



**DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS**

**POLI 683 Lecture 1
ADVANCED STUDIES IN FOREIGN POLICY:
The Remaking of World Order in the 21st Century
FALL 2020**

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OFFICE HOURS: F 01:00 – 02:00
(or by appointment via tel. or Zoom)

DAY / TIME: Friday 2 – 4:45 p.m.
LOCATION: D2L and synchronous
Zoom
DELIVERY METHOD: Web-based
COURSE PRE-REQUISITES: none

COURSE DESCRIPTION

The durability of the post–Cold War international order, variously identified as ‘liberal’ and a period of ‘American hegemony’, has been revealed to be far more brittle than commonly assumed. This course critically examines the most significant shocks that have beset the global order as we enter the third decade of the Twenty-First Century. Disturbances have included the attacks of 9/11 and the subsequent U.S.-led foreign-policy program of the ‘war on terror’, a conflict that led to wars of choice in Afghanistan and Iraq; the decline of American power and trust in its leadership’s predictability; and what claims it can make to moral authority following the 9/11 wars, revelations of the use of torture and then the election of Donald Trump. In addition, the financial crisis emanating from 2008 effected U.S. and Eurozone economic policies on global financial stability; the growth in global protest movements and populism challenge the existing structure of international order as well as the elites associated with political power. Examples including Occupy Wall Street following the 2008 Financial Crisis as well as the waves of protest across the Arab world that began in 2010, there is now a return to popular and often transnational protest across the globe; the ascent of the BRICs - especially the Russian Federation, India and the People’s Republic of China - in the international system, with special reference to conflicts on their periphery such as that between Georgia and Russia, the Crimea annexation and Ukrainian civil war, as well as the ongoing sovereignty claims over the South China Sea and Taiwan by the PRC and what these mean for international peace and security; the breakdown of state structures across the Middle East and its attendant migration flows and ongoing conflicts that drive radicalization; as well as the emergence of the COVID-19 pandemic. This appearance of an unravelling of the ‘world order’ and changing of international norms established following the end of the Cold War has posed significant challenges for relations between states. This course, therefore, aims to assess changes in the nature of that international order through an examination of the foreign policy and foreign policy analysis in the contemporary environment as states face individual as well as collective action challenges.

COURSE OBJECTIVES & LEARNING OUTCOMES

Upon completion of the course students should be familiar with and able to:

- demonstrate an active interest in the analysis of policy formation with regard to foreign relations between states, as well as the politics of foreign policy itself;
- critically evaluate and distinguish media and other sources of information, as well as
- demonstrate confidence in discussing ideas freely during seminar discussions with the instructor as well as other students.

In this experience the ability to demonstrate their own facility with critical thinking - as a *habit of mind* - should emerge within both oral and written work. This will include an ability to analyse and debate political events in a coherent manner, the ability to form individual – and therefore original – conclusions, as well as an ability to think systematically in an effort to construct logical arguments about foreign policy.

Critical Thinking skills and assessment of alternative sources are both of paramount importance for the student of politics, while also being exceedingly difficult to assess in assignments of sufficient length in a classroom setting, making your writing an important exhibit through which to 'show your work'. The Reading Inventories, Term Project and Book Review will provide you the opportunity to demonstrate your ability to reflect on the class sessions by revisiting the short lectures, documentary films and videos as well as the class discussions, while also incorporating the required readings and any additional research you might have completed, all laid forth in an attempt to demonstrate your thinking on the issues involved. Students are meant to locate or 'situate' themselves amongst those sources and materials. By doing so you will, by default, have crafted an 'original' position.

To exhibit the critical thinking skills indicated in the course objectives above, and found in the essay assessment rubric (found on D2L), you should attempt to demonstrate seven habits of thinking in your essay responses: i) identify and concisely explain the problem / question at issue; ii) identify the context this issue is found in, while also recognizing the influence of the context on different stakeholders and the issue itself; iii) present your own perspective and position related to the issue; iv) acknowledge other perspectives salient to the issue (especially those provided in the course resources!); v) identify and evaluate the key assumptions behind the claims, assertions and recommendations made; vi) evaluate the quality of supporting data/evidence (in a research project you could then provide additional data as needed); and vii) evaluate conclusions, implications, and consequences.

Expectations for such abilities rise as the POLI 600 course level indicates, as it builds from the lower-level undergraduate to post-graduate study of politics and political phenomena.

