

**Professor Chester**  
**Office Hours: Tu 2-3, Th 11-12, and by appointment**  
**Hellems 225**  
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**IAFS 1000: GLOBAL ISSUES AND INTERNATIONAL AFFAIRS**

<[www.colorado.edu/history/chester/IAFS1000.htm](http://www.colorado.edu/history/chester/IAFS1000.htm)>  
TTh 12:00-1:45, CLUB 6

This course introduces students to the interdisciplinary study of international affairs. It examines the lasting impact of European imperialism and its legacy for the international system, focusing on topics such as nationalism, conflict and conflict resolution, nuclear proliferation, development, human rights, and terrorism. Our discussions will incorporate social, cultural, economic, and political perspectives from a range of disciplines, including history, gender studies, human rights, international law, and political science. This course is intended for students with little or no prior knowledge of the subject, although an active interest in current events will be vital.

Course requirements include a map and plagiarism quiz, three in-class quizzes, midterm exam, final exam, paper proposal, and a 10-15 page research paper.

**REQUIRED READING**

Texts (available at CU Bookstore)

Bacevich, Andrew. *The New American Militarism: How Americans Are Seduced by War* (New York: Oxford UP, 2006)

Conrad, Joseph. *Heart of Darkness* (New York: Norton, 2005)

Nagl, John. *Learning to Eat Soup with a Knife: Counterinsurgency Lessons from Malaya and Vietnam* (Chicago: University of Chicago Press, 2005)

Required Online Readings

Fred Anderson, "Permissible and Impermissible Use of Texts"

<[www.colorado.edu/history/chester/IAFS1000Paraphrasing.htm](http://www.colorado.edu/history/chester/IAFS1000Paraphrasing.htm)>

Honor Code Information on Violations

<[www.colorado.edu/academics/honorcode/studentinfo/violation.htm](http://www.colorado.edu/academics/honorcode/studentinfo/violation.htm)>

"Sources: Their Use and Acknowledgement" <[www.dartmouth.edu/~sources](http://www.dartmouth.edu/~sources)>

E-Reserves (available on library website)

*Note bene: readings may be added or substituted as current events warrant.*

Shamshad Ahmad, "The Nuclear Subcontinent: Bringing Stability to South Asia," *Foreign Affairs* (Jul/Aug 1999) 123-125.

Stephen Biddle, "Seeing Baghdad, Thinking Saigon," *Foreign Affairs* 85:2 (Mar 2006) 2-14

Piers Brendon, *The Decline and Fall of the British Empire* (New York, Knopf, 2008) 379-420, 715-720

Martha Crenshaw, "The Causes of Terrorism," *Comparative Politics* 13:4 (Jul 1981) 379-99.

Audrey Kurth Cronin, "Behind the Curve: Globalization and International Terrorism," *International Security* 27:3 (Winter 2002/2003) 30-58.

Karen Engle, "Feminism and its (Dis)contents: Criminalizing Wartime Rape in Bosnia and Herzegovina," *American Journal of International Law* 99:4 (Oct 2005) 778-816.

