



Course syllabus

Politics and International Relations

March – July 2019

Term IV

Moncada, Andrea

I. General features of the course

| | | | |
|---------------------------------|------------------------------------------------------------------|-------------------------------|----------------------------------------------------------------------------------------------------------|
| Nombre del curso: | Politics and International Relations | | |
| Prerrequisito: | | Código: | 3128 |
| Precedente: | - | Semestre: | 2019-1 |
| Créditos: | 3 | Ciclo: | IV |
| Horas semanales: | 3 | Modalidad del curso: | Presencial |
| Tipo de Curso y Carreras | Curso obligatorio: Economía y Negocios Internacionales | Coordinador del curso: | Franciskovic Ingunza Jubitza ifranciskovic@esan.edu.pe |

II. Course summary

This course presents students with the most salient issues in Global Politics. It offers an overview of the International Relations system and basic configuration of the Middle East and Asia. It portrays the elements of economic growth in Latin America: poverty, population and potential. It takes students through poverty relief policies and ethnic conflicts in Africa, and explores regional approaches to the external relations of the European Union and the challenges to its internal configuration.

III. Objectives of the course

The course will introduce students to the main concepts, theories and trends in global politics. Students will work with others in order to understand the challenges and opportunities that current international events pose to individuals, states and transnational actors. Students will also be able to discuss in written and oral form their interpretation and analysis of the international context using the academic language of Politics and International Relations.

IV. Learning goals

General

Identify the different types of actors in the international system and classify them according to their characteristics, potential and behavior. Also, understand and explain the main political, economic and cultural ideas and trends that shape the international stage today

Specific

After completing the course, the student:

- Applies previous knowledge of international trade and economic regionalism to examine and interpret current events.
- Demonstrates knowledge of international political geography.
- Describes and analyze in an informed, articulate and respectful matter the

main trends in current global politics.

- Follows current international events on a regular basis using trusted, critical sources.
- Summarizes his or her learning in written and oral forms using English.
- Displays critical thinking by interpreting and questioning the assigned materials and criticizing them in public.
- Displays empathy, tolerance and respect for diverse ideas and points of view.
- Works collaboratively in small groups to produce an academic project focused on a political issue in a specific region.

V. Methodology

The class meets once a week for a three-hour session where the instructor will facilitate the course contents during the first 85 minutes. Students will work collaboratively for 30 minutes and then participate in a wrap-up discussion for the remainder of the session.

Students will be required to follow current international events on a daily basis and prepare brief weekly presentations (newsflash) where they apply the concepts learned in class to a specific international situation. It is a requirement to subscribe to this free newsletter by providing your email. You may unsubscribe after the course is complete.

Students will be regularly quizzed on the assigned readings, current events and geography. The instructor reserves the right to quiz students without prior notice.

Students will be required to debate and discuss real-life situations with a critical, constructive and respectful attitude. Difference of opinion will be valued and dialogue will be promoted as an important way of solving problems.

Each student will be assigned to present on the assigned readings on a fixed date.

Using electronic devices is discouraged during lecture unless I specifically instruct you to do so for limited tasks. I also advise you try taking handwritten notes (It's good for your brain!). For further arguments, you can read "The case of banning laptops in the classroom" and "The Impact of Computer Usage on Academic Performance".

The final exam will be a written test.

VI. Evaluation system

According to school policy, the evaluation system is continuous and integral. The final grade is calculated adding up the permanent evaluation (PEP) (40%); the midterm exam (EP) (30%) and the final exam (EF) (30%). The permanent evaluation is calculated according to the following chart:

| CONTINUOUS EVALUATION SQUEME (PEP) 40% | | |
|------------------------------------------------|------------------------------------------------------|---------------------|
| EVALUATION TYPE | DESCRIPTION | PERCENTAGE % |
| Quizzes | 4 scheduled quizzes. The lowest score is eliminated. | 25 |
| Class activities and assignments | According to schedule as determined by professor | 30 |
| Newsflash | Individual presentation | 30 |
| Self-assesment | See attached rubric | 15% |

$$PF = (0, 30 \times EP) + (0, 40 \times PEP) + (0, 30 \times EF)$$

Where:

