**Political Science 365 Contemporary International Politics**

**Fall, 2022 Professor Volgy**

**Thursdays, 1:00-3:30 Social Sciences 222**

**Syllabus**

**Office Hours**: Wednesday/Thursday 11:00-12:30 and by appointment.

**Office**: Social Sciences 330

**E-mail**: [volgy@email.arizona.edu](mailto:volgy@email.arizona.edu)

**Web page**: <http://www.volgy.org>

**How to reach my office hours:** Wednesdays and Thursdays from 11:00 to 12:30. I will have office hours. If the covid pandemic is blooming and you don’t want to see me in person, we can arrange to zoom during that time; if you wish to exercise that option, contact me via email and I will arrange a zoom time and address for us.

***First, about the “elephant in the room*”: As I am assembling this syllabus, the coronavirus pandemic is fluctuating in Arizona and Tucson. It may be better or worse by the time we start the semester. However, given projections, I am expecting that we will meet in person during the fall semester. The pandemic continues to be serious, even for those of us who have been vaccinated and boosted.**

**Therefore, I ask for the following cautions in class: 1) please come to class with a mask and wear it during class; 2) feel free to remove it when you are speaking; 3) if you are ill, do not come to class and please get a test for the virus. I will do likewise. Also, if you come to my office, please wear a mask (so will I). I cannot require you to do any of this, but I am asking you to do so in case there are immunocompromised people in our class.**

**Some of you may wish to zoom rather than attend in person. Unfortunately, we don’t have the technology in this classroom to make that happen, and therefore I need to ask that all of us attend in person, unless something terrible happens (if the pandemic accelerates again), and then we will all go to option B (I’m still trying to figure out option B).**

**With all of that in mind, let’s turn to the nature of this course, requirements, and plan of study:**

**GOALS:**

Although the title of this course indicates that this class is about contemporary international politics, that title should not lead you to think that the course is only about today’s current events. While current events and recent history will be used to illustrate the general trends in the course, the major goal here is to develop our abilities ***to think critically*** about international politics through an examination of a number of important, **general principles** regarding how international politics work, and with which we can understand *both* “contemporary”, past, and future events and phenomena.

**LEARNING OUTCOMES:**

In terms of learning outcomes, at the end of the course students should be able to 1) evaluate critically arguments and evidence surrounding controversial issues regarding international politics, 2) communicate their arguments effectively, 3) translate current events into broader general principles driving international politics, and 4) demonstrate research and writing skills relevant to our field of study.

**APPROACHES TO THIS COURSE:**

There are two general approaches used for understanding the contents of this course. One is traditional: trying to focus on the subject by virtue of the common readings, class discussions and class lectures. The second approach will have us utilize these materials in a more concrete way by applying them to more specific situations. This second approach is based on a **role-playing** method and it will involve the following steps:

* Each student is asked to choose a specific “group” and a “role” to play within the group. On the basis of these choices, students will be placed into groups (countries) and into specific roles within these groups.
* Each group in the class will be asked to do some research on the group, and to present the research in writing. This occurs in two phases, as is noted below.
* Groups will be asked to play out their roles. As we move through the course, and each group develops expertise about itself, members of the group will be called upon in class to blend their expertise with the generalizations we are discussing during a particular week. For example, when we discuss nationalism, we may ask the French group to respond to the question of how French nationalism affects French foreign policy. Additionally, on exams students will be asked to apply the concepts being addressed to their own group’s activity in international politics. One casualty of the pandemic is this: we were also scheduled to run a full, three-week simulation exercise but since the simulation requires direct, face-to-face interactions for three weeks, that may not be possible at this time (we will discuss this a bit more in class).

**GRADES:**

Grades will be based on the following:

***Exams*:** there will be a midterm and a final exam. Together they will be worth 60% of the final course grade;

***Role playing involvement****:* the combination of your research, written presentation, and role performance (application of course materials to your group) will be worth 30% of the course grade;

***Class participation****:* the quality of your class participation will be worth 10% of the course grade. In order to assist you with your class participation, the weekly course focus on the syllabus includes a number of questions to think about in the context of the readings. *You should think about those questions* ***before*** *coming to class and be ready to discuss your answers to those questions in class.* **Class attendance is mandatory: if you don’t think you can be with us every time class meets, then you should not be taking this course!**

**EXPECTATIONS:**

***Examination policy:***There will be two exams in the course and their times and dates are listed in the syllabus. Therefore, I assume that you will plan your schedule accordingly, and will take these exams when they are scheduled. If you cannot—for any reason—attend the midterm or the final, you must notify me at least one week **prior** to the exam. I will not give make-up exams unless your inability to take the exam involved an unusual hardship or unavoidable circumstance.

