

INR 5609 U01 (86709) Contemporary Dynamics of International Relations, Revised Syllabus
Fall 2024 08/28/2024--12/11/2024. Wednesday, 10am--12:40pm, SIPA 502. Final Exam: 12/11/24.
Prof. Thomas A. Breslin, Dept. of Politics & International Relations, Florida International University,
Office: SIPA409. Office Hours: MW: 3-5 and by appointment.
Tel: 305-348-2304. Email: breslint@fiu.edu

There are many dynamics at work in international relations. Climatic and technological changes are powerful factors. Culture is a powerful, often unrecognized factor. These factors have often humbled great powers and paved the way for the emergence of new great powers. The emergence of new great powers or the re-emergence of once great powers has profoundly affected the dynamics of international affairs.

This course seeks to provide graduate students with an overview of the dynamics of international relations in the contemporary world. It covers the period of global warming and rapid technological development from the end of the “Little Ice Age” (1300-1850 CE) until today. Climate is cyclic and has powerful effects on states and international relations. In the warming late 19th century, the United States, Germany, and Japan, the “empire of the rising sun,” emerged as great powers and in the early twenty-first century China and Europe led by Germany followed. India may soon do so. In recent years, Chinese geologists have issued important warnings of an impending cooling cycle. How might the advent of another “Little Ice Age” affect the great powers and international relations? Is China the empire of the dimming sun?

There are **no prerequisites** for this course, which is a hybrid lecture and seminar course. If you enroll, you will be expected to attend every class, keep up with the reading assignments, contribute to discussion of the material, and make three brief, 5-minute presentations of your research papers. Your objectives will be four: to learn a great deal about the history of international relations across the twentieth century and the early twenty-first century, particularly the challenge to dominant powers posed by emerging nations such as the USA, Germany, Japan, the USSR, and lately the European Union and China, and in the near future possibly India; to fashion better questions to ask of the material you read and of the people with whom you discuss international relations; to present convincingly in writing your new knowledge; to present your ideas orally to the public in a clear and succinct fashion.

The life of a graduate student can be very demanding even in normal times. You must take good care of yourselves, including getting 8 hours of sleep, adequate nutrition, physical exercise, and sunshine. Because the COVID-19 pandemic is not over, social distancing, mask wearing, and hand washing may be locally important as are vaccinations against diseases such as influenza and COVID-19. Don't hesitate to make use of our student health services and psychological counseling services as needed. Your well-being is of utmost importance.

Attendance Policy: Stay home if you feel physically ill—COVID-19 is still endemic. For non-emergency physical health care, make an appointment with the FIU Student Health Center or, in the case of non-urgent psychological distress, make an appointment with FIU Counseling and Psychological Services.

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Because their contribution is valuable and the material to be covered so extensive, students who are well are expected to attend all class meetings and actively participate in the discussions. Students who are well are expected to come to class having completed the assigned reading and prepared to participate in a constructive manner. Taking notes by hand is proven to be superior to mechanical or electronic methods.

Special note on recording in class: *In years gone by, I allowed recording of classes upon formal written, formal request from the Disability Resource Center. Circumstances have changed. This course must deal with China. In 2020, The People's Republic of China (PRC) enacted a new National Security Law which, as the Association for Asian Studies declared in a statement of July 17, 2020, "potentially puts at risk anyone whose words or actions may be construed as criticism of the PRC or the Hong Kong governments, regardless of citizenship or where such words and actions take place." The law violates, the statement points out, the International Covenant on Civil and Political Rights. More than 20 other scholarly societies signed this statement, which can be found at <https://www.asianstudies.org/statement-on-the-2020-hong-kong-national-security-law/>*

This new Chinese law violates academic freedom everywhere. Academic freedom, as the Association for Asian Studies proclaimed in a July 23, 2020, statement, is "the central principle governing pedagogy and research in the university ecosystem." Academic freedom is non-existent in China but customary in the United States and guaranteed by the faculty union collective bargaining agreement with this university. The new law also violates the freedom of speech enshrined in Article 1 of the U. S. Constitution's Bill of Rights.