REQUIRED TEXTBOOK(S)

Cosmopolitan Dystopia: International Intervention and the Failure of the West

Philip Cunliffe

Manchester University Press, 2020

ISBN-10: 152610573X | ISBN-13: 978-1526105738

Available via the library: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6032904>

The False Promise of Liberal Order: Nostalgia, Delusion and the Rise of Trump

Patrick Porter

Polity, 2020

ISBN-10: 1509538682 | ISBN-13: 978-1509538683

Available via the library:

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2471683&site=ehost-live>

Exit from Hegemony: The Unraveling of the American Global Order

Alexander Cooley and Daniel Nexon

Oxford University Press, 2020

ISBN-10: 0190916478 | ISBN-13: 978-0190916473

Available via the library: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6118432>

The Hell of Good Intentions: America's Foreign Policy Elite and the Decline of U.S. Primacy

Stephen M. Walt

Farrar, Straus and Giroux, 2018

ISBN-10: 0374280037 | ISBN-13: 978-0374280031

Available via the bookstore for purchase [not available in the library]

Overthrow: America's Century of Regime Change from Hawaii to Iraq

Stephen Kinzer

Times Books, 2007

ISBN-10: 0805082409 | ISBN-13: 978-0805082401

Available via the bookstore for purchase or the library [E744.K49 2006] for loan (no ebook).

REQUIRED TECHNOLOGY

This course will take place online via Desire2Learn (D2L) and Zoom. There is a D2L site for this course which contains instructions on course assignments and assessment, PDF files of - or url links via the library to - required readings and other relevant class resources and materials (see d2l.ucalgary.ca). In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.
- Most current laptops will have a built-in webcam, speaker and microphone.

To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to unforeseen circumstances, ***inform the instructor in advance*** and propose and implement an alternative participation activity (e.g., submit a brief reflection, and actively contribute to the follow-up online discussion).

There will be twelve (12) synchronous Zoom sessions throughout the term (dates are listed in the ‘Course Schedule and Topics’ below, with each Zoom session to begin at 2:00 p.m. on the Friday scheduled period for the course. There is currently no plan to have these sessions recorded.

Note: The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities, in fact they are necessary for remote access to the Zoom sessions. That being said, please refrain from accessing websites and resources that may be distracting to you during class time. Students are responsible for being aware of the University’s Internet and email use policy, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf>

COURSE COMPONENT WEIGHTS AND DUE DATES

COMPONENT	WEIGHTING (to final grade)	DUE DATE
Class participation	40%	
Term project proposal	10%	on date of presentation
Integrated Literature Review	30%	November 27, 2020
Critical Book Review	20%	November 20, 2020

Note: A student’s final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course; however, ***all assignments must be completed in order for a passing grade to be achieved***. If a student misses a required course component, please get in touch with the instructor as soon as possible.

ASSIGNMENTS

Class participation (40%): this component will be comprised of five elements:

1. **Attending class (2 points)** - with the remote format it is critical that we all attend the Friday Zoom sessions, arriving on time and remaining present throughout the entire session;
2. **Being prepared (2 points)** to discuss the reading assignments and other assigned materials - it is important to share your viewpoint and react in a thoughtful way to the viewpoints of others while demonstrating that you have engaged with that week's assigned materials (rather than limiting your contributions to general remarks uninformed by the materials assigned);
3. **Participating in class discussions (2 points)** - part of understanding your own values and positions on issues is confronting the values and positions presented in readings and other assigned materials as well as those held by fellow students. By actively listening and then participating in class discussions you will be able to exhibit your own critical examination of your understanding of readings against the understanding of others;
4. **Reading inventories (24 points (3 pts. each))**: students are to prepare a 'Reading Inventory', not to exceed two (2) pages (double spaced, standard type) based on a given week's required readings. It will be submitted to the instructor ***prior to each class session*** to info@iames.net. For each of the assigned readings, the inventory should:
 - a. identify and define 3 major concepts (or ideas) introduced or referenced in a given article for how they fit within the course topic to that point in the term;
 - b. the major issue addressed in each assigned article; and
 - c. a brief discussion of each article's contribution to the course objectives;
 - these are not simple summaries, but your own reflections – ***do not summarize*** (!);
 - you must complete a minimum of eight (8) reading inventories (/12 week term);
 - reading inventory assignments are not required when you lead class discussion;
5. **Classroom Leadership (10 points)**: weekly seminar leadership, where a designated student (or, depending on class size, pair if students) will introduce and then lead discussion on the readings assigned for that week, providing context identifying limits, interrogating its assumptions, assessing author's persuasiveness, expanding the scope of the conversation and tying them to the weekly theme, course objectives etc. (see descriptive handout on D2L)

****Note:** *The reading inventory is to be submitted electronically as a PDF attachment to info@iames.net by the start of the class session.*

It will be assessed on a pass/fail basis and returned to the student via email.

Term project proposal (10%): The purpose of the proposal is to specify the research question to be addressed in your Integrated Literature Review (see below). In your proposal you are to identify and explain the significance of your question as it relates to course objectives and to the theoretical and methodological development of foreign policy studies covered (to date) in the course.