PF = FINAL AVERAGE

EP = MIDTERM EXAM

EF = FINAL EXAM

PEP = PERMANENT EVALUATION SQUEME

VII. Scheduled content of the course

| SEMANA | CONTENIDOS | ACTIVIDADES / EVALUACIÓN |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>LEARNING UNIT I: GLOBALIZATION AND THE POST-COLD WAR WORLD. LEARNING GOALS:</p> <ul style="list-style-type: none"> • Apply previous knowledge of international trade and economic regionalism to examine and interpret current events. • Summarize his or her learning in written and oral forms using English. • Display critical thinking by interpreting and questioning the assigned materials and criticizing them in public. • Display empathy, tolerance and respect for diverse ideas and points of view. | | |
| <p>1° March 21nd -27th</p> | <p>1.1. The world today. Cold War vs. Globalization. 1.2. International actors in IIRR. Levels of analysis. Bipolar, unipolar, sovereignty, nation-state; hegemony, sources of power. Causes and effects of globalization. NATO. MAD.</p> <p>Readings:</p> <p>Free Exchange (2013, September 23rd) "When Did Globalization Start?" [Blog post] The Economist Retrieved from: http://www.economist.com/blogs/freeexchange/2013/09/economic-history-1</p> <p>Bevins, Vincent (December 20, 2016) "To Understand 2016's Politics, Look at the Winners and Losers of Globalization" New Republic Retrieved from: https://newrepublic.com/article/139432/understand-2016s-politics-look-winners-losers-globalization</p> | <p>Introducing yourself. Readings in class. Watch this video. Group work. Elect course delegate. Select date for newflash.</p> |
| <p>LEARNING UNIT II: THE FOUNDATIONS OF INTERNATIONAL RELATIONS ANALYSIS. LEARNING GOALS:</p> <ul style="list-style-type: none"> • Identify the different types of actors in the international system and classify them according to their characteristics, potential and behavior. • Understand and explain the main political, economic and cultural ideas and trends that shape the international stage today. • Follow current international events on a regular basis using trusted, critical sources. | | |

| | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <p>2° March 28th – April 3rd</p> | <p>2.1. Introduction to world regions. Integration vs. disintegration. Cooperation or conflict?: Realism, neorealism, idealism, neoliberalism, balance of power, national interest, power, influence, hard power, soft power, smart power. Cooperation vs conflict. Diplomacy. Foreign policy. Isolationism vs. unilateralism vs. neutrality vs. engagement. Diplomacy & negotiation.</p> | <p>Class discussion Bring to class a map of the world, your reading notes and colored pencils or markers. Newsflash presentation.</p> |
| <p>Readings:</p> <p>Drezner, Daniel (2009). "Theory of International Politics and Zombies". Foreign Policy. Retrieved from: https://foreignpolicy.com/2009/08/18/theory-of-international-politics-and-zombies</p> <p>Walt, Stephen (1998). "International Relations: One World, Many Theories". Foreign Policy, No.110. Retrieved from: https://www.jstor.org/stable/1149275</p> | | |

LEARNING UNIT III: BASIC CONCEPTS IN POLITICS.
LEARNING GOALS:

- Identify the different types of actors in the international system and classify them according to their characteristics, potential and behavior.
- Describe and analyze in an informed, articulate and respectful matter the main trends in current global politics.
- Follow current international events on a regular basis using trusted, critical sources.

| | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| <p>3° April 4th – 10th</p> | <p>3.1. Government, politics and the state. Nation-state; government; democracy, dictatorship; monarchies; democratic peace; Leviathan.</p> | <p>Quiz 1 Newsflash presentation. Class discussion.</p> |
| <p>Readings:</p> <p>Perlman, Merrill (August 14, 2017) "The key difference between 'nationalists' and 'supremacists'" Columbia Journalism Review Retrieved from: https://www.cjr.org/language_corner/nationalist-supremacist.php?facebook&utm_content=buffer6237&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer</p> <p>N/A (Jan 21st, 2010) "Leviathan Stirs Again" <i>The Economist</i> Available online: http://www.economist.com/node/15328727</p> <p>Listen to this podcast.</p> | | |