*Because a 2021 Florida law meant to promote diversity of opinion in public institutions of higher education gives you the right to record these classes for your own personal educational use, to use in connection with a complaint against the university, or to gather evidence for use in a court of law, you may do so. However, doing so exposes to legal jeopardy in China now and long into the future me and any classmate who is recorded speaking negatively of China's policies towards Hong Kong or other China-related matters. To protect myself and others in the class from such jeopardy, **you are hereby forewarned that I will not give anyone permission to publish audio or video recorded in my class.** Be aware also that under Fla. Stat. § 1004.097(4)(a), a student who has published an audio/video recorded in a classroom without the 'lecturer's' permission can be sued for up to \$200,000 in monetary damages.*

Required Reading: To provide for informed class discussion and debate, I am assigning common readings for this course.

In the 2016 presidential election season, the victorious candidate, Donald Trump, took the position that the U.S.A., the world's greatest superpower, was in decline, a position that he has repeated in his 2024 campaign. What constitutes power, however, is an open

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question, as are the meanings of national rise and decline. To explore these questions, I am assigning an article by Giulio M. Gallarotti, "The Power Curse: The Paradox of Power in World Politics" and Alfred W. McCoy's *To Govern the Globe: World Orders & Catastrophic Change*.

To illustrate how a country's growth in economic and military strength can disturb the international system I am assigning an article by Sven Beckert, "American Danger: United States Empire, Eurafica, and the Territorialization of Industrial Capitalism, 1870-1950." It explores how the example of an emergent U.S. prompted European empire-building in that warming era after the end of the "Little Ice Age," when European nations "scrambled" to govern Africa and, with Japan, China.

Two world wars in the twentieth century led to the collapse of western-dominated colonial empires, the ruination of Europe, the militarization of the United States, and a dangerous cold war between the USSR and the USA. The Cold War ended in the dissolution of the Soviet Union.

As the crackup of the Soviet Union approached, a resurgent Japan seemed to be riding a wave of economic power to the pinnacle of the international order. But Japan stalled and the USSR dissolved. The highly militarized U.S. then appeared to have unchallenged military power, which it used on many occasions and not always victoriously as McCoy recounts.

The United States faced strong economic challenges from Japan in the 1970s and 1980s and then from China in the twenty-first century. Early in the twenty-first century after its admission to the World Trade Organization, China began to rise in an accelerated fashion as Japan had done a few decades before and by most accounts is America's foremost competitor, though the EU and India are also gathering strength. Elizabeth C. Economy in her book, *The World According to China*, describes the expansion of China's presence around the world, its advances in technology, and its goals to reorganize the international system, including the values and norms that organize it.

To analyze more deeply from different theoretical perspectives the re-emergence of China, the most dynamic and greatest change in international relations in this century so far, I am assigning articles by Paul Kennedy, "A Time to Appear," Charles Doran, "Power Cycle Theory and the Ascendance of China: Peaceful or Stormy?", Jonathan Kirshner, "The Tragedy of Offensive Realism: Classical Realism and the Rise of China," and Brittany Morreale, "Ontological Power: Narrative in a New Era of Competition." This last introduces a new theoretical concept. The articles are available through the FIU library portal.

Looming over the international competition for wealth and power has been the threat of nuclear war. American President Trump's threat to wage nuclear war on North Korea and

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Russian President Putin's recent thinly veiled threats to use nuclear weapons to advance Russia's war against Ukraine and punish nations supporting Ukraine underscored a growing threat to humanity far, far, far greater than global warming, namely nuclear weaponry. Fred Kaplan, *The Bomb: Presidents, Generals, and the Secret History of Nuclear War*, describes the history of this widespread, extraordinarily dangerous technology which has already taken a great toll of the countries that developed it or were subject to its testing and use.

The international system adopted by European nations party to the Treaty of Westphalia in 1648 has been the bedrock of international relations since that time. Whether that system and the geopolitics it has accommodated since then can persist in the face of mankind's increasingly powerful technology is the subject of Robert H. Latiff's *Future Peace: Technology, Aggression, and the Rush to War*.

There are other challenges to the Westphalian state system. Bernadette O'Hare and Stephen Hall in "How Global Tax Dodging Costs Lives", discuss how a few countries drain the rest of the Westphalian system and how that degrades the life prospects of people everywhere else. This issue is high on today's international agenda.