***Attendance policy:*** I consider discussion in this class, and the occasional lectures you will hear to be a crucial component of this course. Just as important, this course meets only once a week; this means that missing one class means missing an entire week’s worth of content in this course. Missing class will mean that it will be virtually impossible for you to do well in the course. It is assumed that you will be ***in class every time we meet***. I will be taking attendance one way or another during most class sessions. Students who miss class due to illness or emergency are required to show documentation from their healthcare provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences. The UA’s policy concerning class attendance is available at: <http://catalog.arizona.edu/2015-16/policies/classatten.htm>. Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored. See <http://hr.arizona.edu/policy/appointed-personnel/7.04.02>. The UA policy regarding absences on and accommodation of religious holidays is available at <http://deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-and-practice>.

***Role playing:*** Every person in this course will be assigned a role and will be part of a group. Both the preparation for, and the role playing itself will require you to work with others in collaboration. That is also how international politics work and foreign policies are developed and conducted. Sometimes, however, this leads some students to think that they can slack off and let the other members of the group take up the extra work. ***Warning: it won’t work.*** You will be doing a tremendous disservice to yourself, and to other members of the group, and ultimately, it will be reflected in your grade. In this class you will have to work with others; learn to depend on others; and allow them to depend on you as well. In order to minimize the effects of the virus I suggest though that when you need to meet in groups you either mask or meet via zoom.

***Withdrawal policy****:* Technically, the university allows students a number of weeks before they can no longer withdraw from a course. Unfortunately, in this class it is a luxury that we do not have. Since you will be working with a group, withdrawal at a later date will cause no amount of grief for the rest of your group. Therefore, ***I will not allow withdrawals from the course after the second week of classes, unless there is a very unusual circumstance***.

***Plagiarism***: There is nothing worse at a university than the theft of someone’s work. Plagiarism comes in many forms, including paying for a paper one didn’t write, copying someone else’s work, failing to appropriately cite the work or ideas of another. All these actions have strong negative consequences, including failing the course, and the possibility of expulsion from the University. Given these risks, (irrespective of the ethical issues involved), and the likelihood that one will get caught, it doesn’t make sense to plagiarize. The University’s plagiarism policy is located at: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>. Assistance with what is and what is not plagiarism is provided at: <http://www.library.arizona.edu/help/tutorials/plagiarism/>

***Other issues***: I hope I don’t need to remind you of this, but just in case, it is expected that we treat each other with respect and dignity. University policies regarding these issues can be found at: <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy> and at: <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>. Additionally, respect for all of us includes not coming to class late and interrupting others; turning off cell phones while in class; ***not using laptops during class session for anything unrelated specifically to the materials being addressed that day in class***, etc.

You will see that often I use power points every class session. I do this only because I have terrible handwriting and it is difficult to read. So, it is a shorthand for what we are discussing. **WARNING**: there is nothing more dangerous than power points for learning…they are just an outline of ideas or a shorthand for ideas, not the ideas themselves. So, please be careful with them, and take notes on the ideas behind the outline. This is also why I don’t put the power points on my web page and please don’t ask for a copy of them.

On another note: if you need assistance or looking for support with special needs, they can be located at either the S.A.L.T center (<http://www.salt.arizona.edu/>) or at the Disability Resources center (<http://drc.arizona.edu/>). **It is the University’s goal that learning experiences be as accessible as possible.  If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options.  You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations.**

**FINALLY: *Please keep in mind that the syllabus acts as a contract between the faculty member and the student. By taking this course, you agree to read the requirements noted in the syllabus and agree to abide by them. By passing out the syllabus, likewise I agree to its terms with you. Changes to the syllabus then should only occur through mutual consent, and both instructor and student agree to act accordingly.***

**Calendar of Readings and Assignments**

**Reading and other Materials:**

The “text” I was going to ask you to buy is outrageously expensive and not worth the cost. As a result, there is no text in this course and nearly all the required readings are available on my web page, at <http://www.volgy.org> Using this url, go to the menu options, click Courses, go to Pol 365 and then you will see all the readings listed under Pol 365. Each of the readings are listed in the order that they are assigned, and all you need to do is click on a specific reading…it will download…and then you can read it. A very few of the readings could not be downloaded but their url is listed at the end of the citation. In that case, you simply need to google the article, or cut and paste the url I noted. For example, I asked you to read: Barnett, 2013. “The Pentagon’s New Map.” *Esquire* (you can read it at: <http://www.esquire.com/news-politics/a1546/thomas-barnett-iraq-war-primer/>. This means it could not be downloaded, but by clicking on the url address, you should find the article. If it has moved, then you can cut and paste the title in a browser and it will appear.