Format: Oral presentation
When: As scheduled in class ~ Weeks 5-8 (16, 23 and 30 October)
(final schedule established 25 September 2020)
Time: 10-minute presentation with 20-minutes allowed for class discussion
Hand in/out: PowerPoint outline (or equivalent) with annotated bibliography
The PowerPoint and annotated bibliography should be submitted to the instructor, with a PDF version of the PowerPoint provided to the class so they can better follow your presentation.

Due: One week before presentation. To be submitted in electronic copy to info@iames.net

Integrated Literature Review (30%) ~ Due: Friday November 27, 2020

The Integrated Literature Review (ILR) is “a critical summary of research on a topic of interest, prepared to put a research problem in context.” It should be selected for its relevance to the course, but allow you to select a topic of interest to your own concerns. There are four questions that the integrative review addresses when evaluating a body of knowledge: (1) What is known? (2) What is the quality of what is known? (3) What should be known? And (4) What is the next step for research and policy action?

The ILR is used to evaluate the strength of social science/scientific evidence, identify gaps in current research and bridge between related areas of work. The identification of central issues on a topic, the theoretical or conceptual frameworks applied, and research methods used successfully, are basic elements of the integrative literature review as a central tool for analysis of a body of knowledge. The review process can be conceptualized across five stages: (1) problem formulation; (2) data collection or literature search; (3) evaluation of data; (4) data analysis; and (5) interpretation and presentation of results.

Due: November 27, 2020. Submitted to info@iames.net prior to 11:59 p.m.
Length: Twenty-five (25) pages [standard type, double spaced] including the component parts listed below;
Organization: 1) Title page, 2) Table of contents, 3) Body of text organized around subheadings, 4) Endnotes, 5) References

For more information see: “Writing Integrative Literature Review” by Richard Tarraco, (<http://hrd.sagepub.com.ezproxy.lib.ucalgary.ca/content/4/3/356.full.pdf+html>) for guidelines on the preparation of this paper. These guidelines will be the basis for evaluation of the paper as you can see by consulting the assessment rubric provided on D2L. The integrative literature review is a distinctive form of research that generates new knowledge about the topic reviewed. The Tarraco article discusses how to organize and write an integrative literature review.

Critical Book Review (20%) ~ Due: Friday November 20, 2020

Each student will be responsible for crafting a critical essay-style book review of two books. One will be Stephen Kinzer's ***Overthrow: America's Century of Regime Change from Hawaii to Iraq***. (Times Books, 2007). ISBN-10: 0805082409 | ISBN-13: 978-0805082401, while the second comes from a selection of one (1) of the following books listed below.

Kinzer's book is noted above as a 'required textbook', it is available via the bookstore for purchase or the as a print copy in the library [E744.K49 2006] for loan (no ebook).

Your review is not to exceed five double-spaced pages in length. The book review will 'situate' your chosen book in relation to Kinzer's book as well as the other course components (required readings, lectures, documentaries etc.) around which you are to formulate a thesis/argument. See the assessment rubric for an idea as to how to approach the assignment successfully.

You are to select **one** of the following books (available in the library):

Ronan Farrow. *War on Peace: The End of Diplomacy and the Decline of American Influence*. (W. W. Norton & Company, 2018). ISBN-10: 0393652106 | ISBN-13: 978-0393652109

Print copy available - Taylor Family Digital Library - Main collection JZ1480.F37 2018

You can purchase Kindle edition from Amazon [https://www.amazon.ca/dp/B078ZKXM76/ref=dp-kindle-redirect?_encoding=UTF8&btkr=1] or purchase an ebook from VitalSource [<https://calgary-store.vitalsource.com/products/war-on-peace-the-end-of-diplomacy-and-the-decline-ronan-farrow-v9780393652116>].

Jeffrey D. Sachs. *A New Foreign Policy: Beyond American Exceptionalism*. (New York: Columbia University Press, 2018). ISBN-10: 023118848X | ISBN-13: 978-0231188487

Ebook is available in the library:

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1897277&site=ehost-live>

Melvyn P. Leffler. *Safeguarding Democratic Capitalism: U.S. Foreign Policy and National Security, 1920-2015*. (Princeton, New Jersey: Princeton University Press, 2019). ISBN-10: 0691196516 | ISBN-13: 978-0691196510

Ebook is available in the library: <https://doi-org.ezproxy.lib.ucalgary.ca/10.1515/9781400888061>

Andrew J. Bacevich. *America's War for the Greater Middle East: A Military History*. (New York: Random House, 2017). ISBN-10: 9780553393934 | ISBN-13: 978-0553393934

Print copy available - Taylor Family Digital Library - Main collection DS63.2.U5 B3156 2017

Note: *Aside from the required Kinzer volume these books have not been ordered into the University of Calgary Bookstore. They are widely available in retail bookstores and online vendors – should any concern arise in accessing materials please inform the instructor.*

Note: *Please submit all assignments electronically the dropbox in D2L as well as info@iames.net as an email attachment. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "First Name Last Name Assignment Number" (e.g., Alex Smith Assignment 2). Assignments must be submitted by 11:59 p.m. MST on their due date. It is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted*

WRITING STATEMENT

Written assignments are often required in Political Science courses, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre by contacting them at <http://www.ucalgary.ca/ssc/writing-support>.