What are the prospects for the largest nations, the United States of America, the European Union, China, and India in the 21st century? Alasdair Roberts addresses that question in *Superstates: Empires of the Twenty-first Century*.

For our last meeting, I have assigned two articles, William Hartung, "Philosopher Kings or New Age Militarists?", to examine the potential of a newly emergent technology, artificial intelligence, to reshape notions of power and vulnerability in international relations. I have also assigned an article by historian Frank Ninkovich, "Globalization and U. S. Foreign Relations after Trump," which not only broadens temporal perspectives on globalization as a force in international relations but also calls into question the way International Relations specialists analyze foreign relations. He calls for a pragmatic approach to the subject. That is a challenging task because philosophical positivism in league with reactionary McCarthyism overwhelmed pragmatism in post-World War II America and banished it to the fringes of academe and America's intellectual life.

In the order that we will discuss them, the common required readings are:

1. Gallarotti, Giulio M. "The Power Curse: The Paradox of Power in World Politics," available at digitalcollections.wesleyan.edu
2. McCoy Alfred W. *To Govern the Globe: World Orders & Catastrophic Change*. Chicago: Haymarket Books, updated edition, 2021. (ISBN: 978-1-64259-921-3)
3. Beckert, Sven. "American Danger: United States Empire, Eurafrika, and the Territorialization of Industrial Capitalism, 1870-1950," *American Historical Review*, Vol. 122: 4, pp. 1137-1170.

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4. Economy, Elizabeth. *The World According to China*. Cambridge, UK and Medford, MA, Polity Press, 2022) (ISBN-13: 978-1-5095-3749-5)
5. Kennedy, Paul. "A Time to Appear," *The National Interest online* 06.22.2010
6. Doran, Charles F. "Power Cycle Theory and the Ascendance of China: Peaceful or Stormy?" *SAIS Review*, 2012, Vol. 32 (11), pp. 73-87
7. Kirshner, Jonathan. "The Tragedy of Offensive Realism: Classical Realism and the Rise of China." *European Journal of International Relations* 18 (1) (March 2012), pp. 53-75.
8. Morreale, Maj. Brittany L, USAF. "Ontological Power: Narrative in a New Era of Competition," *Journal of Indo-Pacific Affairs*, vol. 5:3 (May-June 2022), 25-40.
<https://airuniversity.af.edu>
9. Kaplan, Fred. *The Bomb: Presidents, Generals, and the Secret History of Nuclear War*. New York: Simon & Schuster, 2020. ISBN: 978-1982107307
10. Latiff, Robert H. *Future Peace: Technology, Aggression, and The Rush to War*. Notre Dame, IN: University of Notre Dame Press, 2022.
11. O'Hare, Bernadette and Stephen Hall. "How Global Tax Dodging Costs Lives", Tax Justice Network, 2021. <https://www.juancole.com/2021/05/dodging-research-increased.html>
12. Roberts, Alasdair. *Superstates: Empires of the Twenty-First Century*. Hoboken, NJ: Polity, 2023. ISBN: 13:978-1-5095-4448-6
13. Hartung, William. "Philosopher Kings or New Age Militarists?" *Tom Dispatch*, June 25, 2024. [https://urldefense.com/v3/__https://tomdispatch.com/philosopher-kings-or-new-age-militarists/__;!!FjuHKAHQs5udqho!L16r25rwxevdxs1B-ZIM126r8rAcw91Y0FBzft8_zIhLY00QVRfyBp3j2QXrBQzvTPZ0sFbrrKoNMkHw\\$](https://urldefense.com/v3/__https://tomdispatch.com/philosopher-kings-or-new-age-militarists/__;!!FjuHKAHQs5udqho!L16r25rwxevdxs1B-ZIM126r8rAcw91Y0FBzft8_zIhLY00QVRfyBp3j2QXrBQzvTPZ0sFbrrKoNMkHw$)
14. Ninkovich, Frank. "Globalization and U.S. Foreign Relations after Trump." H-Diplo/ISSF Policy Series: America and the World—The Effects of the Trump Presidency, June 4, 2021. <https://networks.h-net.org/node/28443/discussions/7788524/h-diploissf-policy-series-2021-36-globalization-and-us-foreign>

Academic Integrity: Please note that FIU is dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct that demonstrates respect for themselves, their fellow students, and the educational mission of the university.

