**Political Science 365 Contemporary International Politics**

**Spring, 2020 Professor Volgy**

**Tuesdays/Thursdays, 9:30-10:45 Setting: Synchronous**

**Syllabus**

**Office Hours**: Wednesday/Thursday 11:30-1:00 and by appointment.

**Office**: Social Sciences 330 (virtually through Zoom and email)

**E-mail**: volgy@email.arizona.edu

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

**How to reach my office hours:** Wednesdays and Thursdays from 11:30 to 1:00 I will have my office open through Zoom. If you wish to “come” and chat, you can do so by clicking on this link: <https://arizona.zoom.us/j/93924313109>

***First, about the “elephant in the room*”: As I am assembling this syllabus, the coronavirus is still raging in Arizona and in Tucson/Pima County. It is possible that through some miracle it will dramatically disappear before classes start, but that is about as likely as a snowstorm in Tucson in August. *So, this course is being prepared as a synchronous, online, interactive, live learning experience*.**

**What this means:**

1. ***Classes will be conducted online*. We will not meet in person during the semester. As part of the learning experience you will be also working in groups, but you will need to work with your group without being in face-to-face contact with the other members. Likewise with me: we will be meeting and discussing the materials during class time and I will be holding regular office hours but we will do so via email and through Zoom, in order to minimize the spread of the virus.**
2. **Classes will be conducted *“live” while online*: this means that class will start at the designated time and the designated day for every session. I expect both you and I *to be there on time, and interact through Zoom*. I will be providing my share of the discussion and interjecting with power points to illustrate my share of the discussion. In turn I expect that you:**

**a) *will be there* (I will be able to see you through Zoom and I will take attendance during class sessions); Please note: I expect that you will be in the Zoom class during its *entire duration*, with the camera on…coming and going is both disruptive and not conducive to group interactions. *If you do not have your camera on, I cannot give you credit for your attendance.***

**b) will be *actively participating in the discussion process* (e.g. I will ask questions and there are additional questions on the pertinent topics in your syllabus); and**

**c) you will *raise issues and questions* as we progress through the topic.**

**In this sense the class is designed to approximate our actual in-class, “normal” class with the help of Zoom, and other types of technology. This is meant to be synchronous, online teaching/learning, which means that it occurs not at our leisure but through *live interactions* between us for an hour and forty minutes twice a week.**

**I appreciate the fact that the transition from in-person to synchronous on-line work is complicated and unfamiliar. You and I are both quite conversant with social media, the internet, and new technologies, but typically have not used much of it for teaching or learning purposes. So, we need to recognize that for some of us the learning curve can be a bit steep. If you are encountering problems with any of this (e.g. use of D2L, Zoom, etc.), *please let me know as soon as possible so that we can address the issue*. Otherwise I will assume that all is working well for you; there is not much I will be able to do afterwards if you do not alert me when problems occur.**

**So, to reiterate, *I will expect all of us to “be in class” through the entire course, live, and visible on Zoom*. We will probably use Zoom as well for exams (both the midterm and the final).**

**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 that will not be possible right now since that requires direct, face-to-face interactions.

**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 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!** University policy regarding grades and grading systems is available at: <http://catalog.arizona.edu/2015-16/policies/grade.htm>

**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 extremely 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 twice a week; this means that missing one class means missing a substantial amount of the content of 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 ask that you do not work in person but by zooming with each other.

***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 of 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 being in class late and interrupting others; turning off cell phones while in class even as we are meeting electronically; ***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 short-hand 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. However, we will be using D2L for administrative purposes, including Zoom usage. Also, if there are any videos they will be on the D2L website since mine is too clunky for those.

Additionally, there are some other materials of value for you between the syllabus and my own 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)).

 ***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**

(January 14) **Introduction to course: objectives and requirements**

--------------------------------------------------------------------------------------------------------------------

**WEEK 2**

(January 19) **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*

----------------------------------------------------

(January 21) **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*

-------------------------------------------------------------------------------------------------------------------

**WEEK 3**

(January 26) **The Impact of Domestic Factors on International Politics**

**Questions**: 1) ***See the scenario and question in appendix 2***.

 2) 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?

**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*

-------------------------------------------------------

(January 28) **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”

-----------------------------------------------------------------------------------------------------------------

**WEEK 4**

(February 2) **Formulating Foreign Policy (continued)**

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

--------------------------------------------------

(February 4) **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?

**READINGS**: van den Heuvel. 2015. “The New Nuclear Arms Race”

 Mearsheimer and Walt, 2003. “An Unnecessary War.” *Foreign Policy* (you can read it at: <http://foreignpolicy.com/2009/11/03/an-unnecessary-war-2/> )

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

-------------------------------------------------------------------------------------------------------------------

**WEEK 5**

(February 9) **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>

--------------------------------------------------------

(February 11) **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*

Kaplan, 1994. “The Coming Anarchy.” *Atlantic Monthly*.

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

-----------------------------------------------------------------------------------------------------------------

**WEEK 6**

(February 16) **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/>

----------------------------------------------------

(February 18) **World of Penetrated States (continued)**

------------------------------------------------------ ----------------------------------------------------------

**WEEK 7**

(February 23) **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? 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**

**------------------------------------------------**

(February 25) **NO CLASS: U of A Designated “Reading Day”**

**---------------------------------------------------------------------------------------------------------------------**

**Week 7**

(March 2) **Prepping/Discussing the Midterm Exam**

----------------------------------------------------

(March 4) **MIDTERM EXAM**

**-----------------------------------------------------------------------------------------------------------------**

**Week 8**

(March 9) **NO CLASS: U of A Designated “Reading Day”**

-----------------------------------------------------

(March 11)  **Debriefing the Midterm Exam**

**-------------------------------------------------------------------------------------------------------------------WEEK 9**

(March 16) **International Organizations (continued)**

**------------------------------------------------------**

**Week 9**

(March 18) **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*

-----------------------------------------------------------------------------------------------------------------

**WEEK 10**

(March 23) **International Law (continued)**

**-------------------------------------------------------**

(March 25) **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*.