All written assignments will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

COURSE SCHEDULE & TOPICS

Note (1 of 2): readings as well as other materials selected for required consumption in the course were chosen to reflect a diversity of perspectives, not only in terms of political orientation, but also for a diversity of media types. This is because foreign policy is highly subject to public influence from non-scholarly sources such as policy-relevant journals Foreign Policy (<https://foreignpolicy.com/>), Foreign Affairs (<https://www.foreignaffairs.com/>) and The American Interest (<https://www.the-american-interest.com/>), with newsmedia Op Eds or opinion pieces driving discussion, and now scholarly and policy maker blogs and websites, documentary films and streamed public lectures increasingly impacting policy discussions.

The previously more formalized nature of the content suggested a bias within the English language discussion of 'foreign affairs' to be a substantially U.S.-focussed endeavour, that the foreign policy of the United States was a focus, while that of 'other' states was deemed noteworthy only in terms of its relation to the United States ... something our sources and class discussions can address as we navigate our way through the semester ... but, the contemporary growth in foreign policy literature/media sourcing also suggests a change in the means as well as the method of engaging in crafting the foreign policy of a given state, from narrow confines to more accessible and transparent media. A question this suggests is whether this 'democratization' of coverage and voices impacts policy ... and if so, how it does so.

Note (2 of 2): on timing and my expectations for your commitment to learning within the synchronous portion of the course. The course is structured so as to allow for a once-per-week meeting from 2:00 p.m. through 4:45 p.m. conducted via the Zoom online video application due to the need for social distancing and remote learning during the period of the COVID-19 virus. As a time budget, however, I wish to both ensure that this time will be maximised for your learning of the course materials as they apply to the learning outcomes identified on page two (above) and to allow you to also be afforded time to conduct the necessary additional course-related activities. To this end I have structured the Zoom sessions in an effort to make sure the expectation will be that you are present and attentive during the live portions by not going for the entire 165 minutes allotted to each week. We will be engaged for the entire allotted time in weeks five through eight as there will be a regular class session with discussion of that week's topic and required readings, followed by the oral presentation of term project proposal(s). However, in the other weeks the time will be more circumscribed so as to allow for the time you will need to devote to screening the videos and documentary films assigned as well as the time you will need to devote to contacting, organizing and coordinating with your partner(s) in crafting your seminar leadership.

COURSE SCHEDULE & TOPICS

WEEK ONE (September 11) ~ Foreign Policy in Today's World Politics

Required Readings

Patrick Porter, 'Introduction: Nostalgia in an End Time,' in his *The False Promise of Liberal Order: Nostalgia, Delusion and the Rise of Trump*, pp. 1-26

Available through the library:

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2471683&site=ehost-live>

Alexander Cooley and Daniel Nexon, 'Introduction: This Time Is Different,' in their *Exit from Hegemony: The Unraveling of the American Global Order*, pp. 1-17

Available through the library: [https://ebookcentral-proquest-](https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6118432)

[com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6118432](https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6118432)

Stephen Chan, 'Theories of Foreign Policy and International Relations,' from his *Meditations on Diplomacy: Comparative Cases in Diplomatic Practice and Foreign Policy* (2017)

Available online: <https://www.e-ir.info/2017/10/29/theories-of-foreign-policy-and-international-relations/>

Stephen M. Walt, 'Countries Should Mind Their Own Business: Two cheers for a classic idea that's been out of fashion for too long: state sovereignty.' *Foreign Policy online* (July 17, 2020).

Available online or via the library: <https://foreignpolicy.com/2020/07/17/sovereignty-exceptionalism-countries-should-mind-their-own-business/>

Stephen Walt, 'Introduction,' in his *The Hell of Good Intentions*, pp. 3-20.

Available in the book store as print copy.

Halvard Leira, 'The Emergence of Foreign Policy,' *International Studies Quarterly*, Volume 63, Issue 1 (March 2019), pp. 187–198. <https://doi.org/10.1093/isq/sqy049>

Available through the library: <https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/isq/sqy049>

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Suggested Readings (while not required I would like to provide some background readings to the subfield within International Relations that is 'foreign policy studies' for those of you who either did not take or would like to refresh your memory of the field from your undergraduate degree):

Alex Mintz and Karl DeRouen Jr., "Types of Decisions and Level of Analysis in Foreign Policy Decision Making," in their *Understanding Foreign Policy Decision Making* (Cambridge University Press, 2010), pp. 15-37.