Your work must be in accordance with the university's academic integrity guidelines described in the Student Conduct and Honor Code. <https://regulations.fiu.edu/docs=257>. Please familiarize yourself with the Code.

All students are deemed by the University to understand that, if they are found responsible for academic misconduct, including but not limited to bribery, cheating,

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complicity, unauthorized commercial use, multiple submissions, misrepresentation, and plagiarism, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Conduct and Honor Code. For definitions of the foregoing terms, please see the Code.

Grading: I attach the Department's grading matrix, which is designed to promote critical analysis as well as clarity of both written and oral expression. For scoring **oral** presentations, ignore, however, the Supporting Materials criterion—no PowerPoint presentations or other graphics are permitted for your presentations. The ten points associated with Supporting Materials are re-assigned to critical evaluation.

Required Graded Work: Students are required to write three (3) original, ten (10)-page (not counting title page, bibliography, or endnotes) typed double-spaced research papers. The three papers include two (2) on the significance of the international conferences (and the Kellogg-Briand Pact) listed below. One of your papers must be on a listed conference or pact that took place before December 31, 1945, and one on a listed conference that took place since January 1, 1946.

NOTE: For any conferences involving the United States of America that took place before 1980, students should make use of the Foreign Relations of the United States (FRUS), an official publication of the U.S. Department of State, available at the website of the Office of the Historian, U.S. Department of State, at <http://history.state.gov/historicaldocuments>. The FIU library has some print volumes of this series.

In addition to your two papers on the listed international conferences or pact, you will write a ten (10)-page paper (not counting bibliography or endnotes) on one of the following topics: nuclear proliferation; human trafficking; the World-Wide Web as a factor in international relations; drones and assassination as factors in international relations; geo-celestial politics, that is, the militarization of space and the arms race there.

I am willing to review drafts of papers and critique them, if given to me by Friday of the week before they are due. Submit the drafts to me electronically at breslint@fiu.edu.

Your grade on each of these papers is 20% of your course grade, so together they constitute 60% of your course grade. Your papers will be graded in accordance with the departmental grading matrix appended to this syllabus.

Please note that students in the Asian Studies program are limited to writing about the Asian-focused conferences and the Asian dimension(s) of conferences 1, 4, 6, 7, 10, 14, 16, 17, 18, 19, 23, and 24.

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You will make one *five-minute* presentation of each of your papers. They will be presented in the chronological order of the conferences. These three presentations will together constitute 15% of your grade. The presentations will be graded in accordance with the departmental grading matrix appended to this syllabus. ***Please take special note of the five-minute time limit as your final grade will be lower if you go overtime.*** Prior practice will help you to observe the time limit. Students will be expected to comment on the presentations in a constructive, impersonal fashion.

The final written exam will constitute 25% of your final course grade. The final written exam will be given at a time and place to be announced. Please bring a blue book, write legibly, and limit your answer to one blue book. Two of the following six questions will appear on the final exam. The two questions will be chosen by rolls of a die at the beginning of the final exam:

1. What was the third most successful of the international conferences studied in this course and why was it the third most successful compared to the two most successful and the fourth and fifth most successful conferences studied?
2. Imagine that Gallarotti was asked to write a critique of Economy's book. What would he most likely have written and how would Economy most likely have responded?
3. What two questions about the dynamics of international relations in the twentieth century, if answered clearly and adequately, would best elicit the best and most comprehensive understanding of the subject? Justify your questions.
4. Imagine that you have been chosen to review the articles by Kennedy and Ninkovich. What are their strengths and weaknesses? If you could require only one of the two to be read for this course, which one would it be? Justify your answer.
5. Imagine that you are networking at an International Studies Association meeting and mention that you love Roberts' book. A colleague scoffs, criticizes his work, and offers suggestions for what amounts to a fundamental rewrite. You concede very few of the colleague's points but get to thinking about how you would re-write the article. Three days later you send to a publisher a critique of Roberts' book, an outline for a book-length, alternative approach to the subject matter, and a justification for the different approach. In detail, provide the critique, the outline of the alternative approach, and the justification for the alternative approach.
6. Imagine that you were present and taking notes when Latiff and Kaplan sat down for a long discussion of their works assigned here. Detail where they agreed and disagreed.

