

PSCI 3143-200: Current Affairs in International Relations

Summer 2019

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Office Hours: Monday 3.30-4.30, Thursday 3.30-4.30 or by appointment

July 9- August 9, 2019

Mondays-Fridays five days a week at 12:45-2:20

Class room: HLMS 237

Course Overview/Objectives: What are the consequences of China's rise? Does international law contribute to pacifying international relations? What is "international terrorism" and how can one deal with it? These are examples of "current affairs in international relations". The aim of this course is to address these questions (and some others) by using the theoretical tools of the social sciences and the discipline of international relations. These tools are not neutral or objective, yet they help to take some distance vis-à-vis the mainstream discourse and to look at international politics with more reflexive eyes.

This course consists of an introduction week and 10 modules of three hours each. Each module deals with a particular topic (see below). Each module is divided into two parts: a lecture and a discussion. In order to fuel discussion, students are required to read several texts available online (mentioned as "assigned readings", see below). Please note that not all modules have a reading assignment. Those students who want to deepen their knowledge on a topic can also read the books and articles labeled as "further readings". These further readings are not mandatory.

Required Text: None

- All assigned readings and a few "further readings" will be available online.

Grading Policy:

Attendance	10%
Participation	20%
Oral presentation	20%
<u>Research design</u>	<u>50%</u>
Total	100%

For converting final percentages into letter grades, A: 94-100, A-: 90-93, B+: 86-89, B: 83-85, B-: 80-82, C+: 77-79, C: 73-76, C-: 70-72, D+: 67-69, D: 63-66, D-: 60-62, F: <60.

Attendance: Students will sign next to their name on daily attendance sheets which will circulate at the beginning of each class. Attendance makes up 10 percent of the overall grade. Students are allowed one missed class with no questions asked; beyond that, each missed day will deduct one percentage point from your attendance grade (i.e. once you miss 11 days of class, you will have an attendance grade of 0). If you miss

a day due to illness or unforeseen circumstances, feel free to send me an email if you wish. I will let you know, then, if I need to see documentation that justify the absence.

Participation: Students will receive a participation score that counts for 20 percent of their overall grade in the class. This grade will come in part from routine engagement with colleagues and course materials, and in part from contribution to casual in-class debates. Reading assignments should be completed before the class for which they are assigned. Please note that this course will require readings of some scientific articles. While you may not understand all of the texts, you should make your best effort to understand the arguments put forth and the broader debates in which they are situated. If you need help with effective reading strategies for academic writing, please do not hesitate to ask.

Oral presentations: Each student will make one oral presentation. Students may choose to:

- 1/ present on "X's foreign policy during the last decade" (X being a country of their choice)
- 2/ present an international governmental organization chosen in the following list: European Union, Asia-Pacific Economic Cooperation; Commonwealth of Nations; South Asian Association for Regional Cooperation; Organization for Security and Co-operation in Europe; African Union; European Economic Area; North American Free Trade Agreement; Arab League; Association of Southeast Asian Nations; Organization of the Petroleum Exporting Countries; Mercosur.
- 3/ present an international non-governmental organization chosen in the following list: Human Rights Watch, Amnesty International, Greenpeace, International Committee of the Red Cross (and Crescent), International Physicians for the Prevention of Nuclear War.

Each presentation will last between 9 and 10 minutes. Students are free to focus on any aspect they deem particularly relevant. They are encouraged, however, to use the theories of international relations presented in the course in order to shed some light on the topic.

Research design: In lieu of a final exam, students will complete a "research proposal" or "research design". A research proposal/design is a text that scholars have to write when they apply for some research funding. It is, also, very similar to the first section of a research paper or dissertation, i.e. before data testing and analysis of results. Students will develop an original research question, motivated by relevance to broader debates in international relations, and propose a theory and hypotheses that could answer this question. The research design should also propose possible sources of evidence and tests for these hypotheses, but will not be graded on methodological rigor. I will circulate a document that explains more comprehensively what a "research proposal" is. This work is worth 50 percent of the overall grade. It will be due both electronically via email on the last day of class, Friday, August 9. All late work will be penalized by one letter grade for every day it is late. The research design should be approximately 10 page long, single-spaced, in Times New Roman 12pt or comparable font, with standard margins.