Available through the library as print book: TFDL - JZ1253 .M56 2010

Lloyd Axworthy, “The Political Actors: President, Prime Minister and Minister of Foreign Affairs,” in Andrew F. Cooper, Jorge Heine, and Ramesh Thakur (eds). *The Oxford Handbook of Modern Diplomacy*. (Oxford University Press, 2015), pp. 91-105.

Available in the library as print copy: Taylor Family Digital Library - JZ1405 .O94 2013

Laura Neack, “The New Foreign Policy,” in her *The New Foreign Policy: Complex Interactions, Competing Interests* 3rd Edition (Rowman & Littlefield, 2013), pp. 1-28

Available through the library: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1246202#<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1246202>

Ryan K Beasley, Juliet Kaarbo, Jeffrey S Lantis and Michael T Snarr (eds.). “The Analysis of Foreign Policy in Comparative Perspective,” in *Foreign policy in Comparative Perspective: Domestic and International Influences on State Behavior* 2nd ed. (New York: CQ Press; 2nd ed., 2013), pp. 1-26.

Available in the library as print copy: Taylor Family Digital Library - Main Call Number JZ1242 .F676 2013 or as ebook: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=5165265>

Douglas T. Stuart, “Foreign-policy Decision-making,” in Christian Reus-Smit and Duncan Snidal (eds). *The Oxford Handbook of International Relations*. (Oxford University Press, 2010), pp. 576-593.

Available in the library as a print copy: TFDL - JZ1242 .O94 2008

WEEK TWO (September 18) ~ Post-Cold war, post-hegemonic, global politics today
******Class leadership dates established for the term******

Required Readings

Philip Cunliffe, ‘Introduction: the rise of cosmopolitan dystopia,’ in his *Cosmopolitan dystopia: International intervention and the failure of the West*.

Stephen Walt, ‘A Dismal Record,’ in his *The Hell of Good Intentions*, pp. 21-52.

Adam Tooze, ‘The Sociologist Who Could Save Us From Coronavirus: Ulrich Beck was a prophet of uncertainty—and the most important intellectual for the pandemic and its aftermath,’ *Foreign Policy* (August 1, 2020)

Available online or via the library: <https://foreignpolicy.com/2020/08/01/the-sociologist-who-could-save-us-from-coronavirus/>

Daniel W. Drezner, ‘So what do international relations scholars think about covid-19 and world politics? Some interesting results from the latest TRIP survey,’ *Washington Post* (May 11, 2020).

Available online or via the library: <https://www.washingtonpost.com/outlook/2020/05/11/so-what-do-international-relations-scholars-think-about-covid-19-world-politics/>

Jonathan Hackenbroich, Jeremy Shapiro and Tara Varma, 'Health sovereignty: How to build a resilient European response to pandemics,' *ECFR / European Council on Foreign Relations* (June 2020)

Available online:

https://www.ecfr.eu/publications/summary/health_sovereignty_how_to_build_a_resilient_european_response_to_pandemics

Joshua Busby, 'What International Relations Tells Us about COVID-19,' *E-International Relations* (April 26, 2020).

Available online: <https://www.e-ir.info/2020/04/26/what-international-relations-tells-us-about-covid-19/>

Video: Henry Farell and Abraham Newman, 'Coronavirus and globalization' (58:03)

<https://www.dropbox.com/s/u0tsp4cgq31xmew/Coronavirus1.mp4?dl=0>

Available online: <https://www.youtube.com/watch?v=YnRINVJlz44>

WEEK THREE (September 25) ~ Major Powers' Foreign Policies ~ a liberal world order?

[Term project proposals schedule finalized]

Lecture on the changing nature of global politics and the challenges this poses to our analysis of foreign policy formation and its relation to global events

Required Readings

Porter 'The Idea of Liberal Order,' and 'Darkness Visible: World-Ordering in Practice,' in his *The False Promise of Liberal Order*, pp. 27-127.

Cooley and Nexon, 'The American Hegemonic System in Theoretical and Historical Perspective' in their *Exit from Hegemony*, pp. 18-53

Cunliffe, 'Inverted revisionism and the subversion of the liberal international order,' in his *Cosmopolitan dystopia*.

Stephen Walt, 'Why Liberal Hegemony Failed,' in his *The Hell of Good Intentions*, pp. 53-90.

Paul Staniland, "Misreading the "Liberal Order": Why We Need New Thinking in American Foreign Policy," *Lawfare* (July 29, 2018).

Available online: <https://www.lawfareblog.com/misreading-liberal-order-why-we-need-new-thinking-american-foreign-policy>

Film: Episodes 8 and 9 of *The Untold History of the United States*:

Reagan, Gorbachev & Third World: Rise of the Right (57 minutes)

Bush & Clinton: American Triumphalism – New World Order (58 minutes)

Available on DVD via Taylor Family Digital Library Video collection PN1992.77.U5835 2014
[also available on Netflix]

WEEK FOUR (October 2) ~ United States - ‘new world order’ and global hegemony

Required Readings

Porter, ‘Rough Beast: How the Order Made Trump,’ in his *The False Promise of Liberal Order*, pp. 128-154.