Schedule of Presentations:

First week, class #1, August 28: Introductions. Professor addresses the overarching themes of impact of climatological and technological change on historical international relations and the resulting natural and structural vulnerability of the powers; the evolution of diplomacy in China and Europe, Machiavellianism vs. anti-Machiavellianism.
No student presentations.

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Second Week, class #2, September 4:

Discussion of **Gallarotti**, "The Power Curse: The Paradox of Power in World Politics."

Discussion of **McCoy**, *To Govern the Globe*, pp. x-127.

Professor addresses the balance of power in Europe and Central Asia during the Little Ice Age and international relations of China, Japan, the United States of America, and England in the millennial warming of the late 19th century. Religion as a factor in the foreign affairs of the 19th century.

No student presentations.

Third Week, class #3, September 11

Discussion of **McCoy**, *To Govern the Globe*, pp. 129-188, and Beckert, "American Danger."

Professor addresses the Coming and Aftermath of WWI. Anti-colonialism and its effects.

Fourth Week, class #4, September 18: First paper due.

Discussion of **McCoy**, *To Govern the Globe*, pp. 191-260

Short (5 minute) presentation by students of their paper on a pre-1946 conference.

Professor discusses the coming of WWII and its aftermath; competing visions of the world: The Cold War and the role of presidential ethnicity in shaping US Foreign Policy.

Fifth Week, class #5, September 25:

Discussion of **Economy**, *The World According to China*, pp. 1-127

Short (5 minute) presentation by students of their paper on a pre-1946 conference.

Professor discusses the rise of Japan as an export-led economy, Japan's foreign policy.

Week, Class #6, October 2:

Discussion of **Economy**, *The World According to China*, pp. 128-225.

Professor discusses the rise of China. One Belt, One Road: Early Tang or Qing overextension, or the Ming Dilemma, or all the preceding? Geography and political culture as drivers of international relations.

Seventh Week, Class #7, October 9:

Discussion of Kennedy, "Time to Appear," *The National Interest online* 06.22.2010,

Doran, "Power Cycle Theory and the Ascendance of China: Peaceful or Stormy?" *SAIS Review*, 2012, Vol. 32 (11), 73-87; Kirshner, "The Tragedy of Offensive Realism:

Classical Realism and the Rise of China." *European Journal of International Relations* 18 (1) (March 2012), 53-75,

Professor discusses U.S. foreign policy and the "pivot to Asia," the politics of the "Indo-Pacific"

Eighth Week, Class #8, October 16: Second Paper Due.

Discussion of **Kaplan**, *The Bomb*, pp. 1-146

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Short (5 minute) presentation by students of their paper on a post-1945 conference.
Professor discusses the International Situation of China: China's Strengths and Weaknesses.

Ninth Week, Class #9, October 23

Discussion of **Kaplan**, *The Bomb*, pp. 1-146

Short (5 minute) presentation by students of their paper on a post-1945 conference

Tenth Week, Class #10, October 30:

Discussion of **Kaplan**, *The Bomb*, pp. 147-298

Professor discusses U.S. Foreign Policy

Eleventh week, class #11, November 6:

Discussion of **Latiff**, *Future Peace*, pp. 1-61

Professor discusses Europe's foreign relations: Refugees, Brexit

Twelfth Week, class #12, November 13

Discussion of **O'Hare and Hall**, "How Global Tax Dodging Costs Lives."

Discussion of **Latiff**, *Future Peace*, pp. 63-137.

Professor discusses EU and other regulatory challenges to the U.S., relations with China.

Thirteenth Week, class #13, November 20: Third Paper Due.

Short (5 minute) presentation by students of their third paper.