REMINDER: Note that **all these readings, along with other pertinent materials, are available on my web page, not on D2L, for reasons I will explain in class.** If you are used to looking at the class page on D2L to track your own progress on exams, etc., you won’t see any of that for this course, but that is one of the reasons why I’m here: just ask me.

Additionally, there are some other materials (besides the readings) of value for you on my website. Links to useful Internet sources are contained in the appendix of this syllabus but additional, further resources are also available on my web page under the “Resources” page.

I strongly suggest as well (but will not require) that you get a subscription to the *New York Times* (you can access it electronically at [www.nytimes.com)](http://www.nytimes.com)). The electronic version of The Times is available for about $15 per month.

***Note that for each week’s assignment, there are one or more questions for you to think about as you read the assigned readings and think about the topic. Please be prepared to discuss these questions in class. Also, note that most weeks contain two subjects and two sets of readings and questions.***

**DATE TOPIC and READINGS**

**Week 1**

(August 25) **Introduction to course: objectives and requirements**

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**WEEK 2**

(September 1) **Introduction to approaches, nature of international politics**

**Questions**: 1) What’s the security dilemma?

2) What does Waltz mean by anarchy?

3) What is Wendt’s answer?

**READINGS:** Waltz, 2000. “Structural Realism After the Cold War.” *International Security*

Wendt, 1992. “Anarchy is What States Make of it.” *International Organization*

(optional) Jervis, 1978. “Cooperation Under the Security Dilemma.” *World Politics*

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**Methods of Control: Some Vital Concepts**

**Questions:** 1) What is power (see appendix 1A through 1C)?

2) Which is the most powerful nation today? The second most powerful?

3) Which is the least powerful nation today?

**READINGS:** Walt, 2005. “Taming American Power.” *Foreign Affairs*

Nye, 2002. “The Limits of American Power.” *Political Science Quarterly*

Beckley and Brands, 2021, “The End of China’s Rise,” *Foreign Affairs*

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**WEEK 3**

(September 8) **The Impact of Domestic Factors on International Politics**

**Questions**: 1) How much does it matter for Russian foreign policy if Medvedev governs instead of Putin? Would you say the same about the change in leadership in the United Kingdom from the Tory to the Labour government?

2) Make sure you read the scenario and questions in Appendix 2 for this class

**READINGS**: Morrell (2019) “On Putin and Governance in Russia.” *CBS*

McCahill, 2017 “The Chinese Communists’ New Politburo Standing Committee.” NBR Commentary.

Dyson, Raleigh 2014 “Public and Private Beliefs of Political Leaders,” *Research and Politics*

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**Formulating Foreign Policy: How Decisions Are Made**

**Questions:** 1) What did the U.S. decide to do about the Cuban Missile Crisis? Why?

2) If Donald Trump or Barak Obama had been president in 1962, would either one have made the same decision?

**READINGS:** Allison, 1969. “Conceptual Models and the Cuban Missile Crisis.” *APSR*

Drezner, 2011. “Does Obama Have a Grand Strategy?” *Foreign Affairs*

Baker, 2009. “How Obama Came to Plan for Surge in Afghanistan”

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**WEEK 4**

(September 15) **Formulating Foreign Policy (continued)**

**READINGS:** Friend et al., 2019 “Why did the Pentagon ever give Trump the option of killing Soleimani?” *New York Times*

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**Defense Policy: A Special Case of Decision Making**

**Questions:** 1) Do nuclear weapons make the world more dangerous? Why?

2) How would you go about making sure that your opponent doesn’t use nuclear weapons?

3) Should we fear China’s and Russia’s new hypersonic arsenals?

**READINGS**: Denmark and Talmadge, 2021. “Why China wants More and Better Nukes,” *Foreign Affairs*

Krepinevich, 2022. “The New Nuclear Age,” *Foreign Affairs*

Joe, 2019. “Predicting the Chinese Navy of 2030.” *The Diplomat*

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**WEEK 5**

(September 22) **Defense Policy (continued)**

**READINGS:** Barnett, 2013. “The Pentagon’s New Map.” *Esquire* (you can read it at: <http://www.esquire.com/news-politics/a1546/thomas-barnett-iraq-war-primer/> )

Smith, 2019. “Hypersonic Missiles are Unstoppable…” *New York Times* at <https://www.nytimes.com/2019/06/19/magazine/hypersonic-missiles.html>

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**Ideology and Nationalism**

**Questions:** 1) Can you distinguish between ideology and nationalism, giving an example of each? What makes them so different?