Cooley and Nexon, ‘How Hegemonic Orders Unravel,’ in their *Exit from Hegemony*, pp. 54-79

Cunliffe. ‘Through the looking-glass: the new critics of intervention,’ and ‘What should we do? The politics of humanitarian exceptionalism,’ in his *Cosmopolitan dystopia*.

Stephen Walt, ‘Defining the “Blob”: What is the “Foreign Policy Community”?’ and ‘Selling a Failing Foreign Policy,’ in his *The Hell of Good Intentions*, pp. 91-180.

Thomas Gift and Jonathan Monten, ‘Who’s Out of Touch? Media Misperception of Public Opinion on US Foreign Policy,’ *Foreign Policy Analysis* (August 2020).

Available via the library: <https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/fpa/oraa015>

Film: *All Governments Lie: Truth, Deception, and the Spirit of I.F. Stone* (2018)

Director: Fred Peabody

Available via the library: <https://ucalgary.kanopy.com/video/all-governments-lie>

WEEK FIVE (October 9) ~ United States - projection of power: economy and identity

[Note: Thanksgiving Day - Monday, October 12]

[Term project proposal presentations: 1. _____, 2. _____, 3. _____]

Required Readings

Porter, ‘A Machiavellian Moment: Roads Ahead,’ in his *The False Promise of Liberal Order*, pp. 155-199.

Cooley and Nexon, ‘Exit from Below: Regime Security, Exit Options, and the Rise of New External Patrons,’ in their *Exit from Hegemony*, pp. 110-136.

Stephen Walt, ‘Is Anyone Accountable?,’ in his *The Hell of Good Intentions*, pp. 181-216.

Henry Farrell and Abraham Newman (2019), “Weaponized Interdependence: How Global Economic Networks Shape State Coercion,” *International Security*, 44,1:42-79

Available via the library: <https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/730804>

Film: *Weaponized Interdependence* (64:43) by Henry Farrell and Abraham Newman

Available online: <https://www.youtube.com/watch?v=-xtig58EXAk>

For graphical representations of global networks see: (1) Harvard World Map of Connectography ~ The Connectography World Map is a collaboration with Jeff Blossom of the Harvard Center for Geographical Analysis. [<http://worldmap.harvard.edu/maps/connectography>] and (2) Connectivity Atlas ~ The Connectivity Atlas is a collaboration with Development Seed and the University of Wisconsin-Madison Cartography Lab.[<https://atlas.developmentseed.org/>]

WEEK SIX (October 16) ~ United States - terror and wars in Asia

[Term project proposal presentations: 1. _____, 2. _____, 3. _____]

Required Readings

Porter ‘Afterward: Before Our Eyes,’ in his *The False Promise of Liberal Order*, pp. 200-203.

Cunliffe, ‘Failed States, failed empires and the new paternalism,’ and ‘Conclusion: waiting for the Americans,’ in his *Cosmopolitan dystopia*.

G. John Ikenberry, ‘The end of liberal international order?’ *International Affairs*, Volume 94, Issue 1 (January 2018), pp. 7–23

Available via the library:

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=mth&AN=127544686&site=ehost-live>

Nadia Schadlow, ‘The End of American Illusion: Trump and the World as It Is,’ *Foreign Affairs*. (September/October 2020)

Available via the library:

<https://link.gale.com/apps/doc/A632961652/EAIM?u=ucalgary&sid=EAIM&xid=30c75dc3>

Andrew Bacevich, ‘Biden Wins: Then What?’ *Tomgram* (August 13, 2020).

Available online:

http://www.tomdispatch.com/blog/176740/tomgram%3A_andrew_bacevich%2C_the_first_two_weeks/

Video: Hegemon: American Territorial Expansion and the Creation of the Liberal International Order (59:21 | Cato Institute) (2020)

Available online: <https://www.cato.org/events/hegemon-american-territorial-expansion-creation-liberal-international-order>

WEEK SEVEN (October 23) ~ The Russian Federation

[Term project proposal presentations: 1. _____, 2. _____, 3. _____]

Required Readings

Cooley and Nexon, 'Exit from Above: Russia and China Seek to Transform the International Order,' in their *Exit from Hegemony*, pp. 80-109.

Ryan Nabil, 'Evaluating Russia's Pivot to Asia,' *Yale Journal of International Affairs* (Spring 2020).

Available online: http://yalejournal.org/article_post/evaluating_russias_pivot_to_asia/

Dmitry Adamsky, 'Moscow's Syria Campaign: Russian Lessons for the Art of Strategy,' *Notes de l'Ifri No. 109 - IFRI* [The Institute of French International Relations] (July 2018).