LEARNING UNIT IV: THE DIMENSIONS AND CHALLENGES OF DEMOCRACY TODAY.
LEARNING GOALS:

- Follow current international events on a regular basis using trusted, critical sources.
- Display critical thinking by interpreting and questioning the assigned materials and criticizing them in public.
- Describe and analyze in an informed, articulate and respectful matter the main trends in current global politics.

| | | |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| <p>4° April 11th – 17th</p> | <p>4.1. Democracy and the state. Procedural democracy vs substantive democracy. Populism. Left; right; division of powers; checks and balances; citizenship; privatization; corruption; institutional paralysis.</p> | <p>Newsflash presentation. Class discussion.</p> |
| | <p>Readings:</p> <p>N/A (2010) “Essay: Democracy” [Online multimedia special. Four chapters.] The Economist Retrieved from: http://www.economist.com/news/essays/21596796-democracy-was-most-successful-political-idea-20th-century-why-has-it-run-trouble-and-what-can-be-do</p> <p>De la Torre, Carlos (2016) “Will Democracy Survive Trump’s Populism? Latin America May Tell Us” The New York Times. Retrieved from: https://www.nytimes.com/2016/12/15/opinion/will-democracy-survive-trumps-populism-latin-america-may-tell-us.html</p> <p>Balancing private and public needs. Listen to this podcast.</p> | |

LEARNING UNIT V: DEMOGRAPHIC AND ECONOMIC PRESSURES ON DEMOCRACY.
LEARNING GOALS:

- Understand and explain the main political, economic and cultural ideas and trends that shape the international stage today.
- Demonstrate knowledge of international political geography.
- Summarize his or her learning in written and oral forms using English.

| | | |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| <p>5° April 22nd – 27th</p> | <p>5.1. The Americas. Washington consensus; the golden straitjacket. Challenges to democracy in the region. Leftist and right-wing political parties. Broken promises and middle class expectations.</p> | <p>Class discussion. Newsflash</p> |
| | <p>Readings:</p> <p>Castañeda, Jorge (2016). “The Death of the Latin American Left”. The New York Times. Retrieved from: https://www.nytimes.com/2016/03/23/opinion/the-death-of-the-latin-american-left.html</p> <p>Assigned section on the Latinobarómetro report.</p> | |

LEARNING UNIT VI: ECONOMIC INTEGRATION, REGIONALISM AND THE EUROPEAN UNION.
LEARNING GOALS:

- Demonstrate knowledge of international political geography.
- Identify the different types of actors in the international system and classify them according to their characteristics, potential and behavior.
- Apply previous knowledge of international trade and economic regionalism to examine and interpret current events.

| | | |
|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;">6° April 29th – May 4th</p> | <p>6.1. International Political Economy and Economic Integration. IGOs, regionalism, ISI, Export-led industrialization, protectionism, trade liberalization, levels of integration, federalism. Multilateralism.</p> | <p style="text-align: center;">Class discussion. Newsflash presentation. Work in small groups. Quiz 2.</p> |
| | <p>Readings:</p> <p>McCormick, John (2011) "What is the European Union?" in Understanding the European Union [Book chapter] pp 1-23 London: Palgrave Macmillan.</p> <p>CFR, The World Bank's Role in Global Development</p> | |

LEARNING UNIT VII: SECULARISM, DEMOCRACY, NATIONALISM, MIGRATION AND MULTICULTURALISM.

LEARNING GOALS:

- Display empathy, tolerance and respect for diverse ideas and points of view.
- Summarize learning in written and oral forms using English.
- Describe and analyze in an informed, articulate and respectful manner the main trends in current global politics.