**READINGS**: Huntington, 1993. “The Clash of Civilizations?” *Foreign Affairs*

Putin, 2022. “On the Recognition of Donetsk and Luhansk as Independent Countries”

Beinart, 2015. “Ideological Differences Over Terrorism” *The Atlantic.*

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**WEEK 6**

(September 29) **A World of Penetrated States: Non-State Actors and Terrorism in International Politics.**

**Questions:** 1) Is international terrorism a problem for your group? Why?

2) Is there an effective way you can address this issue? (The US State Department

web site for terrorism can be accessed at: <http://www.state.gov/s/ct/> ; there is also the Global Terrorism Database at: http://www.start.umd.edu/gtd/off/)

**READINGS:** Homer-Dixon 2003. “The Rise of Complex Terrorism.” *Foreign Policy*

Riedel, 2007. “Al Qaeda Strikes Back.” *Foreign Affairs*

Lal, 2005.“ South Asian Organized Crime and Terrorist Networks,”

Markoff et al., 2010. “Cyberwar” *New York Time*s,

Zetter, 2012. “Meet Flame…The Massive Spy Malware…” *New York Times*

(optional) Galeoti 2017. “How the Kremlin Uses Russia’s Criminal Networks in Europe.” *European Council on Foreign Relations*

Stone, 2020. “New bill would prohibit president from nuking a hurricane.” <https://www.washingtonpost.com/weather/2020/06/08/new-bill-would-prohibit-president-nuking-hurricane/>

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**WEEK 7**

(October 6) **International Organizations: Actors, Structures, Tools** (the UN web page can be found at: <http://www.un.org/>).

**Questions:** 1) What’s wrong with the UN? What’s right with the UN?

2) Did the UN fail in Bosnia? in Iraq? in Sudan? In Ukraine? Why?

**READINGS**: Barnett/Finnemore, 1999. “The Politics, Power, and Pathologies of International Organizations.” *International Organization*

Bird, 2001. “The IMF and Developing Countries,” in P.F. Diehl, *The Politics of Global Governance*

(optional) The Commission on Global Governance, “Reforming the United Nations,”

**FIRST GROUP WRITTEN ASSIGNMENT DUE TODAY**

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**Prepping/Discussing the Midterm Exam**

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**WEEK 8**

(October 13) **MIDTERM EXAM**

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**Week 9**

(October 20) **Debriefing the Midterm Exam**

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**International Organizations (continued)**

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**Week 10**

(October 27) **International Law as a Structure for Action** (for an example, click on the International Criminal Tribunal on Yugoslavia at <http://www.un.org/icty/>)

**Questions:** 1)What is law? Using your definition, is there such a thing as international law? How do you know?

**READINGS:** Ratner, 1998. “International Law: The Trial of Global Norms.” *Foreign Policy*

Coplin, 1995. “International Law and Assumptions…” *World Politics*

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**Alliances as Structures and Constraints/Global Architectures**

**Questions:** 1) What is meant by bipolarity? What is meant by multipolarity?

2) What’s a hegemon? How do you know when you see one?

3) What is the major disagreement between Kagan and Maynes? Why? On what major issue do they agree?

**READINGS:**  Brooks/Wohlforth 2002. “American Primacy in Perspective.” *Foreign Affairs*

Kagan, 1998. “The Benevolent Empire” *Foreign Policy*

Tunsjo, 2018. “Another Long Peace?” *National Interest*.

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**WEEK 11**

(November 3) **Alliances as Structures and Constraints/Global Architectures (continued)**

**READINGS:** Mearsheimer, 2019. “Bound to Fail: The Rise and Fall of the Liberal International Order.” *International Security*

Economy, 2022. “Xi Jinping’s New World Order,” *Foreign Affairs* Rolland, 2020. “A World Order Modelled by China.” *Testimony before US-China Economic and Security Commission*

Daalder and Lindsay (2022) “Last Best Hope,” *Foreign Affairs*

(optional) Rapp-Hooper, 2020. “Saving America’s Alliances.” *Foreign Affairs*

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**Global versus Regional Politics: Major Powers and Regional Powers**

**Questions:** 1) What’s a major global power? What’s a regional power? How do you know?

2) Is your group either one of those?