Available online: <https://www.ifri.org/fr/publications/notes-de-lifri/russieneivisions/moscows-syria-campaign-russian-lessons-art-strategy>

Mamuka Tsereteli, 'Can Russia's Quest for the New International Order Succeed?' *Orbis*. Volume 62, Issue 2 (2018), pp. 204-219.

Available via the library: <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0030438718300085>

WEEK EIGHT (October 30) ~ The Russian Federation (continued)

[Term project proposal presentations: 1. _____, 2. _____, 3. _____]

Required Readings

Dumitru Minzarari and Vadim Pistrinciu, 'A problem shared: Russia and the transformation of Europe's eastern neighbourhood,' *ECFR | European Council on Foreign Relations* (April 2020)

Available online:

https://www.ecfr.eu/publications/summary/a_problem_shared_russia_and_transformation_of_europe_eastern_neighbourhood

Edward Geist and Dara Massicot, 'Understanding Putin's Nuclear "Superweapons"' *SAIS Review of International Affairs* Volume 39, Number 2 (Summer-Fall 2019), pp. 103-117. DOI: 10.1353/sais.2019.0019

Available via the library: <https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/751650>

Li-Chen Sim and Jonathan Fulton, 'Implications of a regional order in flux: Chinese and Russian relations with the United Arab Emirates,' *Cambridge Review of International Affairs* (August 2020).

Available via the library: <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/09557571.2020.1800590>

WEEK NINE (November 6) ~ The People's Republic of China

Required Readings

Marc Lanteigne, 'Introduction: The Reconstruction (and Expansion) of Chinese Foreign Policy,' and 'Who (and What) Makes Chinese Foreign Policy Today?' in his *Chinese Foreign Policy: An Introduction* (2020, 2013).

Available via the library: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1143668>

Hal Brands and Jake Sullivan, 'China Has Two Paths to Global Domination: And a lot is riding on whether Washington can figure out which strategy Beijing has chosen,' *Foreign Policy magazine* (Summer 2020).

Available via the library: <https://foreignpolicy.com/2020/05/22/china-superpower-two-paths-global-domination-cold-war/>

Parag Khanna, 'All Roads Need Not Lead To China,' *Noēma Magazine* (14 July 2020)

Available online: <https://www.noemamag.com/all-roads-need-not-lead-to-china/>

Ivan Franceschini and Nicholas Loubere, 'What about Whataboutism?' *Made in China Journal* (July 2020).

Available online: <https://madeinchinajournal.com/2020/07/07/what-about-whataboutism/>

Term Break, no classes Sunday-Saturday, November 8-14

WEEK TEN (November 20) ~ The People's Republic of China (continued)

Required Readings

Marc Lanteigne, 'The United States Views China (and China Views the United States)' in his *Chinese Foreign Policy: An Introduction* (2020, 2013).

Available via the library: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1143668>

Henry Farrell and Abraham Newman, "Chained to Globalization: Why It's Too Late to Decouple," *Foreign Affairs*, January/February 2020.

Available via the library:
<https://link.gale.com/apps/doc/A609585302/EAIM?u=ucalgary&sid=EAIM&xid=90f197bd>

Parag Khanna, 'Here's What Must Change to Keep Asia's Rise Peaceful,' *The National Interest* 17 (August 2020).

Available via the library: <https://nationalinterest.org/feature/heres-what-must-change-keep-asias-rise-peaceful-166823>

Tom Switzer, 'Vindicated: John Mearsheimer saw today's bellicose China coming,' *The Australian* (29 May 2020)

Available online: <https://www.cis.org.au/commentary/articles/vindicated-john-mearsheimer-saw-todays-bellicose-china-coming/>

Video: China debate: John Mearsheimer vs Hugh White (CISAus. Aug 12, 2019)

Available online: <https://www.youtube.com/watch?v=oRlt1vbnXhQ>

WEEK ELEVEN (November 27) ~ the Republic of India and democracy's future

Required Readings

Takenori Horimoto, 'Explaining India's Foreign Policy: From Dream to Realization of Major Power,' *International Relations of the Asia-Pacific*, Volume 17, Issue 3 (September 2017), pp. 463–496

Available via the library: <https://doi.org/10.1093/irap/lcx011>

Johannes Plagemann and Sandra Destradi, 'Populism and Foreign Policy: The Case of India,' *Foreign Policy Analysis*, Volume 15, Issue 2 (April 2019), pp. 283–301.

Available via the library:

<https://link.gale.com/apps/doc/A615532327/AONE?u=ucalgary&sid=AONE&xid=48e42bfd>

Henry Farrell and Bruce Schneier, "Democracy's Dilemma," *Boston Review Forum*, with responses from Allison Berke, danah boyd, Anna Grzymala-Busse, Jason Healey, Joseph Nye, Riana Pfefferkorn and Astra Taylor.

