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**Patterson School of Diplomacy and International Commerce**

**University of Kentucky**

**DIP 735**

**Comparative Foreign Policy**

**Fall 2023**

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**COURSE DESCRIPTION**

What kinds of factors generally influence the foreign policy decision making (FPDM) process? How are the foreign policy behaviors of large powers distinguishable from those of small states? Through a comparative perspective that focuses primarily on the post-cold war period, we will examine important factors that appear to explain the foreign policy process (important inputs and outputs) in countries like China, Germany, India, Indonesia, Russia, South Africa, Turkey, and the United States. In that vein, we will survey in this graduate seminar the domestic context for each country under study, the changing international environment, and, the impact of pressing issues and trends such as nationalism and civil conflict, international terrorism, and economic globalization.

**UNIVERSITY MANDATED INFORMATION**

**Student Learning Outcomes –**

* Students will acquire a broad knowledge of important concepts and approaches related to the study of foreign policy decision making (FPDM) and foreign policy analysis (FPA);
* Students will master the analytical and methodological tools necessary for studying foreign policy in a comparative context.

**Academic Offenses Rules:**

Students shall not plagiarize, cheat, or falsify or misuse academic records.

**Plagiarism**: Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty.

Senate Rule 6.3.1 states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be, except under specific circumstances (e.g. Writing Center review, peer review) allowed by the Instructor of Record or that person’s designee. Plagiarism may also include double submission, self-plagiarism, or unauthorized resubmission of one’s own work, as defined by the instructor.

Students may discuss assignments among themselves or with an instructor or tutor, except where prohibited by the Instructor of Record (e.g. individual take-home exams). However, the actual work must be done by the student, and the student alone, unless collaboration is allowed by the Instructor of Record (e.g. group projects).

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Cheating** is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

**Misuse of academic records**: Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

**Excused Absences and Acceptable Excuses**

**Excused Absences**: Senate Rules 5.2.5.2.1 defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the instructor of record. Students should notify the professor of absences prior to class when possible.

If a course syllabus requires specific interactions (e.g., with the instructor or other students), in situations where a student’s total EXCUSED absences exceed 1/5 (or 20%) of the required interactions for the course, the student shall have the right to request and receive a "W," or the Instructor of Record may award an “I” for the course if the student declines a “W.” (Senate Rules 5.2.5.2.3.1)

### Religious Observances

**Religious Observances**: Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays. Senate Rules 5.2.5.2.1(4) requires faculty to include any notification requirements within the syllabus. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through [*the Ombud’s website*](https://www.uky.edu/ombud/religious-observation-accommodations)or calling 859-257-3737.

### Verification of Absences

**Verification of Absences**:Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.5.2.1 states that faculty have the right to request appropriate verification when students claim an excused absence due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.)

### Make-Up Work

**Make-Up Work**: Students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing. According to SR 5.2.5.2.2, if a student adds a class after the first day of classes and misses graded work, the instructor must provide the student with an opportunity to make up any graded work.

### Excused Absences for Military Duties

**Excused Absences for Military Duties**: If a student is required to be absent for one-fifth or less of the required course interactions (e.g., class meetings) due to military duties, the following procedure (per SR 5.2.5.2.3.2) shall apply:

1. Once a student is aware of a call to duty, the student shall provide a copy of the military orders to the Director of the Veterans Resource Center. The student shall also provide the Director with a list of his/her courses and instructors.
2. The Director will verify the orders with the appropriate military authority, and on behalf of the military student, notify each Instructor of Record via Department Letterhead as to the known extent of the absence.
3. The Instructor of Record shall not penalize the student’s absence in any way and shall provide accommodations and timeframes so that the student can make up missed assignments, quizzes, and tests in a mutually agreed upon manner.