3) Are global and regional powers getting weaker or stronger in world politics?

**READINGS:** Wohlforth, “Unipolarity, Status Competition and Great Power War,” *World Politics*, 2009

Jentleson and Weber, “America’s Hard Sell,” *Foreign Policy*, 2008

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**WEEK 12**

(November 10) **Global vs. Regional Politics (continued)**

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**Status Considerations in International Politics**

**Questions:** 1) What is meant by status?

2) Why would state policy makers care about their status?

**READINGS:** Miller et al. “Norms, Behavioral Compliance and Status Attribution in International Politics.” *International Interactions*, 2015

Bezerra et al. “Going for the Gold versus Distributing the Green: Foreign Policy Substitutability and Complementarity in Status Enhancement Strategies.” *Foreign Policy Analysis 2015*

Larson and Shevchenko, “Status Seekers…” International Security 2010

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**WEEK 13**

(November 17) **Crisis Behavior**

**Questions:** 1)Have you ever had a crisis in your life? Why did you think of it as a “crisis”? What’s a crisis?

**READINGS:** Holsti, “Theories of Crisis Decision-making,”

**NOTE: second part of written group assignment due today**

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**Negotiations and Bargaining.**

**Questions:** 1) How appropriate is the analogy of poker for the process of bargaining? Where does it fit, and where doesn’t it?

2) Look carefully at the Sicherman piece on “Next Steps…” Who are the key players bargaining in the Middle East? Who has most to lose? Least?

**READINGS:** Morgenstern, “Cold War as Cold Poker,”

Sicherman, “Next Steps in the Middle East”

Friedman (bargaining as poker part 2), 2021. “Trump’s Iran Policy…” *New York Times*

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**WEEK 14**

(November 24) **NO CLASS: THANKSGIVING BREAK**

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**WEEK 15**

(December 1) **Global Governance Issues: How to Govern the World**

**Questions:** 1) Who makes global public policy?

2) Over what issue areas does it get done well and in what issue areas does it get done badly, and more importantly, why?

**READINGS:** Williams and Bellamy “Principles, Politics and Prudence: Libya and the Responsibility to Protect,” *Global Governance* (2012)

Nishihata, “Global Governance and the Spread of Cyberspace Controls,” *Global Governance* (2012)

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**What makes for conflicts between states? Monadic and Dyadic Perspectives**

**Questions**: 1) Is there a “democratic peace”? What is it? Why would it occur?

2) Is there a Capitalist peace?

3) Is there a “territorial peace”?

**READINGS**: Byman et al. “The Democratic Peace Idea,” in *The Emergence of Peer Competitors*, 2001

Gartzke, “The Capitalist Peace.” *American Journal of Political Science*, 2007

Gibler, “Democracies and the Territorial Peace, *The Monkey Cage*, 2012

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**Course Wrap-up and Discussion of Final Exam**

**Due today: An evaluation of your performance and that of each other member of your group** (See Appendix 6).

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**FINAL EXAM**: **Tuesday, December 13, 1:00-3:00**

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***Note: We will not have time to get to this material, but if you wish to focus on it, here are the readings and the relevant questions:***

**What makes for conflicts between states? Regional Perspectives**

**Questions:** 1) What’s the most conflictual region in international politics?

2) What’s the least conflictual region in international politics?

3) Why?

**READINGS:** Acharya, “The emerging regional architecture of world politics.” *World Politics,* 2007

Destradi, “Regional Powers and their strategies,” *Review of International Studies*, 2010