Available online: <http://bostonreview.net/forum-henry-farrell-bruce-schneier-democracys-dilemma>

Ian Hall's *Modi and the Reinvention of Indian Foreign Policy*, Roundtable from *Asia Policy* 15.2 by Rajesh Rajagopalan, Paul Staniland, Manjari Chatterjee Miller, Constantino Xavier, and Ian Hall (2020)

Available online: <https://www.nbr.org/publication/ian-halls-modi-and-the-reinvention-of-indian-foreign-policy/>

Video: Narendra Modi's Religious Diplomacy and the Reinvention of Indian Foreign Policy (75 minutes | 2018) [presentation and discussion by Ian Hall]

Available online: <https://www.youtube.com/watch?v=b-Y34xzra2E>

WEEK TWELVE (December 4) ~ Conceptualizations of 'foreign' policy

Required Readings

Cooley and Nexon, 'Exit from Within: Right-Wing Transnationalism as Counter-Order Movements,' 'Exit Made in America: The Trump Presidency,' and 'Heading for the Exit,' in their *Exit from Hegemony*, pp. 137-202

Stephen Walt, 'How Not to Fix U.S. Foreign Policy,' and 'A Better Way,' in his *The Hell of Good Intentions*, pp. 217-292.

Carla Hobbs (ed.), 'Europe's digital sovereignty: From rulemaker to superpower in the age of US-China rivalry,' *ECFR / European Council on Foreign Relations* (July 2020)

Available online:

https://www.ecfr.eu/publications/summary/europe_digital_sovereignty_rulemaker_superpower_age_us_china_rivalry

Joseph S. Nye, Jr, 'The rise and fall of American hegemony from Wilson to Trump,' *International Affairs*, Volume 95, Issue 1 (January 2019), pp. 63-80

Available via the library:

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=mth&AN=133950385&site=ehost-live>

Kelebogile Zvobgo and Meredith Loken, 'Why Race Matters in International Relations: Western dominance and white privilege permeate the field. It's time to change that' *Foreign Policy* magazine (Summer 2020).

Available via the library:

<https://link.gale.com/apps/doc/A632776584/EAIM?u=ucalgary&sid=EAIM&xid=9c89454e>

GRADING SCALE: The following grading scale will be used:

A+ (91-100)	B+ (77-79)	C+ (67-69)	D+ (55-59)
A (85-90)	B (73-76)	C (63-66)	D (50-54)
A- (80-84)	B- (70-72)	C- (60-62)	F (0-49)

A note on grades: I do not negotiate grades; however, I am available for clarification. If you believe that your grade does not accurately reflect the quality of your work, you are advised to initiate the Faculty's formal appeal process.

LATE PENALTIES

If students miss a required component of the course, they must contact the instructor in writing within 24 hours to discuss options to submit and/or make-up for that component. Assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

INSTRUCTOR GUIDELINES

Students requiring assistance are encouraged to speak to the instructor during class or their office hours. Should you wish to meet outside of office hours, please telephone or email to make an appointment. It is to the student's advantage to keep such appointments. All meetings will be held virtually.

Email is a common form of communication, but it is not always the most effective way of answering student questions. If you cannot make or contact me to arrange office hours, please request a one on one meeting outside of these hours, to be held virtually.

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. If students miss a class session that is included as a component of participation, they must contact the instructor within 24 hours to discuss options to make-up for that component.

ZOOM

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct).¹ When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g Student Non-Academic Misconduct Policy).² If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails within 48 hours.

Since this is an ongoing process of change, and the outline only serves general guidelines, students are expected to follow current events carefully and continuously. Also, students are expected to monitor writings related to the course general outline, especially academic-oriented works. Elaboration on this will be discussed the first two weeks in class.

¹ See: <https://www.ucalgary.ca/policies/files/policies/code-of-conduct.pdf>

² See: <https://ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>

IMPORTANT POLICIES AND INFORMATION

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit ucalgary.ca/registrar).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Absence From a Mid-term Examination

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the

examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Appeals

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

University Regulations

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Student Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Plagiarism and Other Forms of Academic Misconduct

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Required Access to Technology

Please see the University's resource page at https://ucalgary.service-now.com/it?id=kb_article&sys_id=86e7438013753ac06f3afbb2e144b031

Copyright Legislation

As stated in the University of Calgary Calendar, Academic Regulations, “students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.”

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-electronic-resources-and-information-policy.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy (FOIP)

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Faculty of Arts Program Advising and Student Information Resources

For program planning and advice, please consult with the Arts Students' Centre by calling 403-220-3580 or by email at artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625].

Important Contact Information

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca , arts2@su.ucalgary.ca , arts3@su.ucalgary.ca ,
arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: askgsa@ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services: <https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy: <https://www.ucalgary.ca/mentalhealth/>.