| | | |
|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <p style="text-align: center;">7° May 6th - 11th</p> | <p>7.1. Migration and multiculturalism. The challenge of nationalism. Keywords: nation; culture; self-determination; secularism; xenophobia; migration; multiculturalism; transnational identities.</p> | <p style="text-align: center;">Class discussion. Newsflash presentation.</p> |
| | <p>Readings:</p> <p>N/A (2010) "Behind France's Burka Ban" The New Yorker Available online: http://www.newyorker.com/news/news-desk/behind-frances-burka-ban</p> <p>de Hass, Hein (March 21st, 2017) "Myths of Migration. Much of what we think is wrong" Spiegel Online Retrieved from: http://www.spiegel.de/international/world/eight-myths-about-migration-and-refugees-explained-a-1138053-druck.html</p> <p>French Views on Religious Freedom - Brookings Institution</p> <p>Zaretsky, Robert (April 2016) "How French Secularism Became Fundamentalist" Foreign Policy Magazine Retrieved from : http://foreignpolicy.com/2016/04/07/the-battle-for-the-french-secular-soul-laicite-charlie-hebdo/</p> <p>Migration to Europe Explained in Seven Charts - BBC News</p> <p>SP (July 7, 2014) "Why the French Are so Strict About Head Coverings" The Economist Explains. [Blog post at The Economist] Retrieved from:</p> | |

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| | https://www.economist.com/blogs/economist-explains/2014/07/economist-explains-2 | |
| 8° May 13th - 18th | MIDTERM EXAM | |
| <p>LEARNING UNIT VIII: THE ASIAN CENTURY. CHINA AND THE REGIONAL CONFIGURATION OF ASIA. THE THUCYDIDES TRAP.</p> <p>LEARNING GOALS:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of international political geography. • Identify the different types of actors in the international system and classify them according to their characteristics, potential and behavior. • Apply previous knowledge of international trade and economic regionalism to examine and interpret current events. | | |
| 9° May 20th – 25th | <p>8.1. New Power distribution. Hegemony; sphere of influence; diplomacy; militarism; new world order; redefinition of power, neo-imperialism. G-8. Pivot to Asia. Taiwan, Tibet, Hong Kong, South Sea.</p> <p>Readings:</p> <p>Feigenbaum, Evan A. (January/February 2017) "China and the World. Dealing With a Reluctant Power" <i>Foreign Policy</i> Retrieved: https://www.foreignaffairs.com/articles/2016-12-12/china-and-world</p> <p>Allison, Graham (2017). "The Thucydides Trap". <i>Foreign Policy</i>. Retrieved from: https://foreignpolicy.com/2017/06/09/the-thucydides-trap/</p> <p>Schiavenza, Matt (2013). "What Exactly Does It Mean That the US is Pivoting to Asia?". <i>The Atlantic</i>. Retrieved from: https://www.theatlantic.com/china/archive/2013/04/wh-at-exactly-does-it-mean-that-the-us-is-pivoting-to-asia/274936/</p> <p>Bremmer, Ian and Nouriel Roubini (March/April 2011) "A G-0 World" <i>Foreign Affairs</i> Retrieved from: https://www.foreignaffairs.com/articles/2011-01-31/g-zero-world</p> | <p>Class discussion. Newsflash presentation.</p> |
| <p>LEARNING UNIT IX: GLOBAL LEADERSHIP, HEGEMONY AND ALLIANCES IN CONFLICT-PREVENTION IN THE 21ST CENTURY. THE ROLE OF IGOS.</p> <p>LEARNING GOALS:</p> <ul style="list-style-type: none"> • Summarize his or her learning in written and oral forms using English. • Identify the different types of actors in the international system and classify them according to their characteristics, potential and behavior. • Display critical thinking by interpreting and questioning the assigned materials and criticizing them in public. | | |

| | | |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| <p>10° May 27th – June 1st</p> | <p>9.1. War and Peace and the New World Order. Realism and idealism. Pacifism. Origins of the UN. Reform of the UN. Current challenges in conflict prevention.</p> | <p>Class discussion Newsflash presentation</p> |
| | <p>Readings:</p> <p>Bueno de Mesquita, Bruce and Alastair Smith (2012) <i>The Dictator's Handbook: Why Bad Behavior is Almost Always Good Politics</i>. Chapter 9, New York: PublicAffairs..</p> <p>Spiegel, Steven (2012) "International Organizations" [Book chapter] in <i>World Politics in a New Era</i> New York: Oxford University Press. [Available here]</p> | |

LEARNING UNIT X: APPROACHES TO ENVIRONMENTAL PROBLEMS. THE WEST AND THE REST?