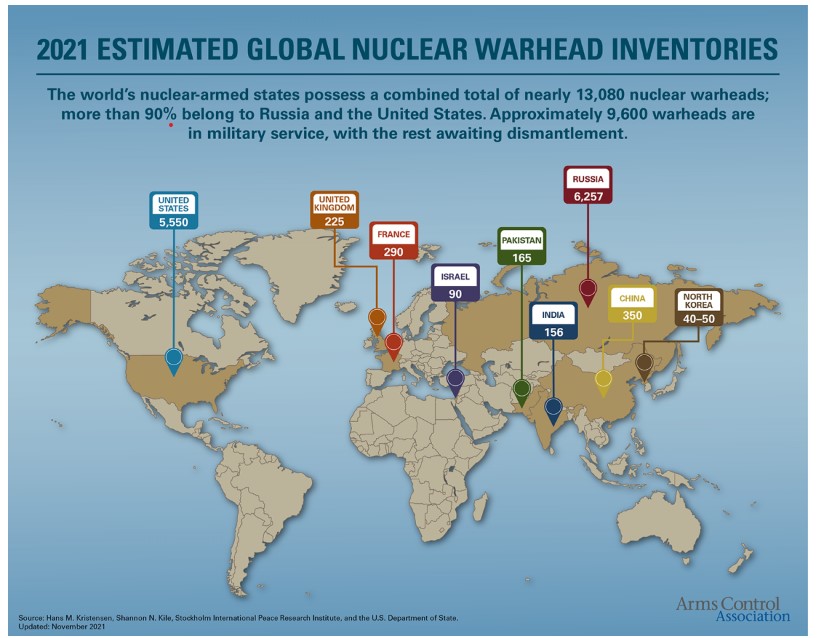
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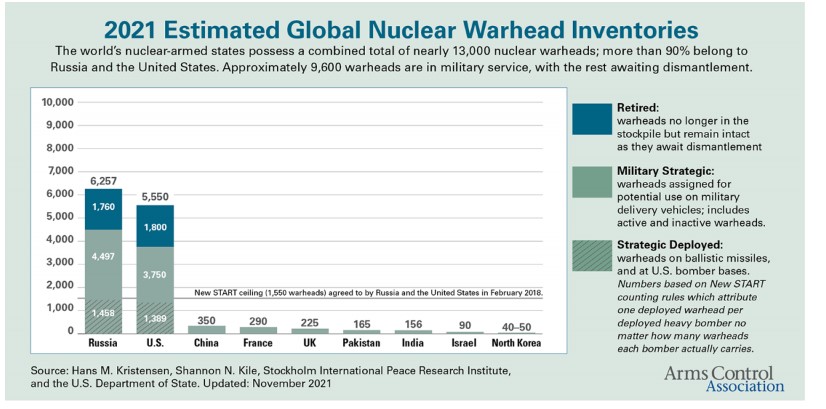
**FINAL EXAM**: **Tuesday, December 13, 1:00-3:00**

**APPENDIX 1A POWER RANKINGS**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RANK** | **Military Spending** | **Armed Forces** | **Economic Size** | **Wealth** | **Exports** | **Imports** | **Most traded currency** | **Top 20 universities** |
| **1** | US | China | US | Luxembourg | China | US | US (44%) | US (75%) |
| **2** | China | India | China | Switzerland | US | China | EU (16%) | UK (20%) |
| **3** | India | US | Japan | Ireland | Germany | Germany | Japan (11%) | Canada (5%) |
| **4** | UK | N. Korea | Germany | Norway | Japan | Japan | UK (7%) |  |
| **5** | Russia | Russia | UK | US | Netherlands | UK | Australia (3.5%) |  |
| **6** | France | Pakistan | India | Singapore | S. Korea | Netherlands | Canada (2.65%) |  |
| **7** | Germany | Vietnam | France | Australia | Italy | France | India |  |
| **8** | Saudi Arabia | Egypt | Italy | Denmark | France | India | China (2%) |  |
| **9** | Japan | Myanmar | Canada | Qatar | Belgium | S. Korea | Sweden (1.1%) |  |
| **10** | S. Korea | Indonesia | S. Korea | Sweden | Canada | Mexico | New Zealand (1.09%) |  |