Note: This class will cover sensitive and controversial topics, including (but not limited to) refugee crises, foreign policy debates, and terrorism. We will watch documentaries that may be graphic in parts. The goal of covering such subjects is to prompt thoughtful, informed, and respectful dialogue, and as such, I encourage students to participate even when it challenges them personally. However, I cannot make you do so; feel free to talk to me if you have any concerns about the topics we will cover or the ways in which we will address them.

Class Schedule:

Tuesday, 7/9: Syllabus day and introduction to the class

No assigned reading

Wednesday, 7/10, Thursday, 7/11 and Friday, 7/12: The main theories of international relations

No assigned reading

Further downloadable reading: "Introduction" in: Burchill, S., Linklater, A., & Devetak, R. (2013). Theories of International Relations: Palgrave. (text1). Note that this reading is not mandatory (no assigned reading).

Further readings:

- Burchill, S., Linklater, A., & Devetak, R. (2013). Theories of International Relations: Palgrave.
- Light, M., & Groom, A. J. R. (2016). International Relations. A Handbook of Current Theory: Bloomsbury Academic.

Monday, 7/15 and Tuesday 7/16: The North Atlantic Treaty Organization: alliance or community?

No assigned reading

Further readings

- Adler (Emmanuel) & Barnett (Michael) (eds.), Security Communities, Cambridge, Cambridge UP, 1998.
- Risse-Kappen (Thomas), Cooperation Among Democracies: The European Influence on U.S. Foreign Policy, Princeton, Princeton UP, 1995.
- Walt (Stephen), The Origins of Alliances, Ithaca, Cornell UP, 1987.

Wednesday, 7/17 and Thursday, 7/18: Towards a revival of the Cold War?

Assigned reading: Mearsheimer, J. Don't arm Ukraine! The New York Times, February 8, 2015 (text2)

Further readings

- Donaldson (Robert) et al., The Foreign Policy of Russia: Changing Systems, Enduring Interests, London, Routledge, 2014, 5th edition.
- Debs (Alexandre) & Monteiro (Nuno), Nuclear Politics: The Strategic Causes of Proliferation, Cambridge, Cambridge UP, 2017.

Friday, 7/19 and Monday, 7/22: A new American Empire?

No assigned reading

Further readings

- Panitch, L. 2014. Rethinking marxism and imperialism for the twenty-first century. New Labor Forum 23(2): 22–28.
- Said, E. 1993. Culture and imperialism.
- Shilliam, R. 2010. International relations and non-western thought: Imperialism, colonialism and investigations of global modernity. London: Routledge.

Tuesday, 7/23 and Wednesday 7/24: The United Nations: towards a democratic international society?

Assigned reading: Xercavins Valls, J. (2005). The United Nations: reform or reform! Catalan International View. (text3)

Further readings

- Byers (Michael) & Nolte (Georg) (eds.), US Hegemony and the Foundations of International Law, Cambridge, Cambridge UP, 2003.
- Simpson (Gerry), Great Powers and Outlaw States: Unequal Sovereigns in the International Legal Order, Cambridge, Cambridge UP, 2004.
- Thakur (Ramesh), The United Nations, Peace, and Security: From Collective Security to the Responsibility to Protect, Cambridge, Cambridge UP, 2016, 2nd edition.

Thursday, 7/25 and Friday 7/26: The "humanitarian wars": international police operations or neo-colonial practices?