LEARNING GOALS:

- Display empathy, tolerance and respect for diverse ideas and points of view.
- Demonstrate knowledge of international political geography.

| | | |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| <p>11° June 3rd – 8th</p> | <p>Environmentalism; transnational challenges. Keywords: Environmentalism; international community; NGOs; Tokyo Protocol. Activism. Citizenship, netizens.</p> | <p>Class discussion. Newsflash presentation. Quiz 3</p> |
| | <p>Readings:</p> <p>Friedman, Thomas L. (2008) "Can Red China Become Green China?" in <i>Hot, Flat and Crowded</i>. New York: Picador.</p> <p>Economy, Elizabeth (2013) "China's Environmental Future: The Power of the People"</p> <p>McKinsey Quarterly Retrieved: http://www.mckinsey.com/global-themes/asia-pacific/chinas-environmental-future-the-power-of-the-people.</p> <p>Irwin, Neil. "Climate Change's Giant Impact on the Economy". <i>The New York Times</i>. Retrieved from: https://www.nytimes.com/2019/01/17/upshot/how-to-think-about-the-costs-of-climate-change.html</p> | |

LEARNING UNIT XI: MISCONCEPTIONS ABOUT THE MIDDLE EAST.

LEARNING GOALS:

- Display empathy, tolerance and respect for diverse ideas and points of view.
- Demonstrate knowledge of international political geography.
- Summarize his or her learning in written and oral forms using English.
- Display critical thinking by interpreting and questioning the assigned materials and criticizing them in public.

| | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <p>12° June 10th – 15th</p> | <p>11.1. Theocracy, religion and nationalism. Five pillars of Islam; monotheism; Abraham; proselytizing religions; Islamic. Arab world. Saudi Arabia and Iran. Pan arabism.</p> | <p>Class discussion. Newsflash presentation Video: Saudi Arabia elections</p> |
| <p>Readings:</p> <p>Rossi, Melissa (2008) What Every American Should Know About the Middle East Chapter 1 & 3. New York: Plume (Penguin Group)</p> | | |
| <p>LEARNING UNIT XII: CONTINUING CONFLICTS IN THE MIDDLE EAST. LEARNING GOALS:</p> <ul style="list-style-type: none"> • Display empathy, tolerance and respect for diverse ideas and points of view. • Demonstrate knowledge of international political geography | | |
| <p>13° June 17th – 22nd</p> | <p>12.1. Palestine- Israel. Balfour Declaration, Sykes-Picot. Key words: Zionism; stateless nations. Current events in the Middle East (Syrian civil war, jihadism, ISIS)</p> | <p>Class discussion. Newsflash presentation Video on Palestine-Israel</p> |
| <p>Readings:</p> <p>Rossi, Melissa (2008) What Every American Should Know About the Middle East. Chapter 14 & 15. New York: Plume (Penguin Group)</p> | | |
| <p>LEARNING UNIT XIII: SOURCES OF FOREIGN AID. INTERNATIONAL COLLABORATION AND INTERVENTION. STATECRAFT. ALTERNATIVES TO DEVELOPMENT. MILLENNIUM GOALS. LEARNING GOALS:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of international political geography. • Apply previous knowledge of international trade and economic regionalism to examine and interpret current events. | | |
| <p>14° June 24th – 29th</p> | <p>13.1. Post colonialism and ethnic conflicts. Intractable conflicts; colonialism; ethnic conflict; failed states. The danger of a single story. Development and international aid. Alternatives to development. White man's burden.</p> | <p>Class discussion Newsflash. Quiz 4.</p> |
| <p>Readings:</p> <p>Bueno de Mesquita, Bruce and Alastair Smith (2012) <i>The Dictator's Handbook: Why Bad Behavior is Almost Always Good Politics</i>. Chapter 7, New York: PublicAffairs</p> <p>Moyo, Dambisa (March 2009) "Why Foreign Aid is Hurting Africa" <i>The Wall Street Journal</i> Retrieved from: http://www.wsj.com/articles/SB123758895999200083</p> <p>Swanson, Ana (October 13th, 2015) "Why trying to help poor countries might actually hurt them" [Blog post at Wonkblog] <i>The Washington Post</i> Retrieved from: https://www.washingtonpost.com/news/wonk/wp/2015/10/13/why-trying-to-help-poor-countries-might-actually-hurt-them</p> | | |