### Unexcused Absences

**Unexcused Absences:** If an attendance/interaction policy is not stated in the course syllabus or the policy does not include a penalty to the student, the instructor cannot penalize a student for any unexcused absences. (SR 5.2.5.2.3.3)

### Prep Week and Reading Days

**Prep Week and Reading Days**: Per *Senate Rules 5.2.5.6*, the last week of instruction of a regular semester is termed "Prep Week.” This phrase also refers to the last three days of instruction of the summer session and winter intersession. The Prep Week rule applies to ALL courses taught in the fall semester, spring semester, and summer session, including those taught by distance learning or in a format that has been compressed into less than one semester or session. This rule does not apply to courses in professional programs in colleges that have University Senate approval to have their own calendar.

Make-up exams and quizzes are allowed during Prep Week. In cases of "Take Home" final examinations, students shall not be required to return the completed examination before the regularly scheduled examination period for that course. No written examinations, including final examinations, may be scheduled during the Prep Week. No quizzes may be given during Prep Week. No project/lab practicals/paper/presentation deadlines or oral/listening examinations may fall during the Prep Week unless it was scheduled in the syllabus AND the course has no final examination (or assignment that acts as a final examination) scheduled during finals week. (A course with a lab component may schedule the lab practical of the course during Prep Week if the lab portion does not also require a Final Examination during finals week.) Class participation and attendance grades are permitted during Prep Week. The *Senate Rules* permit continuing into Prep Week regularly assigned graded homework that was announced in the class syllabus.

For fall and spring semester, the Thursday and Friday of Prep Week are study days (i.e. “Reading Days”). There cannot be any required "interactions" on a Reading Day. "Interactions" include participation in an in-class or online discussion, attendance at a guest lecture, or uploading an assignment. See *Senate Rules 9.1* for a more complete description of required interactions.

## Accommodations Due to Disability

**Accommodations Due to Disability**: In accordance with federal law, if you have a documented disability that requires academic accommodations, please inform your instructor as soon as possible during scheduled office hours. In order to receive accommodations in a course, you must provide your instructor with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754, [via email](https://www.uky.edu/universitysenate/drc@uky.edu) ([drc@uky.edu](mailto:drc@uky.edu)) or visit their [website](http://www.uky.edu/DisabilityResourceCenter)(uky.edu/DisabilityResourceCenter). DRC accommodations are not retroactive and should therefore be established with the DRC as early in the semester as is feasible.

## Non-Discrimination Statement and Title IX Information

**Non-discrimination and Title IX policy**: In accordance with federal law, UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK’s prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK’s Administrative Regulation 6:1 (“Policy on Discrimination and Harassment”)](https://www.uky.edu/regs/ar6-1)(<https://www.uky.edu/regs/ar6-1>). In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of Administrative Regulations 6:2 (“Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation”)](https://www.uky.edu/regs/ar6-2) (<https://www.uky.edu/regs/ar6-2>). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (Institutional Equity), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [Institutional Equity’s website](https://www.uky.edu/eeo/) (<https://www.uky.edu/eeo>).

Faculty members are obligated to forward any report made by a student related to discrimination, harassment, and sexual misconduct to the Office of Institutional Equity. Students can confidentially report alleged incidences through the [Violence Intervention and Prevention Center](https://www.uky.edu/vipcenter/)(<https://www.uky.edu/vipcenter>), [Counseling Center](https://www.uky.edu/counselingcenter/) (<https://www.uky.edu/counselingcenter>), or [University Health Service](https://ukhealthcare.uky.edu/university-health-service/student-health) (<https://ukhealthcare.uky.edu/university-health-service/student-health>).

Reports of discrimination, harassment, or sexual misconduct may be made to Institutional Equity here.

**Statement on Diversity, Equity, and Inclusion:**

*The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community (*[*Governing Regulations XIV*](https://www.uky.edu/regs/gr14)*). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (*[*https://www.uky.edu/regs/gr14*](https://www.uky.edu/regs/gr14)*). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.*

*We strive to rectify and change behavior that is inconsistent with our principles and commitment to diversity, equity, and inclusion. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record and/or the* [*Office of Institutional Equity and Equal Opportunity*](https://www.uky.edu/eeo/)*. Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under University policies.*

**Inclement Weather Policy:**

In the event of inclement weather, the University will announce any closures via the emergency notification system and/or through local news outlets. Absent an official closure, students are not excused from attending class due to weather and any absences will be considered unexcused.

