International Politics and Policies
Professor: Silvia Borzutzky
Email: sb6n@andrew.cmu.edu
Office: 2114 Hamburg Hall
Office Hours: Tuesday: 12:00-1:00 PM or by appointment. Feel free to email me to request an appointment
TAs: Robin Park (yonglimp@andrew.cmu.edu) and Allison Boot (abott@andrew.cmu.edu)

Course Objectives
The goal of this course is to examine critical foreign policy issues and actors. The first section will focus on critical issues in the Middle East including the 2011 uprisings and their consequences for the region, and U.S. relations with selected Middle Eastern countries. U.S. relations with Pakistan, India and Afghanistan will be briefly analyzed as well.

The section on China will provide a detailed analysis of Chinese foreign policy and China’s transformation into a major international power in the last thirty years. This section will focus on China’s strategic and national security policies, China’s role in the world economy, and China’s relations with the U.S., Taiwan, Japan, S. and N. Korea. The current conflicts in the S. China Sea and U.S., Chinese and S. East Asian policies in this critical region will be analyzed as well.

The last section of the course will discuss Russia’s role in the international economic and political system, U.S. and China relations with Africa and Latin America and the Obama Doctrine

1.-Knowledge:
At the end of the course the students are expected to have acquired:
a) The main analytic methods and approaches used in international relations.
b) In depth knowledge of the nature of the Chinese government, its approach to foreign policy, as well as China’s impact on the world political and economic systems
c) In depth knowledge of major issues affecting the Middle East and the U.S. role in that region
d) The nature and impact of the conflicts in the South China Sea
e) Major problems affecting the international position and power of Russia, and Latin American and African countries’ relations with China and the U.S.

2.-Skills:
The course emphasize the development of analytical skills. Students will develop these analytical skills in three different forms and through four different processes:
a) **Class discussions** which will allow the students to develop the ability to analyze, discuss, and defend different policy positions in an academic environment

b) **Writing policy memos:** It is critical for all of us to be able to summarize a problem, present possible solutions, and recommend policies/solutions to others. The policy memos allow the students to develop these very important skills. Typically, students are expected to assume the role of a policy maker and provide specific policies to the President or the Secretary of State. The policy memos emphasize the use of relevant data, the analysis of the problem, and the policy design.

c) **Group presentations:** Group presentations are geared to allow the student to develop the ability to work in a project with two or three other students, learn about a specific topic in depth, and prepare a class presentation either using power point or class handouts. In order to ensure the effectiveness of the presentation the instructor meets with the student about a week before the presentation to set the specific topics and parameters of the presentation. The handout or slides need to be submitted at least 24 hours before the presentation. The slides or handouts are reviewed by the instructor in order to verify the effectiveness of the presentation. The group is encouraged to debate alternative policy positions.

**Conclusion**
At the end of the course the student is expected to have learned about the specific foreign policies included in the syllabus, the principles/motivations that inform those policies, and to have developed a set of analytical, presentation and writing skills.

**Required Readings**

**Books**


Feel free to get electronic copies of these books, if available. If you read electronically please keep track of locations for proper citations.

**Additional Articles will be posted on the course bboard and /or emailed to the class**
Requirements
Students are required to attend class, to have done the reading assignments, and to participate in the class discussions.
The classes will be run as a combination of lectures, discussions and class presentations/debates.
Students will have to write three policy papers or memos, and do a class presentation
Students are expected to complete the papers/memos and fulfill the class requirements on the assigned dates.
Extensions will be granted only for medical reasons. Students should present a note from the attending physician.

Class attendance is required
Students who do not attend class will have their grade substantially reduced.
Grade reduction will proceed as follows:
4-5 unexcused absences= one point reduction i.e. from A to B
6-7 unexcused absences= two points reduction i.e. from A to C
Over 8 unexcused absences= the student will fail the class
If you have a medical or personal reason for missing class please make sure to email the instructor before class.

Grading
Policy Papers or memos: 3 memos 25% each = 75% of the grade
Presentation=25%

Policy Memos: Students will have to write three policy memos. Guidelines and topics for the policy papers will be distributed on the assigned dates. Students will have between 10-12 days to complete the assignment. Dates are listed below. All assignments should be submitted via email: Please email to sb6n@andrew.cmu.edu

Memo Grading Criteria
Problem
Grammar and spelling: minor problems Major problems Impact on the grade
minus half grade point minus one point
Missing sections:
a) Abstract and/or conclusions: minus half point each
b) Missing one of the content sections: minus one point
c) Failing to analyze the problem: minus one point
Recommendations:
No recommendations minus one point
Good idea for a recommendation, but poor development or implementation: minus half point per recommendation

Citations: Depending on the seriousness of the problem: minus one point to failing grade

Debate/Presentations
Students will be required to do one class presentation/debate. The groups will be formed during the 2nd and 3rd weeks of classes. Depending on the topic students will be encouraged to debate the issues by focusing on the interests of the nations involved, or on different viewpoints. More information on the debates will be given at the time that the groups are formed.