- Nancy Gallagher, "Learning Lessons from the Algerian War of Independence," *Middle East Report* 225 (Winter 2002) 44-49.
- James L. Gibson, "Does Truth Lead to Reconciliation? Testing the Causal Assumptions of the South African Truth and Reconciliation Process," *American Journal of Political Science* 48:2 (Apr 2004): 201-217.
- Geoffrey Hawthorn, "Pinochet: The Politics," *International Affairs* 75:2 (Apr 1999) 253-258.
- Lawrence James, *The Rise and Fall of the British Empire* (New York: St. Martin's Griffin, 1994) 217-234, 412-427, 657-658, 665-666.
- S. Paul Kapur, "Ten Years of Insecurity in a Nuclear South Asia," *International Security*, Vol. 33, No. 2 (Fall 2008), pp. 71-94.
- Michael Kaufman, "What Does the Pentagon See in 'Battle of Algiers'?", *The New York Times* 7 Sept 2003, p. 3.
- Aaron S. Klieman, "The Resolution of Conflicts through Territorial Partition: The Palestine Experience," *Comparative Studies in Society and History* 22:2 (Apr 1980) 281-300.
- Sarah Lischer, "Collateral Damage" *International Security* 28:1 (Summer 2003) 79-109
- Peter Mansfield, *A History of the Middle East*, 2nd ed. (London: Penguin, 2003) 167-218
- Mahmood Monshipouri and Claude Emerson Welch, "The Search for International Human Rights and Justice: Coming to Terms with the New Global Realities," *Human Rights Quarterly* 23:2 (2001) 370-401.
- Andrew S. Natsios, "Beyond Darfur; Sudan's Slide Toward Civil War" *Foreign Affairs*, May/June 2008 Vol. 87, Iss. 3; pg. 77-82.
- Richard Neustadt and Ernest R. May, *Thinking in Time: The Uses of History for Decision Makers* (New York: Free Press, 1986) xi-xxii, 1-16, 34-57.
- Robert A. Pape, "The Strategic Logic of Suicide Terrorism," *The American Political Science Review* Vol. 97, No. 3 (Aug., 2003), 343-361.
- Samantha Power, "Bystanders to Genocide: Why the United States Let the Rwandan Tragedy Happen," *The Atlantic Monthly* 288:2 (Sept 2001): 84-108.
- "President and Secretary of State Characterize Events in Darfur as Genocide," *The American Journal of International Law*, Vol. 99, No. 1 (Jan., 2005), pp. 266-267.
- Bennett Ramberg, "The Precedents for Withdrawal," *Foreign Affairs* Mar/Apr 2009, Vol. 88 Issue 2, p 2-8.
- Joel Rayburn, "The Last Exit from Iraq," *Foreign Affairs* 85:2 (Mar 2006) 29-40.
- Barnett R. Rubin, "Lineages of the State in Afghanistan," *Asian Survey*, Vol. 28, No. 11 (Nov., 1988), pp. 1188-1209.
- Victoria Schofield, "Kashmiri separatism and Pakistan in the current global environment," *Contemporary South Asia* 16:1 (March 2008) 83 - 92.
- Jaswant Singh, "Against Nuclear Apartheid," *Foreign Affairs* (Sep/Oct 1998) 41-52.
- Scott Straus, "Darfur and the Genocide Debate," *Foreign Affairs* Jan/Feb 2005. Vol. 84, Iss. 1; pg. 123-133.
- Strobe Talbott, "Dealing with the Bomb in South Asia," *Foreign Affairs* (Mar/Apr 1999) 110-122.
- Ian Urbina, "The Analogy to Apartheid," *Middle East Report* 223 (Summer 2002) 58-61, 64.
- Kenneth Watkin, "Controlling the Use of Force: A Role for Human Rights Norms in Contemporary Armed Conflict," *American Journal of International Law* 98:1 (Jan 2004) 1-34.

**RECOMMENDED READING**

*The New York Times* <www.nyt.com>, *The Washington Post* <www.washingtonpost.com>, *The Economist* <economist.com>, or the BBC online <news.bbc.co.uk>

**ASSIGNMENTS**

**MAP QUIZ—SEP 2**

A map and plagiarism quiz will be administered in class on Thursday, September 2.

If you wish, you may retake this quiz on Thursday, September 9; the retake grade will be averaged with your earlier grade.

**QUIZZES—SEP 23, NOV 9**

These in-class quizzes will test your ability to synthesize readings and lectures.

**MIDTERM EXAM—OCT 21**

The midterm will include identification questions and one essay selected from several choices.

**PAPER PROPOSAL (1-2 pages)—DUE NOV 2**

Identify a topic in international affairs that you will address in your final paper.

Specify the question or questions you will attempt to answer and the methods you will use to do so.

**PAPER DRAFT—DUE NOV 18**

**FINAL PAPER (10-15 pages)—DUE NOV 30**

You may not use internet sources for this paper, with the exception of scholarly journal articles that are available both online and in paper form (e.g. jstor.org), unless you have my permission to do so.

**FINAL EXAM—TBA**

The format of the final will be similar to that of the midterm exam.