**Class Recording Notification:**

The University of Kentucky Student Code of Conduct defines Invasion of Privacy as using electronic or other devices to make a photographic, audio, or video record of any person without their prior knowledge or consent when such a recording is likely to cause injury or distress.

Meetings of this course may be recorded. All video and audio recordings of lectures and class meetings, provided by the instructors, are for educational use by students in this class only. They are not to be copied, shared, or redistributed.

As addressed in the Student Code of Conduct, students are expected to follow appropriate university policies and maintain the security of linkblue accounts used to access recorded class materials. Recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to other online environments.

If the instructor or a University of Kentucky office plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified to request consent prior to such use. In anticipation of such cases, students may be asked to complete an “authorization of use” form by a faculty member.

Video and audio recordings by students are not permitted during class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is prohibited. Students with specific recording accommodations approved by the Disability Resource Center should present their official documentation to the instructor.

All content for this course, including handouts, assignments, and lectures are the intellectual property of the instructors and cannot be reproduced or sold without prior permission from the instructors. A student may use the material for reasonable educational and professional purposes extending beyond this class, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, or to assist in fulfilling responsibilities at a job or internship.

**EVALUATION\***

* Single-Country (U.S.) Foreign Policy Overview – contemporary U.S. foreign policy – domestic and external contexts, interests and goals, issues, prospects [5-7 pgs., single spaced] [75 points]
* Single-Country Foreign Policy Overview -- contemporary [country] foreign policy – domestic and external contexts, interests and goals, issues, prospects [5-7 pgs., single spaced ] [75 pts.]#
* Foreign Relations Paper [8-10 pgs., single spaced] [100 pts.]#

-examine a bilateral country relationship (e.g., Tanzania-China) or a multilateral relationship(s) (e.g., Tanzania-African Union)

* Take-home Midterm Exam – **Due Week 8 (Oct. 13) [100 pts.]**
* Oral Presentation [50 pts.]

-based on foreign relations paper

-20 minutes

* Class Participation points [25 pts.]

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**Possible grand total points = 425**

**\*Additional written guidelines and due dates are forthcoming.**

**#Prior approval of countries required; in one of the assignments, at least one**

**country must a non-Western one.**

**READINGS**

The following books are required for this course and must be purchased by students:

* Ryan K. Beasley, Juliet Kaarbo, Jeffrey S. Lantis and Michael T. Snarr (eds.), *Foreign Policy in Comparative Perspective: Domestic and International Influences on State Behavior* (2nd ed.). CQ Press, 2013, ISBN: 978-1-60871-696-8.
* Valerie M Hudson and Benjamin S. Day, *Foreign Policy Analysis: Classic and Contemporary Theory* (3rd ed.). Rowman & Littlefield, 2020, ISBN: 978-1-44227-791-5.

Students are expected to keep current on assigned readings (that is, be prepared to discuss readings in class on the day that a given topic will be examined), and, to read regularly from among scholarly journal sources dealing with foreign policy and other areas of international relations.

**COURSE OUTLINE**

1. Introduction to the Study of Comparative Foreign Policy [Weeks 1-2: Aug. 25 – Sept. 1]

*What is foreign policy, and what does foreign policy look like in theory and in practice? What does the “comparative” in comparative foreign policy mean? What kinds of goals do policymakers generally set for their countries in foreign affairs?*

* **Beasley et al., Ch. 1, 15.**
* **Hudson & Day, Ch. 1.**

1. International Relations (IR) Theory and Comparative Foreign Policy [Weeks 2-3: Sept. 1-8]

*How do the major IR theories such as realism and liberalism apply to the study of comparative foreign policy? What are contributions of constructivist theory to the study of foreign policy? Discuss important concepts and approaches related to Foreign Policy Decision Making (FPDM) and Foreign Policy Analysis (FPA).*