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| | Werker, Eric and Faisal Z. Ahmed (2008). "What Do Nongovernmental Organizations Do?" <i>Journal of Economic Perspectives</i> 22:2. | |
| <p>LEARNING UNIT XIV: STUDENTS WILL INTEGRATE CONCEPTS LEARNED IN CLASS TO A GROUP PROJECT IN WHICH ROLE PLAYING, ORAL EXPRESSION AND RESEARCH SKILLS WILL BE DISPLAYED.</p> <p>LEARNING GOALS:</p> <ul style="list-style-type: none"> • Display empathy, tolerance and respect for diverse ideas and points of view. • Summarize his or her learning in written and oral forms using English. • Work collaboratively in small groups to produce an academic project focused on a political issue in a specific region. | | |
| <p>15°</p> <p>July 1st – 6th</p> | <p>14.1. Applying concepts in International Relations to a specific situation. Designing scenarios. Reflecting on learning and performance. Listening to others.</p> | <p>Final presentations Self-assessment.</p> |
| <p>16°</p> <p>July 8th – 13th</p> | <p>FINAL EXAM</p> | |

VIII. Literature

Textbooks (required readings)*

Allison, Graham (2017). "The Thucydides Trap". *Foreign Policy*. Retrieved from: <https://foreignpolicy.com/2017/06/09/the-thucydides-trap/>

Bevins, Vincent (December 20, 2016) "To Understand 2016's Politics, Look at the Winners and Losers of Globalization" *New Republic* Retrieved from: <https://newrepublic.com/article/139432/understand-2016s-politics-look-winners-losers-globalization>

Bueno de Mesquita, Bruce and Alastair Smith (2012) *The Dictator's Handbook: Why Bad Behavior is Almost Always Good Politics* New York: PublicAffairs.

Bourgignon, Francois (January/February 2016) "Inequality and Globalization" *Foreign Affairs* Retrieved from: <https://www.foreignaffairs.com/articles/2015-12-14/inequality-and-globalization>

Bremmer, Ian and Nouriel Roubini (March/April 2011) "A G-0 World" *Foreign Affairs* Retrieved from: <https://www.foreignaffairs.com/articles/2011-01-31/g-zero-world>

Castañeda, Jorge (2016). "The Death of the Latin American Left". *The New York Times*. Retrieved from: <https://www.nytimes.com/2016/03/23/opinion/the-death-of-the-latin-american-left.html>

Chatzky, Andrew and Masters, Jonathan (2019). "The World Bank Groups' Role in Global Development". Council on Foreign Relations. Retrieved from:

Cooper, Andrew, Jorge Heine and Ramesh Thakur (editors) (2013) "The Challenges of 21st-Century Diplomacy" *The Oxford Handbook of Modern Diplomacy* Retrieved from: <http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199588862.001.0001/oxfordhb-9780199588862-e-1?print=pdf> DOI: 10.1093/oxfordhb/9780199588862.013.0001

de Hass, Hein (March 21st, 2017) "Myths of Migration. Much of what we think is wrong" *Spiegel Online* Retrieved from: <http://www.spiegel.de/international/world/eight-myths-about-migration-and-refugees-explained-a-1138053-druck.html>

Drezner, Daniel (2009). "Theory of International Politics and Zombies". *Foreign Policy*. Retrieved from: <https://foreignpolicy.com/2009/08/18/theory-of-international-politics-and-zombies>

De la Torre, Carlos (2016) "Will Democracy Survive Trump's Populism? Latin America May Tell Us" *The New York Times*. Retrieved from: <https://www.nytimes.com/2016/12/15/opinion/will-democracy-survive-trumps-populism-latin-america-may-tell-us.html>

Economy, Elizabeth (2013) "China's Environmental Future: The Power of the People" *McKinsey Quarterly* Retrieved: <http://www.mckinsey.com/global-themes/asia-pacific/chinas-environmental-future-the-power-of-the-people>

Feigenbaum, Evan A. (January/February 2017) "China and the World. Dealing With a Reluctant Power" *Foreign Policy* Retrieved: <https://www.foreignaffairs.com/articles/2016-12-12/china-and-world>

Free Exchange (2013, September 23rd) "When Did Globalization Start?" [Blog post] *The Economist* Retrieved from: <http://www.economist.com/blogs/freeexchange/2013/09/economic-history-1>

Friedman, Thomas L. (1999) "Tourist With an Attitude" In: Friedman, T. L. *The Lexus and the Olive Tree* New York: Farrar, Strauss and Giroux. Retrieved from: <http://www.nytimes.com/books/first/f/friedman-lexus.html>

Friedman, Thomas L. (2008) "Can Red China Become Green China?" in *Hot, Flat and Crowded*. New York: Picador.