Assigned reading: Howorth, J. (2013). Humanitarian intervention and post-conflict reconstruction in the post-Cold War era: a provisional balance-sheet. Cambridge Review of International Affairs, 26-2, 288–309. (text4)

Further readings

- Bellamy, Alex J. 2011. Global politics and the responsibility to protect: from words to deeds. Abingdon: Routledge.
- Orford, Anne. International Authority and Responsibility to Protect. Cambridge University Press. 2011
- Weizman, E. 2012. The least of all possible evils: Humanitarian violence from arendt to gaza. London: Verso.

Monday, 7/29 and Tuesday, 7/30: A new Western way of war?

No assigned reading

Further readings

- Delori, M. (2017/2018). Humanitarian violence. How French airmen kill or let die in order to make live. Critical Military Studies, published online December, 19, 2017.
- Dillon, M. and J. Reid. 2009. The liberal way of war: Killing to make life live. London and New York: Routledge.
- Shaw, M. 2006. The new western way of war: Risk transfer and its crisis in iraq. Cambridge: Polity Press.

Wednesday, 7/31 and Thursday, 8/1: Exporting Democracy? From Germany (1945) to Iraq (2003)

Assigned reading: Mearsheimer, J. J. (2010). Imperial by Design. The National Interest, (January/February), 16-34 (text5)

Further readings

- Brown (Michael) et al. (ed.), Debating the Democratic Peace, Cambridge, Harvard UP, 1996.

- Caverley (Jonathan), *Democratic Militarism: Voting, Wealth, and War*, Cambridge, Cambridge UP, 2014.
- Geis (Anna), Brock (Lothar) & Müller (Harald) (eds.), *Democratic Wars: Looking at the Dark Side of the Democratic Peace*, Basingstoke, Palgrave MacMillan, 2006.

Friday, 8/2 and Monday, 8/5: Humanitarian activism: a good deed or a lesser evil?

No assigned reading

Further readings

- Agier, M. 2011. *Managing the undesirables: Refugee camps and humanitarian government*. Cambridge: Polity Press.
- Fassin, D. 2011. *Humanitarian reason: A moral history of the present*: University of California Press.
- Mcfalls, L. 2010. *Benevolent dictatorship: The formal logic of humanitarian government*. In *Contemporary states of emergency*, eds Mcfalls, L, Fassin, D and Pandolfi, M. New York: 2010.

Tuesday, 8/6 and Wednesday 8/7: "Terrorism" and the "war against terrorism"

Assigned reading: Mearsheimer, J. *Afghanistan: No more the good war*, December 5, 2009. Newsweek. (text6)

Further reading

- Pape (Robert), *Dying to Win: The Strategic Logic of Suicide Terrorism*, New York, Random House, 2005.
- Rapoport (David), "The Four Waves of Modern Terrorism", in A. Cronin & J. Ludes (eds.), *Attacking Terrorism: Elements of a Grand Strategy*, Washington, Georgetown University Press, 2004, pp. 46–73.
- Schmid (Alex) (ed.), *The Routledge Handbook of Terrorism Research*, London, Routledge, 2013.

Thursday, 8/8 and Friday 8/9: The (in)securitization of migrations

No assigned reading

Further readings

- Andreas Peter, *Border Games : Policing the US-Mexico Divide*, Ithaca, New York, Cornell University Press, 2009
- Doty Roxanne L., *The Law into their own hands, Immigration and the Politics of Exceptionalism*, Tucson, The University of Arizona Press, 2009.
- Maril Robert Lee, *The fence, National security, public safety and Illegal Immigration along the U.S.- Mexico Border*, Lubbock (Texas), Texas Tech University Press, 2011.

University Policies:

Academic Honesty: 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. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). 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). Additional information regarding the Honor Code policy can be found online and at the Honor Code Office.

Disabilities: If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Injuries guidelines under the Quick Links at the Disability Services website and discuss your needs with your professor.

Religious Observances: Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If applicable, please let me know in a timely manner.

Appropriate Learning Environment: Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, 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.

Discrimination and Harassment: The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been discriminated against should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or the Office of Student Conduct and Conflict Resolution (OSC) at 303-492-5550. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be found at the OIEC website.