* **Hudson & Day, Ch. 2, 3.**
* Allison, Graham T., “*Conceptual Models and the Cuban Missile Crisis,”* *American Political Science Review* (Sept. 1969).
* Hermann, Margaret G., “Explaining Foreign Policy Behavior Using the Personal Characteristics of Political leaders,” *International Studies Quarterly* (1980), 7-46.
* Ikenberry, G. John, Michael Mastanduno, and William C. Wohllworth, “Unipolarity, State Behavior, and Systemic Consequences,” *World Politics* (Jan. 2009), 1-27.
* Jervis, Robert, “Hypotheses on Misperceptions,” *World Politics* (Apr. 1968), 454-479.
* Mastanduno, Michael, David A. Lake, and G. John Ikenberry, “Toward a Realist Theory of State Action,” *International Studies Quarterly* (1989), 457-474.
* Woods, Ngaire, “What the Mighty Miss: The Blind Spots of Power,” *Foreign Affairs* (Jul./Aug. 2022), 24-33.
* **Highly Recommended**: Bruce W. Jentleson, *The Peace Makers: Leadership Lessons from Twentieth-Century Statesmanship* (W. W. Norton & Company, Inc., 2018).

1. State, Society, and Foreign Policy [Week 4: Sept. 15]

*Identify the various domestic determinants of foreign policy. How much influence do such factors generally wield in authoritarian and more pluralistic political systems? Over time, why is the media increasingly important in the foreign policy discourse?*

* **Hudson & Day, Ch. 4, 5, 6.**
* Chan, Steve and William Safran, “Public Opinion as a Constraint against War: Democracies’ Responses to Operational Iraqi Freedom,” *Foreign Policy Analysis* (2006), 137-156.

1. Hegemonic States: The United States of America [Week 5: Sept. 22]

*What distinguishes a hegemonic power from other actors in the international system? What are constraints on hegemonistic power? How does the United States pursue its foreign policy objectives as a hegemonistic power, and is the country in decline as a great power? How do lobbies influence the foreign policy process in the United States?*

* Badie, Dina, “Groupthink, Iraq, and the War on Terror: Explaining US Policy Shift toward Iraq,” *Foreign Policy Analysis* (Oct. 2010), 277-296.
* Haass, Richard, “Present at the Disruption: How Trump Unmade U.S. Foreign Policy,” *Foreign Affairs*, Vol.99, #5, Sept./Oct. 2020, 24-34.
* Hall, Gregory O., “The United States and the Triangular Politics of the Post-Cold War Period,” in Hall, *Authority, Ascendancy and Supremacy: China, Russia, and the United States’ Pursuit of Relevancy and Power*. Routledge/Taylor & Francis, Ch. 7, pp. 3-12, 103-118.
* King, Charles, “The Fulbright Paradox: Race and the Road to a New American Internationalism,” *Foreign Affairs*, Vol.100, #4, Jul./Aug. 2021, 92-106.
* Kupchan, Charles A., “The Clash of Exceptionalisms: A New Fight Over an Old Idea,” *Foreign Affairs* (Mar./Apr. 2018), 139-148.
* Mearsheimer, John and Stephen Walt, “The Israel Lobby*,” London Review of Books* (March 23, 2006), <http://www.Irb.co.uk/v28/n06/john-mearsheimer/the-israel-lobby>.
* Rhodes, Ben, “Them and Us: How America Lets Its Enemies Hijack Its Foreign Policy,” *Foreign Affairs* (Sept./Oct. 2021), 22-31.

1. Established (“Middle”) Powers: Select cases from among France, Germany, and Great Britain [Week 6: Sept. 28]

*How do the historical roles of the established Western European powers relate to contemporary foreign policy making? How and why did the European states come to different decisions on Iraq? How do the European powers balance their foreign relations as sovereign states, NATO allies, and, as members of the EU? What of Europe’s relations with China and Russia contemporarily?*

* **Beasley et al., Ch. 2 (Great Britain), 4 (Germany).**
* Grzymala-Busse, Anna, “An East-West Split in the EU?” *Current History* (March 2016), p89.
* Raunip, Tapio & Wolfgang Wagner, “Party Politics or (Supra-) National Interest? External Relations Votes in the European Parliament,” *Foreign Policy Analysis*, Vol.16, issue 4, Oct. 2020, 547-564.