**Appendix 1B: Nuclear Weapons Programs, Stocks, and Surrenders.**





**States That Had Nuclear Weapons or Nuclear Weapons Programs at One Time:**

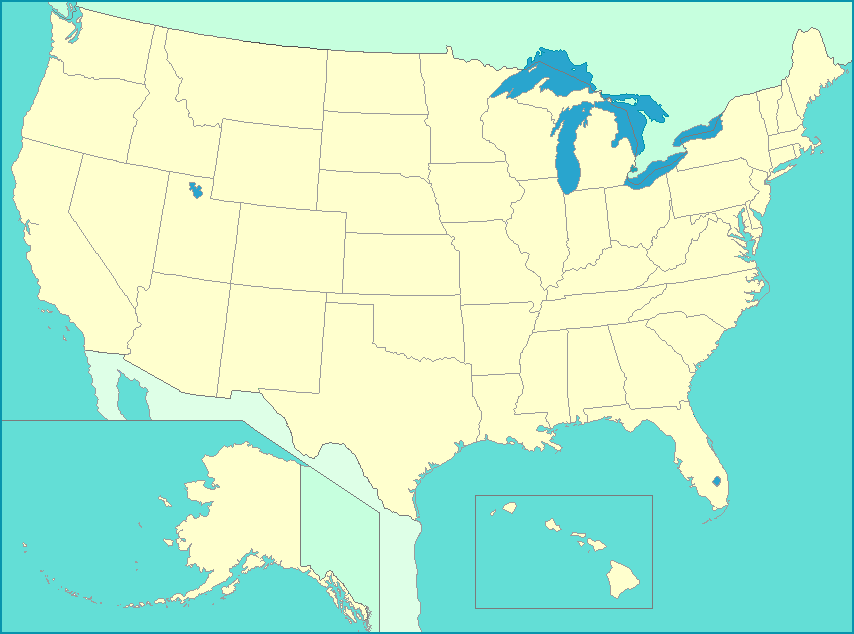
* **Belarus**, **Kazakhstan**, and **Ukraine** returned their nuclear weapons to Russia.
* **South Africa** dismantled its small number of nuclear warheads in 1991.
* **Iraq**’s was forced to dismantle its nuclear weapons program under the supervision of UN inspectors.
* **Argentina**, **Brazil**, **South Korea** and **Taiwan** have shelved nuclear weapons programs.
* **Libya** voluntarily renounced its secret nuclear weapons efforts in December 2003.

**APPENDIX 2 NATIONAL SECURITY CRISIS**

You have been appointed by the president of the United States to the National Security Council. This is our third meeting. Today, I have convened this meeting at the request of the President in order for us to make a recommendation to him with respect to a new, major problem facing us. Consider the following information brought to us last night:

According to our intelligence sources, Russian nuclear submarines, armed with thermonuclear weapons, have been detected off the shores of the following areas:

San Diego; San Francisco; Miami; New York; Boston.



In all five cases, the submarines are within 150 nautical miles of our continental shores. Apparently, all submarines were moved into their present locations over the last forty-eight hours.

The CIA, using both our capabilities, and secure Russian sources, has confirmed the placement of the submarines this morning. We also have confirmation of the missile capabilities on the submarines. This is close proximity to our continental shores, and we are not aware of a single previous instance, even during the Cold War, of any prior attempts by Russia or the former Soviet Union to attempt this pattern of deployment this close to our shores.

Thus, the situation has become a serious national security problem, and perhaps as well, a serious national security threat.

We have a request from the President **for an immediate set of recommendations** to him on an appropriate course of action to take.

Before we can recommend an appropriate course of action, we will need to decide what are Russian intentions. **In other words, why would the Russians take this course of action?** Our response to this issue will critically affect our recommendations.

I need you to answer this **why** question at our next meeting. Consider the situation carefully! Our national security is at stake!

**APPENDIX 3 ROLE CHOICES**

Below, you will find a number of groups that will be involved in role playing during the semester. Please indicate your top three preferences, in the order of your preference, by emailing them to me at [volgy@email.arizona.edu](mailto:volgy@email.arizona.edu), indicating your full name, and listing your preferences in order of choice (1 through 3).

**Peoples Republic of China**

**France**

**Russian Federation**

**United Kingdom**

**United States**

**Germany**

**India**

**Iran**

**Saudi Arabia**

**Turkey**

**APPENDIX 4 ROLE ASSIGNMENTS**

The first time you meet as a group, you will need to agree on who is going to play what role in your group. As you do, you will need to e-mail me those choices at [volgy@email.arizona.edu](mailto:volgy@email.arizona.edu) . This email should be sent to me by the chief decision-maker for the group, as soon as the roles have been parsed out. In the email, please specify the following:

**Name of group\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

##### Simulation role Student’s name E-mail

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**APPENDIX 5 ROLE PLAYING RESEARCH RESPONSIBILITIES**

**First Assignment:**

The first assignment for each group is to divide the group into available roles for each nation. The chief decision-maker will have overall responsibility for the group (As part of the first assignment, the chief decision-maker in each group is responsible for turning in the sheet that is contained in Appendix 4. Please e-mail this information to me at: [volgy@email.arizona.edu](mailto:volgy@email.arizona.edu). Each member of the group should keep the information as well with respect to who plays which role and their respective phone numbers).