Discussion of **Roberts**, *Super States*, pp. 1-101

Professor discusses the various forms of power in international relations. Is power the right criterion and core concept of INR? Can the field get beyond pain?

Fourteenth Week, class #14, November 27:

Discussion of **Roberts**, *Super States*, pp. 102-172

Short (5 minute) presentation by students of their third paper.

Fifteenth Week, Class #15, December 4: Final Class

Discussion of Hartung, "Philosopher Kings or New Age Militarists?" and Ninkovich, "Globalization and U. S. Foreign Relations after Trump."

Course Summary

Sixteenth Week:

Final Exam: Wed., December 11, 2022; 9:45am.

Some *initial* suggestions for reading about the conferences studied are listed along with their FIU library call numbers—not all listings carry their FIU call numbers. Of course, you are encouraged to read widely, and as noted above, to use the *FRUS* series where relevant. This list is by no means comprehensive.

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Please be considerate of others in your use of the library and library books and journals. The University community is blessed with a dedicated library faculty and staff. Remember, the librarians are there to help you and want to do so; don't hesitate to ask a librarian if you have a question or a problem. The subject specialist for Asian Studies is Holly Morganelli, 305-348-6079; holly.morganelli@fiu.edu. The subject specialist for international relations is Lori Driver, 305-348-3134; lori.driver@fiu.edu.

1. Shimonoseki (1895)

- Halsey, Stephen R. *Quest for Power: European Imperialism and the Making of Chinese Statecraft*. Cambridge, MA and London, England: Harvard University Press, 2015.
- Nish, Ian. *Japanese Foreign Policy, 1869-1942* (DS881.9 N58)
- Lensen, George. *Balance of Intrigue: International Rivalry in Korea and Manchuria, 1884-1899* (DS915.37. L46 1982)
- Conroy, Hilary. *The Japanese Seizure of Korea, 1868-1910* (DS915.C6 1960)
- Jansen, Marius. *Japan and China: From War to Peace, 1894-1972* (DS740.5 J334)
- Conroy, Hilary. *The Japanese Expansion into Hawaii, 1868-1898* (DU624.7 J3 C66 1973)
- Kerr, George H. *Formosa: Licensed Revolution and the Home Rule Movement, 1895-1945* (DS799.75 K47)
- Kerr, George H. *Formosa Betrayed* (DS895.F75 K43)

2. First Hague Conference (1899)

- Davis, Calvin D. *The United States and the First Hague Peace Conference* (JX1916. D3)
- Wank, Solomon, ed. *Doves and Diplomats: Foreign Offices and Peace Movements in Europe and America in the Twentieth Century* (JX1952 D69)
- Beale, Howard K. *Theodore Roosevelt and the Rise of America to World Power* (E757.B4)

3. Mexico City Conference (Second International Conference of American States) (1901-1902)

- Inman, Samuel G. *Inter-American Conferences, 1826-1954: History and Problems* (F1405 1965.Z5 I5)
- Connell-Smith, Gordon. *The Inter-American System* (F1418.C813)
- Connell-Smith, Gordon. *The United States and Latin America: An Historical Analysis of Inter-American Relations* (F1418.C8132 1974b)
- Langley, Lester D. *America and the Americas: The United States in the Western Hemisphere* (F1418 L27 1989).

4. Portsmouth Conference (1905)

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See, U.S. Department of State. *Foreign Relations of the United States, 1900-1914*, vols.1904, 1905. Available online at [digital.library.wisc.edu#27EBE7](https://digital.library.wisc.edu/27EBE7)

Asakawa, Kan'ichi, *The Russo-Japanese conflict: Its Causes and Issues* (DS517.A79 1970)

Okamoto, Shumpei. *The Japanese Oligarchy and the Russo-Japanese War* (DS517.13. O37);

Beale, Howard K. *Theodore Roosevelt and the Rise of America to World Power* (E757.B4)

Oyos, Matthew M., "Theodore Roosevelt and the Implements of War," *Journal of Military History* 60 (October 1996), pp. 631-55

Dennett, Tyler, *Roosevelt and the Russo-Japanese War* (E756.D32 1959)

Best, Gary Dean, "Financing a Foreign War: Jacob H. Schiff and Japan, 1904-05," *American Jewish Historical Quarterly* 61 (June 1972), pp. 313-24 (JSTOR)