1. The Leading Non-Western Powers: China and Russia [Weeks 7-8: Oct. 6-13]

*What are the continuities in Russian foreign policy in the post-cold war period? The changes? What role has President Vladimir Putin played in the exercise of Russian foreign policy? What of his Chinese counterpart Xi Jinping? How does Chinese national identity influence the country’s foreign policy? How does China’s economic situation globally influence great power politics? What are the contours of Sino-Russian relations since the end of the Cold War? How does the situation of US hegemony influence the Sino-Russian relationship?*

* **Beasley et al., Ch. 5 (Russia), 6 (China).**
* Bordoff, Jason and Meghan L. O’Sullivan, “Green Upheaval: The New Geopolitics of Energy,” *Foreign Affairs* (Jan./Feb. 2022), 68-84.
* Hall, chapters on China and Russia, in *Authority, Ascendancy, and Supremacy*, Ch. 5, 6, pp. 70-102.
* Lo, Bobo, “Going Legit? The Foreign Policy of Vladimir Putin,” Analysis, Lowy Institute, Sept. 2018.
* Lukyanov, Fyodor, “Putin’s Foreign Policy: The Quest to Restore Russia’s Rightful Place,” *Foreign Affai*rs (May/Jun. 2016), 30-37.
* Xuetong, Yan, “Becoming Strong: The New Chinese Foreign Policy,” *Foreign Affairs*, Vol.100, #4, Jul./Aug. 2021, 40-47.

**\*\*Take-home Midterm examination: Due Week 8 (Oct. 13)**

1. The Next “Tier:” Select cases from among India and Japan [Week 9: Oct. 20]

*How does Japanese national identity influence the country’s foreign policy? How has Japanese foreign policy evolved from WWII to the contemporary period? What is India’s foreign policy in relation to Afghanistan/Pakistan? How is India engaging the rest of the world? How are India and Japan reconciling their respective regional agendas with expectations that have evolved as a result of their growing global role?*

* **Beasley et al., Ch. 8 (India).**
* Ganguly, Sumit, “Is the Deep Freeze between China and India Turning Hot?” *Current History* (2021), 120 (825), 159-161.
* Kukreja, Veena, “India in the Emergent Multipolar World Order: Dynamics and Strategic Challenges,” *India Quarterly: A Journal of International Affairs*, V. 76, Issue 1, March 2020, 8-23.
* Subramanian, Arvind and Josh Felman, “India’s Stalled Rise: How the State Has Stifled Growth,” *Foreign Affairs* (Jan./Feb. 2022), 139-150.

1. A Survey of the ‘Rising Rest:’ Select cases from among Brazil, Indonesia, Iran, South Africa, Turkey, etc. [Weeks 10-11: Oct. 27 – Nov. 3]

*What are the attributes of a regional power, and what defines countries like Brazil, South Africa, and Turkey as such? How has Turkey’s geographic position between Europe and Asia and the Middle East affected its foreign policy? How do the economic status and the economic development agendas of small states and rising powers affect their respective foreign policies?*

* **Beasley et al., Ch. 10 (Iran).**
* Constantinou, Costas M., “Why Greeks and Turks Fight,” *Current History*, Vol.120, issue 824, Mar. 2021, 105-111.
* Dogan-Akkas, Betul, “The UAE’s Foreign Policymaking in Yemen: From Bandwagoning to Buck-passing,” *Third World Quarterly*, Vol.42 Issue 4 (2021), 717-735.
* Gonzalez-Vicente, Ruben & Annita Montoute, “A Caribbean Perspective on China-Caribbean Relations: Global IR, Dependency and the Postcolonial Condition,” *Third World Quarterly*, Vol.42, Issue 2 (2021), 219-238.
* Hunt, Carter A., “Why Latin America Has Embraced Ecotourism,” *Current History* (2022) 121 (832), 69-74.

1. Student Presentations, Course Wrap-Up [Weeks 12-15: Nov. 10 – Dec. 1]