Giridharadas, Anand (2014) "Balancing Private and Public Needs" *The New York Times* Retrieved from: <https://www.nytimes.com/2014/01/21/world/americas/balancing-private-and-public-needs.html>

Irwin, Neil. "Climate Change's Giant Impact on the Economy". *The New York Times*. Retrieved from: <https://www.nytimes.com/2019/01/17/upshot/how-to-think-about-the-costs-of-climate-change.html>

McCormick, John (2011) "What is the European Union?" in *Understanding the European Union* [Book chapter] pp 1-23 London: Palgrave Macmillan.

Moyo, Dambisa (March 2009) "Why Foreign Aid is Hurting Africa" *The Wall Street Journal* Retrieved from: <http://www.wsj.com/articles/SB123758895999200083>

Naim, Moisés (2013) *The End of Power: From Boardrooms to Battlefields and Churches to States, Why Being In Charge Isn't What It Used to Be* New York: Basic Books.

N/A (2010) "Behind France's Burka Ban" *The New Yorker* Available online: <http://www.newyorker.com/news/news-desk/behind-frances-burka-ban>

N/A (2010) "Essay: Democracy" [Online multimedia special. Four chapters.] *The Economist* Retrieved from: <http://www.economist.com/news/essays/21596796-democracy-was-most-successful-political-idea-20th-century-why-has-it-run-trouble-and-what-can-be-do>

N/A (Jan 21st, 2010) "Leviathan Stirs Again" *The Economist* Available online: <http://www.economist.com/node/15328727>

Perlman, Merrill (August 14, 2017) "The key difference between 'nationalists' and 'supremacists'" *Columbia Journalism Review* Retrieved from: https://www.cjr.org/language_corner/nationalist-

supremacist.php?facebook&utm_content=buffer6237&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer

Rossi, Melissa (2008) *What Every American Should Know About the Middle East* New York: Plume (Penguin Group)

Schiavenza, Matt (2013). "What Exactly Does It Mean That the US is Pivoting to Asia?". *The Atlantic*. Retrieved from: <https://www.theatlantic.com/china/archive/2013/04/what-exactly-does-it-mean-that-the-us-is-pivoting-to-asia/274936/>

SP (July 7, 2014) "Why the French Are so Strict About Head Coverings" *The Economist Explains*. [Blog post at The Economist] Retrieved from: <https://www.economist.com/blogs/economist-explains/2014/07/economist-explains-2>

Spiegel, Steven (2012) "International Organizations" [Book chapter] in *World Politics in a New Era* New York: Oxford University Press. [[Available here](#)]

Swanson, Ana (October 13th, 2015) "Why trying to help poor countries might actually hurt them" [Blog post at Wonkblog] *The Washington Post* Retrieved from: <https://www.washingtonpost.com/news/wonk/wp/2015/10/13/why-trying-to-help-poor-countries-might-actually-hurt-them>

Walt, Stephen (1998). "International Relations: One World, Many Theories". *Foreign Policy*, No.110. Retrieved from: <https://www.jstor.org/stable/1149275>

Werker, Eric and Faisal Z. Ahmed (2008). "[What Do Nongovernmental Organizations Do?](#)" *Journal of Economic Perspectives* 22:2.

Zaretsky, Robert (April 2016) "How French Secularism Became Fundamentalist" *Foreign Policy Magazine* Retrieved from : <http://foreignpolicy.com/2016/04/07/the-battle-for-the-french-secular-soul-laicite-charlie-hebdo/>

IX. Laboratory

Not Required

X. Professor

Andrea Moncada
amoncada@esan.edu.pe