Debates/Presentation Guidelines
a) The presentation can be structured either a debate or a presentation depending on the nature of the topic. Students will be encouraged to debate the issues.
c) Topics and dates will be distributed during the second week of classes
d) The debaters/presenters will have to discuss the specific topic with the instructor via email
e) The debaters/presenters are expected to do an in-depth analysis of the policy or problem and suggest specific policies
f) The debate/presentation should last about 20 min.
g) The debaters/presenters have to either prepare a handout or a power point presentation.
h) The use of Power Point is optional
h) The presenters/debaters have to email the instructor a draft copy of the slides and/or the handout no later than 48 hours before the presentation. The instructor will provide feedback and suggestions for improvement if needed
i) The final version of the presentation needs to be emailed to the instructor 24 hours before the presentation. The presentation will be emailed to the class.
j) The debaters/presenters have to provide a couple of discussions questions at the end of their presentation
k) Dress code: business casual

Presentation grading guidelines
The presentation will be graded according to the following guidelines:
Content: are the critical issues been addressed?
Presentation Style: are the presenters addressing the audience in a clear and convincing manner?
Slides or handout: quality of the slides or handout
Each of these factors will account for 1/3 of the grade
**Taping/recording of classroom lectures:** University Policy establishes that no student may record or tape any classroom activity without the express written consent of the instructor.

**Plagiarism**
If a student is caught plagiarizing he/she will get 0 points in the assignment and will fail the class.

*The instructor will make full use of the disciplinary policies of the Heinz College and the University. A report of the case will be send to both the Program Director, the Associate Dean, and the Dean of Students*

The internet makes it very easy to plagiarize the work done by others, but it also makes it very easy to catch the plagiarizer.

In other words, Google works both for you and me. Please refrain from plagiarism.

For more details please see the [University Policy on Academic Integrity](#) in the CMU Website

**Please disconnect your cell phone before the class. Texting is not allowed**

**Use of Internet Sources:** Please use reliable sources. Wikipedia and blogs are not reliable sources

**Important Dates:**
- Memo 1 due: Feb 20 before 10:00 PM
- Memo 2 due: March 29 before 10:00 PM
- Memo 3 due: April 28 before 10:00 PM

**Syllabus**

**Jan 12 and 14: Introduction**
- **Topic:** Basic Concepts and Models: Power, Realism, Idealism, Bipolarity, Multipolarity, Groupthink, Bureaucratic approach, Domestic politics approach
- No readings assigned

Please start the readings on the Middle East assigned for the week of Jan 19-21st
Section 1:

Section 1: The Middle East

Jan 19-21
Topics: Authoritarian Legacies, Egypt, Economic Performance and the Roots of the Uprisings
Read: Fawaz Gerges, The New Middle East: Protest and Revolution in the Arab World, pp. 1-134 (please complete the readings by Jan 21st)

Jan 26 and 28
Topics: Resistance and Uprisings, Tunisia and Arab Nationalism
Read: Fawaz Gerges, The New Middle East: Protest and Revolution in the Arab World, pp. 135-209 and 257-284 (please complete the readings by Jan 28)

Feb 2
Topics: Regional and Global actors: The U.S., Saudi Arabia, the Israeli-Palestinian conflict: Focus on the U.S
Read: Fawaz Gerges, The New Middle East: Protest and Revolution in the Arab World, pp. 353-401

Feb 4
Topic: Focus on Iran
Read: Fawaz Gerges, The New Middle East: Protest and Revolution in the Arab World, pp. 402-418
Additional Readings for Iran:
K. N. Waltz, “Why Iran should get the Bomb” Foreign Affairs, July/Aug 2012, pp. 2-5
Mohammad J. Zarif, “What Iran Really Wants: Iranian Foreign Policy in the Rouhani Era” Foreign Affairs, May/June 2014, pp. 49-60
Articles available on bboard
Additional readings on the 2015 Nuclear Agreement with Iran will be emailed to the class

Memo 1: Topic distributed on Feb 9
Memo due: Feb 18 before 10:00 PM
Please email to sb6n@andrew.cmu.edu
Feb 9
Topic: Syria
Readings:
Andrew Tabler, “Syria’s Collapse and How Washington Can Stop it”, Foreign Affairs, July/Aug 2013, pp. 90-100
Articles available on bboard