-------------------------------------------------------------------------------------------------------------------

**WEEK 11**

(March 30) **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*

Walt, 2008. “Alliances in a Unipolar World.” *International Security*

Rolland, 2020. “A World Order Modelled by China.” *Testimony before US-China Economic and Security Commission*

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

--------------------------------------------------------

(April 1) **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

-----------------------------------------------------------------------------------------------------------------

**WEEK 12**

(April 6)

 **NO CLASS: I’m at the annual International Studies Association Conference, presenting research**

(April 8)

-----------------------------------------------------------------------------------------------------------------

**WEEK 13**

(April 13) **Global vs. Regional Politics (continued)**

------------------------------------------------------

(April 15) **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

------------------------------------------------------------------------------------------------------------------

**WEEK 14**

(April 20) **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**

---------------------------------------------------

(April 22) **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”

---------------------------------------------------------------------------------------------------------------

**WEEK 15**

(April 17) **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)

-----------------------------------------------------

(April 29) **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

----------------------------------------------------------------------------------------------------------------

**WEEK 16**

(May 4) **Course Wrap-up and Discussion of Final Exam**

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

----------------------------------------------------------------------------------------------------------------

**FINAL EXAM**: **May 11 (Tuesday), 9:00-11:00AM**

=====================================================================

***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

==============================================================================

**APPENDIX 1A POWER RANKINGS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Rank | Military Spending | Armed Forces | GDP | GDP per Capita | Exporters | Importers | Most traded Currencies | Top 20 Universities |
| 1 | United States | China | United States | Luxembourg | China | United States | United States(44%) | United States(75%) |
| 2 | China | India | China | Switzerland | United States | China | EU (16% | UK (20%) |
| 3 | *Saudi Arabia* | *United States* | Japan | Qatar | Germany | Germany | Japan (11%) | Switzerland (5%) |
| 4 | Russia | N. Korea | Germany | Norway | Japan | Japan | UK (7%) |  |
| 5 | United Kingdom | Russia | UK | United States | South Korea | UK | Australia (3.5% |  |
| 6 | France | Pakistan  | France | Iceland | France | France | Canada (2.65) |  |
| 7 | Japan | S. Korea | *Brazil* | Singapore | *Netherlands* | *S. Korea* | Swiss (2.5%) |  |
| 8 | *India* | Iran | Italy | Denmark | Russia | India | China (2%) |  |
| 9 | Germany | Vietnam | *India* | Australia | UK | Netherlands | Sweden (1.1%) |  |
| 10 |  | Egypt | Russia | Sweden | Italy | Canada | Mexico (1.09%) |  |

**Appendix 1B:** WHO CAN MAKE FISSILE MATERIAL TODAY/ ENRICHMENT AND REPROCESSING FACILITIES WORLDWIDE (Source: UN NPT Review Conference, May 2015)



Nuclear Weapons Programs Worldwide

|  |
| --- |
| http://isis-online.org/assets/images/worldmap.gif**Key** |
| http://isis-online.org/assets/images/red_box.gif | [Nuclear weapons programs that began before 1970 when the Nuclear Non-Proliferation Treaty (NPT) came into force, succeeded, and are still ongoing](http://isis-online.org/nuclear-weapons-programs/p5) |
| http://isis-online.org/assets/images/yellow_box.gif | [Programs that essentially ended by the time NPT started](http://isis-online.org/nuclear-weapons-programs/endedbynpt) |
| http://isis-online.org/assets/images/darkblue_box.gif | [Factions within advocated for or sought nuclear weapons, but these ambitions ended by the time NPT started](http://isis-online.org/nuclear-weapons-programs/factions)  |
| http://isis-online.org/assets/images/darkgreen_box.gif | [Programs that ended after 1970](http://isis-online.org/nuclear-weapons-programs/endedpost1970) |
| Programs that started after 1970 and:       http://isis-online.org/assets/images/gray_box.gif [Succeeded and are ongoing](http://isis-online.org/nuclear-weapons-programs/startedpost1970)      http://isis-online.org/assets/images/purple_box.gif [Are suspected to be actively seeking nuclear weapons](http://isis-online.org/nuclear-weapons-programs/startedpost1970)       http://isis-online.org/assets/images/orange_box.gif [Are now ended](http://isis-online.org/nuclear-weapons-programs/startedpost1970)  |
| http://isis-online.org/assets/images/lightgreen_box.gif | [Intentions suspected but no nuclear weapons program identified](http://isis-online.org/nuclear-weapons-programs/intentions) |
|   |

|  |  |
| --- | --- |
| http://isis-online.org/assets/images/lightblue_box.gif | [Inherited nuclear weapons, but now a non-nuclear weapon state party to the NPT](http://isis-online.org/nuclear-weapons-programs/inherited) |

 |

**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, 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 . 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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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. Each member of the group should keep the information as well with respect to who plays which role and their respective phone numbers).

--------------------------------------------------------------------------

**Second Assignment:**

The second assignment is to learn as much about your group as possible by the end of **the sixth week of class; the paper will be due on February 23.**  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 (**April 20th**), 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

---------------------------------------------------------------------------------------------

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)

----------------------------------------------------------------

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

----------------------------------------------------------

**Fourth Assignment: (due no later than May 4th, 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 May 4th**. Send the evaluation to me, as an attachment, in WORD, to my email address at volgy@email.arizona.edu)