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INR 5609 U01 (86709) Contemporary Dynamics of International Relations, Revised Syllabus
Fall 2024 08/28/2024--12/11/2024. Wednesday, 10am--12:40pm, SIPA 502. Final Exam: 12/11/24.
Prof. Thomas A. Breslin, Dept. of Politics & International Relations, Florida International University,
Office: SIPA409. Office Hours: MW: 3-5 and by appointment.
Tel: 305-348-2304. Email: breslint@fiu.edu

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24. New Delhi (February 2007)

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- Boyle, Francis A. *The Criminality of Nuclear Deterrence* (KZ5665.B69.2005)
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Naim, Moises. *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, 2014

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Jacobsen, Annie. *Nuclear War: A Scenario*. New York: Dutton, 2024.

MASTER SCORING RUBRIC¹	Poor	Good	Excellent
Critical Evaluation Max points: 60	Shows little understanding of the material. Barely addresses relevant background material, no effort to draw connections among materials. Topic chosen is irrelevant or marginally relevant to assignment. 0 – 20 points	Shows general grasp of the material, but portions of paper or presentation may not address the question. Covers most, but not all of the relevant or assigned materials. Makes some effort to synthesize. Topic chosen is somewhat relevant to assignment 20 – 40 points	Shows mastery of the material. Synthesizes and integrates all of the relevant literature. Includes a wide range of published or original research and writing and makes interesting and insightful connections and contrasts. Topic chosen is highly relevant to assignment. 40 – 60 points
Organization Max points: 10	Lacks coherence, few or no transitional devices, may clear topic or main idea. Information presented in unrelated bits and pieces. 0 – 3 points	Shows a logical progression of ideas and uses fairly sophisticated transitional devices. Some problems with clarity of topic. While the question is addressed, there may be digressions or unclear connections. 4 – 6 points	Clear logical structure with an introduction, body, and conclusion. Sophisticated transitional devices. Often develops one idea from the previous one or identifies their logical relations. Guides the reader through a chain of reasoning. 7 – 10 points

¹ Note: this is a master scoring rubric that will be used in this format and with these point totals for all majors sampled for the purposes of measuring “critical thinking” and “written and oral communication” for the ALCs.

<p>Style Including, presentation grammar, and spelling.</p> <p>Max points: 10</p>	<p>Fails generally to follow directions, sloppy. Odd or no pagination and formatting. Little or no sections or subheadings. Contains numerous grammatical errors and typos, or poor grammar.</p> <p>0 – 3 points</p>	<p>Generally follows directions, but one or two problems with formatting or pagination. Some poorly placed or obscure headings and subheadings. Well written but may contain one or two spelling and grammatical errors.</p> <p>4 – 6 points</p>	<p>Headings or subheadings present and logically placed, all directions followed exactly. No spelling or grammatical errors.</p> <p>7 – 10 points</p>
<p>Follows guidelines</p> <p>Max points: 10</p>	<p>Fails to follow guidelines for word length, delivery time, minimum number of sources, accurate citation of sources. Deadline(s) not met.</p> <p>0 – 3 points</p>	<p>Meets some guidelines and does not meet others for word length, delivery time, minimum number of sources, accurate citation of sources.</p> <p>4 – 6 points</p>	<p>Meets all guidelines for word length, delivery time, minimum number of sources, full and accurate citation of sources. Deadline(s) met.</p> <p>7 – 10 points</p>
<p>Supporting Materials</p> <p>Max points: 10</p>	<p>Little or no supporting materials utilized (graphics, maps, charts, tables) are used to explain and reinforce content. Accuracy and / or neatness of supporting materials may be seriously in question.</p> <p>0 – 3 points</p>	<p>Some supporting materials utilized (graphics, maps, charts, tables) are used to explain and reinforce content. Accuracy and / or neatness of supporting materials may be marginal</p> <p>4 – 6 points</p>	<p>Supporting materials utilized (graphics, maps, charts, tables) are used to explain and reinforce content. Supporting materials accurate and neatly presented.</p> <p>7 – 10 points</p>