Feb 11
Topic: ISIS and Terrorism
Readings:
Carnegie Endowment for International Peace, “To Confront the Islamic State Seek a Truce in Syria”
Carnegie Endowment for International Peace, “Do not Belittle the Islamic State”
Max Boot, “Defeating ISIS”
Carnegie Endowment for International Peace, “Defeating the Islamic State Requires a Saudi-Iranian Compromise”
Audrey Kurth Cronin, “ISIS is not a Terrorist Group” Foreign Affairs, March April 2015
Articles on bboard
Additional articles on ISIS will be emailed to the class, if needed

Feb 16
Topic: Afghanistan and Pakistan
Readings:
Husain Haqqani, “Breaking up is not so hard to do: Why the US-Pakistani Alliance is not worth the Trouble, Foreign Affairs, March/April 2013
Seth Jones and Keith Crane “Afghanistan after the Drawdown” Council on Foreign Relations Report no 67, November 2013
Articles on bboard
Feb 18
Topic: India
Evan Figenbaum “India’s Rise, America’s Interest”, Foreign Affairs, March 2010, pp. 76-92
Articles on bboard

Section 2: China

Feb 23 and 25
Topics: China’s global impact, global identities and diplomatic presence
Read: David Shambaugh, China Goes Global: The Partial Power, pp. 1-120

March 1st and 3rd
Topic: Security Issues and the future
Read: David Shambaugh, China Goes Global: The Partial Power, pp. 207-318

March 3
No Classes: Network DC
Happy Spring Break!

March 15 and 17
Topic: The South China Sea: History and Main Actors: China, the U.S. and the South East Asian countries: China Now
Read: Sarah Raine and Christian Le Miére, Regional Disorder: The South China Sea Disputes, pp. 29-172 (The reading will be made available to the class via email)

Memo 2 topic distributed March 17
Memo Due: March 29
March 22:
**Topic: Conclusions China**

**Readings:** Foreign Affairs, Special Issue, China Now, Vol 94, Number 3, Selected articles on “The End of Reform” by Youwei, pp. 2-8; “Demography” by Baozen Luo, “What it Means to be Chinese” by Perry Link, “Corruption Crackdown” by James Leung and “China’s Race Problem” by Gray Tuttle, pp. 19-47

Articles available on bboard

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**Section III: Other Actors**

March 24
**Topic:** Russia: Real Threat or Hollow Power?

**Readings:**
Keith Gessen, What’s the Matter with Russia: Putin and the Soviet Legacy, Foreign Affairs, July/Aug 2014, pp. 182-190
Jeffrey Mankoff, “Russia’s Latest Land grab: How Putin won Crimea and lost Ukraine” Foreign Affairs, May June 2014, pp. 60-69
John Mearsheimer, “Why the Ukraine crisis was the West’s Fault: The Liberal Delusions that provoked Putin”, and
Mary Elise Sarotte, “A Broken Promise? What the West Really Told Moscow about NATO Expansion”, both in Foreign Affairs, Sept Oct 2014, pp. 77-89 and 90-98

Articles on bboard

March 29
**Topic:** Russia

Carnegie Endowment for International Peace, “Russia’s Real Aims in Crimea”
Carnegie Endowment for International Peace, “Beyond Sanctions: What’s the West’s Strategy on Russia?”

Articles on bboard

March 31st
**Topic:** Russia, China, the Middle East and Sanctions

Fu Ying, “How China sees Russia”; Angela Stent, “Putin’s Power Play in Syria, and Emma Ashford, “Not so Smart Sanctions” Foreign Affairs, Vol 95, Jan 2016, pp. 96-123

Articles on bboard
April 5
**Topic:** Africa: Strategic and Economic Issues: The U.S. and Africa

**Readings:**
Articles on bboard

April 7
**Topic:** Africa and China

Articles on bboard

April 12
**Topic:** Latin America US Latin American Relations: Then and Now
Focus on the U.S. and Cuba

**Readings:**
Christopher Sabatini, “Rethinking Latin America” Foreign Affairs, March April 2012 (on bboard)
Julia Sweig and Michael Bustamante, “Cuba after Communism: The Economic Reforms that are Transforming the Island”, Foreign Affairs, July/August 2013, pp.101-114
The Inter-American Dialogue, “Latin American-U.S. Relations”
Articles on bboard

April 14
**Topic:** The U.S. and Cuba and the new Obama Policy

**Readings on Cuba will be assigned after Spring Break**

Memo 3: Topic distributed April 14
Memo Due: April 28 before 10:00 PM
April 19
Topic: Latin America and China
Readings
Carnegie Endowment, “China’s rise and Latin America: A Global Long Term Perspective”
Additional readings will be assigned after Spring Break

April 21 and 26
Topic: The Obama Administration
Readings:
The readings will be emailed to the class

April 28
Conclusions