Be warned: If attendance and/or attention flags, I may conduct additional in-class quizzes or add other assignments. In this case, I will announce the changes in advance, adjust the grading percentages accordingly, and announce the new percentages in class.

**GRADING**

Grades will be determined on the basis of seminar participation (20%); map and plagiarism quiz (5%); two additional quizzes (5% each, for a total of 10%); paper proposal (5%); midterm exam (15%); paper draft (5%), final paper (20%); and final exam (20%). Please note that active participation in seminar discussion is vital and that poor marks for participation can bring your final grade down as much as two letter grades (e.g. from an A to a C). If you need an extension, discuss it with me *in advance*. Late work will be penalized. I do not offer makeup exams except under extraordinary circumstances (e.g. a medical emergency or a death in the family). Any work that you do not pick up will be confidentially disposed of after one year.

**RELIGIOUS OBLIGATIONS AND CLASS CONFLICTS**

If you have a conflict with exams, assignments, or class meetings because of religious obligations, please let me know by the third week of the semester. We will work together to arrange appropriate accommodations.

**CU DISABILITY SERVICES**

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services as soon as possible so that your needs can be addressed. You can reach Disability Services at (303) 492-8671, at Willard 322, or through their website <[www.colorado.edu/disabilityservices](http://www.colorado.edu/disabilityservices)>; they determine accommodations based on documented disabilities.

**THE HONOR CODE AND PLAGIARISM**

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. It is my intention to report all incidents of academic misconduct to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <[www.colorado.edu/policies/honor.html](http://www.colorado.edu/policies/honor.html)> and at <[www.colorado.edu/academics/honorcode](http://www.colorado.edu/academics/honorcode)>.

I will not tolerate plagiarism. As a violation of the CU Honor Code and the university's policy on Academic Integrity, it is punishable by dismissal from the university. I will refer incidents of plagiarism to the Honor Code Council. We will discuss proper citation in class, but you are responsible for familiarizing yourself with the meanings of plagiarism.

A key element of the university Honor Code is that CU students will not plagiarize (using the words and thoughts of others as your own). As part of the effort to control plagiarism and to ensure that submitted works from students are fully their own, the University has subscribed to TurnItIn.com.

The following material is from the Honor Code website - "This service allows faculty to submit sentences, paragraphs, or entire term/research papers or other scholarly works to the TurnItIn.com website for review. After the service scans more than 1.5 billion pages on the Internet, the faculty member will receive a report including the percentage of the material that has been identified as drawn from other sources, the degree of similarity in the matching material, and live hyperlinks to the original source material so that each faculty member can determine for themselves whether plagiarism has indeed occurred." The electronic files submitted will then become part of the TurnItIn "closed database". According to the CU Honor Code website, "This procedure not only ensures that multiple submissions of the same material can be detected, regardless of the passage of time or the location of the submission, but protects the integrity of each student's scholarly efforts. No additional access to, use, or publication of the material in this paper bank is made by TurnItIn.com."

It is my intention to submit all student papers to TurnItIn.com, to give a grade of F in the course to any student in violation of the CU Honor Code, and to report violators to the Honor Board. Note that you cannot submit the same paper for two different classes without the express permission of both instructors. You must obtain my written permission before submitting work that you have already submitted or plan to submit for credit at CU or elsewhere.

If you have *any* questions about this procedure or about any matter regarding proper citation or the Honor Code, please ask me.

### **CLASSROOM BEHAVIOR**

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty members have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <[www.colorado.edu/policies/classbehavior.html](http://www.colorado.edu/policies/classbehavior.html)> and at <[www.colorado.edu/studentaffairs/judicialaffairs/code.html#student\\_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code)>.

In this class, we will all treat each other with respect. Civil discussion of differing viewpoints is an essential part of the study of international affairs. Appropriate classroom behavior includes arriving on time and remaining for the entire class; let me know before class if you will need to leave early. Do not eat, sleep, read the newspaper, email, instant/text message, play games, have private conversations, etc. during seminar. **Turn cell phones off.**

### **DISCRIMINATION AND HARASSMENT**

University policies on Discrimination and Harassment, Sexual Harassment, and Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <[www.colorado.edu/odh](http://www.colorado.edu/odh)> and at <[www.colorado.edu/policies/discrimination.html](http://www.colorado.edu/policies/discrimination.html)>.