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**Second Assignment:**

The second assignment is to learn as much about your group as possible by the end of **the seventh week of class; the paper will be due on October 6th.**  At a minimum, you will want to answer the following five questions:

1. What seem to be the major foreign policy goals, interests, objectives of your group (be specific)? Why? Are there any particular domestic problems in your nation with strong implications for your foreign policy objectives and interests?
2. Which other nations and groups seem to be your most important “friends,” “enemies”? Why? What do you mean by friends and enemies?
3. To what extent do the five domestic variables (which we will discuss in class) affect the foreign policies of your country? To what extent do these domestic variables help in understanding the manner in which domestic problems in your nation are/or are not having an effect on your foreign policy objectives and interests?
4. What range of resources do you have available to you to help pursue your foreign policy objectives, including military and economic capabilities (make sure you answer this question in the context of your answers to question 1)? How dependent are you on resources outside of your country?
5. How important is ideology to your group? How about nationalism?

Then, toward the end of the semester (**Week 13, November 17th**), you will want to answer the remaining questions:

1. How actively are you involved with regional or global organizations and alliances? Why?
2. What, if any status considerations drive your foreign policy objectives and actions?
3. What is your group’s position on global climate change?
4. What is your group’s position on globalized free trade?
5. What is your group’s position on fighting global terrorism?

To do the research necessary to answer these questions, it is strongly advised that you work as a group and divide responsibility for the research, coordinate the effort, and pool the research each of you will pursue. In cases of groups where your research may be highly interdependent (e.g., Bosnia and Serbia, etc.), for the purposes of the research only, it is permissible for these groups to work with each other and share information during the research phase. (CAUTION: each member of the group will be held responsible for the overall group project.)

In doing your research, you will want to consult several sources, including, but not limited to the following:

* **Current events sources:**

Checkthrough at least one of the following sources, for at least the last three years for your country: New York Times Index; Keesing’s Contemporary Archives; Facts on File; FBIS (Foreign Broadcast Information Service). There are current events sources for several of your nations as well on the Internet, and links are available for many on them on my web page for this course. You can also see your nation’s involvement in the UN and (indirectly perspectives of your nation’s decision makers on international relations through the General Debates of the Plenary Session of the United Nation’s General Assembly (<http://www.un.org/ga/20special/ga54/IndexE.htm>).

1. **National resources:** a good world almanac of the most recent vintage. Further information is available as well from the annual volumes of the U.S. Arms Control and Disarmament Agency, SIPRI, publications of the World Bank and IMF, and the UN Yearbook of International Statistics.
2. **General foreign policy analysis:** see these journals for articles regarding your country’s foreign policy: *Foreign Policy; Foreign Affairs; World Politics Review*
3. **Faculty resources:** there are a number of faculty who have expertise in your area, both in the political science department, and in other departments on campus. You may wish to chat with them. **Caution:** don’t go unprepared! If you want their help, have very specific question ready to ask of them.
4. **Some additional quality internet sites:**

WWW Virtual Library: International Affairs Resources (<http://www.etown.edu/vl/>)

MSU Global Access (<http://www.msuglobalaccess.net>)

International Relations and Security Network (<http://www.isn.ethz.ch>)

World Politics Review ([http://www.worldpoliticsreview.com](http://www.worldpoliticsreview.com/))

Stratfor Global Intelligence (<http://www.stratfor.com>)

For current events on Russia, see <http://russialist.org/> and if you wish, you can subscribe for free to Johnson’s Russia list, which send people (several times a week) commentary on Russian domestic and foreign policy. You can subscribe by sending a message to [davidjohnson@starpower.net](mailto:davidjohnson@starpower.net)

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CAUTION: keep a list of references, in a separate WORD file. These you will need to turn in at the end of the semester. They will have to reflect the full array of references you used in compiling the paper, and any other references you read after you had submitted the paper as you are updating your knowledge of your group and your role. The references are due at on the last day of classes (one set of references from each group)

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**Third Assignment:** Realistically participate in role playing (more on this later, including role playing rules)

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**Fourth Assignment: (due no later than December 1st, via e-mail, to me): An evaluation of your performance and that of each other member of your group** (See Appendix 6).

**APPENDIX 6 ROLE EVALUATION: INDIVIDUAL ASSIGNMENTS**

Evaluate your own participation in your group. How helpful were you to others in the group? How much did you personally contribute to the group’s performance? How well did you integrate and apply the materials we had discussed in class to your own group?

Evaluate each one of the other members of your group separately, using the same questions which you used to evaluate yourself.

On the basis of these evaluations, assign a letter grade to yourself, and to each other member of the group.

(This assignment is **due December 1st**. Send the evaluation to me, as an attachment, in WORD, to my email address at [volgy@email.arizona.edu](mailto:volgy@email.arizona.edu))