelb: CH 9-10
Beasley: CH 2, 3 OR 4 (CHOOSE ONE)

Week 6 (4-8 November)
Global Challenges: Projecting a Soft Power Alternative
BBC News “What Really Caused…?”*
This American Life (audio)*
Kagan (Power and Weakness)*
Kagan (Slide towards Irrelevance)*
Leonard and Kundnani (Think Again)*
Alesina and Giavazzi (Reform or Decline)*

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Unit Four: Environmental Security

Week 7 (11-15 November):
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)

NO CLASS 11 NOVEMBER: VETERANS DAY

Unit Five: Return to History?

Week 8 (18-22 November)
Global Challenges: Smart Power, Security, and the Return of History?
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)
Simes (Perils of a New Cold War)*
Trenin (Foreign Affairs-November/December 2009)
Trenin (Despite Helsinki…)*

Week 9 (25-29 November):

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)*
Leonard (Foreign Affairs-September/October 2013)

NO CLASS 29 NOVEMBER: THANKSGIVING
FINAL DISTRIBUTED

Unit Six: Prospects

Week 10 (2-6 December):

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)*
Joffe (Foreign Affairs-September/October 2009)
Haass (Foreign Affairs-November/December 2014)
Kagan (Not Fade Away)*

FINAL EXAMINATION DUE BETWEEN 3:00-5:59pm on 11 DECEMBER 2019

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.