### **COURSE OUTLINE**

NB: Discussion topics are subject to change as current events develop. Advance notice will be given whenever possible.

#### WEEK ONE (AUG. 24, 26): Introduction to the Study of International Affairs

Readings: "Sources: Their Use and Acknowledgement" <[www.dartmouth.edu/~sources](http://www.dartmouth.edu/~sources)>

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Anderson, "Permissible and Impermissible Use of Texts"

<[www.colorado.edu/history/chester/IAFS1000Paraphrasing.htm](http://www.colorado.edu/history/chester/IAFS1000Paraphrasing.htm)>

- Welcome and introduction to the course
- Imperialism and decolonization in international affairs

WEEK TWO (AUG 31, SEP. 2): The Role of Analogy in Policy Formation

*Map and plagiarism quiz on Thursday, September 2*

Neustadt and May

- Uses of historical analogy
- Is the United States an empire?

**PART ONE: ASIA**

WEEK THREE (SEP. 7, 9): British Imperialism in South Asia

*Opportunity to retake map and plagiarism quiz on Thursday, September 9*

James 217-234, 412-427, Rubin

- British rule in South Asia
- The census as a tool of colonial control

WEEK FOUR (SEP. 14, 16): Nationalism and Decolonization in South Asia

Piers Brendan 379-420, 715-720, Schofield

- Gandhi and nonviolent resistance
- Partition and independence in South Asia

WEEK FIVE (SEP. 21, 23): Nuclear Proliferation

Singh, Talbott, Ahmad, Kapur

- Nuclear proliferation
- Nuclear weapons in South Asia; *QUIZ 1*

**PART TWO: THE MIDDLE EAST AND NORTH AFRICA**

WEEK SIX (SEP. 28, 20): Imperialism in the Middle East

Mansfield 167-218; begin reading Nagl

- European expansion in the Middle East
- The Palestine Mandate

WEEK SEVEN (OCT. 5, 7): Decolonization in the Middle East

Klieman, Urbina

- Contested partition and war in the Palestine Mandate
- Algerian decolonization

WEEK EIGHT (OCT. 12, 14): COIN

Gallagher, Kaufman

- Film: *Battle of Algiers*
- *Battle of Algiers* (cont.) and discussion

WEEK NINE (OCT. 19, 21): Iraq

Watkin, Biddle, Rayburn, Ramberg, Nagl

- Iraq
- Paper discussion

**PART THREE: AFRICA**

WEEK TEN (OCT. 26, 28): European Colonialism in Africa

Conrad

- *MIDTERM EXAM*
- Case study in colonial control: Congo

WEEK ELEVEN (NOV. 2, 4): Legacies of Colonialism

*Paper proposal due at the beginning of class on Tue, Nov 2*

Power, Engle

- Case study in colonial control: Rwanda
- Identity and conflict: the case of Rwanda

WEEK TWELVE (NOV. 9, 11): Darfur

Straus, "President and Secretary of State Characterize Events in Darfur," Natsios

- The problem of mass rape; *QUIZ 2*
- Recovering from genocide

**PART FOUR: LATIN AMERICA**

WEEK THIRTEEN (NOV. 16, 18): Informal Empire

*Paper draft due by Thursday, Nov 18*

Hawthorn, Monshipouri and Welch, Gibson; begin reading Bacevich

- Writing discussion; memory and forgetting
- Chile under Pinochet

WEEK FOURTEEN

*Fall break*

WEEK FIFTEEN (NOV 30, DEC 2): Terrorism

*Final paper due at the beginning of class on Tuesday, Nov 30*

Lischer, Crenshaw, Cronin, Pape

- The aid dilemma
- Terrorism

WEEK SIXTEEN (DEC. 7, 9): Terrorism

Bacevich

- American militarism
- The future of international affairs

FINAL EXAM TBA