

**Trinity College, University of Toronto  
TRIN 150Y**

**National versus International**

Time: Tuesdays, 10:00-12:00

Place: TBA

Instructor:

Dr. Arne Kislenko

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Office hours: Tuesdays and Thursdays 12:10-14:00 hrs.

*Or by appointment*

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**Course Objectives**

1. To explore the changing nature of international society in the modern age.
2. To trace the origins, development and impact of modern nationalism.
3. To examine the tensions between nationalism and internationalism.
4. To better understand major issues currently confronting Canada and the world.
5. To help students develop critical analysis and strong communication skills.
6. To help students develop their own intellectual curiosities and confidences.
7. To hopefully encourage students to really care about the world in which they live  
and contribute positively to it!!

## Course Description

What do borders mean? Are they simply convenient lines on a map to mark off one territory or one people from another or are they invisible walls which should not be breached? We live in a world where people generally believe the latter and this has been the case ever since the Treaty of Westphalia of 1648 ended the 30 Years War and introduced the idea of sovereign, independent states as the basis of international relations. Sovereignty meant, among other things, not interfering in a state's internal affairs. In 1789, the French Revolution introduced the notion that all citizens of a country belonged to something called 'a nation'. The growth of nationalism in the 19<sup>th</sup> and 20<sup>th</sup> centuries created a new kind of state—the nation-state.

There have always been alternate ways of looking at the world which challenge that notion of sovereignty. Indeed the French Revolution also introduced the idea of 'rights' which belonged to all men, everywhere. French revolutionary forces believed that they were missionaries with an obligation to spread that view even if that meant violating borders and destroying existing governments. Another challenge to sovereignty has come from great powers who have established empires, either formal or informal, to further their own interests. Finally the world has seen attempts to build international institutions and establish international norms of behaviour, such as the treatment of human beings, which also limit sovereignty.

By looking at the tension between the individual nation and an international order, between sovereignty and the limits on it, this course will examine a central issue of our times. The first term will start with 1648 and the Westphalian system. It will then look at the impact of the French Revolution. The next section will deal with the 19<sup>th</sup> century, with the spread of both nationalism and imperialism and with the growth of an international movement to build institutions such as international courts and the growing pressure for intervention on humanitarian grounds sparked by the Bulgarian atrocities and later those in the Belgian Congo and Armenia. The second term will look at the international order established after the Second World War and during the Cold War and then at the world of the 1990s. Case studies—the wars in Croatia, Bosnia, Kosovo; the failed states of Somalia and Afghanistan, and the humanitarian catastrophes in Rwanda and Iraq—will be used to examine the grounds (humanitarian, weapons of mass destruction, war on terror) currently being used by one power or a coalition of powers to intervene in the internal affairs of a state. Students will gain a deeper understanding of how their world works.

## Course Design

Please note that this is **not** a “history of the world” course. Although we cover many different countries and regions, as well as a wide range of times, the course is **not** designed to be an international history. It is understood that at this stage in your academic careers you may not have been exposed to every event or issue we broach, and you will not be expected to develop an encyclopaedic knowledge overnight. It **is**, however, expected that if you are not clear on something you will either ask for detail and clarification and/or research the question on your own to develop a better understanding. It is also recommended that you familiarise yourself with a good international atlas to see where some of the countries we will be discussing are located. I will try and show maps in class when possible.

## Course Format

This is a seminar course. Dr. Kislenko will often give mini-lectures in order to initiate and lead discussion. However, your participation is the main ingredient for a successful course. You will be expected to come to each class prepared to contribute. This is best done by first covering the assigned weekly readings listed at the end of this outline. Questions will often be directed to specific readings. The nature of the seminars will also allow for more general discussions on issues relevant to your own everyday lives and the world today, giving you the opportunity to express your ideas and beliefs beyond any readings or lectures. We tackle some very difficult, often controversial, issues on which everyone should have an opinion.

Ideally, the environment for this class should be informal and as open as possible in order to encourage you to participate. I want everyone to feel comfortable speaking and expressing their opinions so long as they are respectful of others. Please keep in mind that class participation makes up 25% of your grade, so marks for attendance and contributions to the discussion will be kept. Only through your participation will the class succeed and be of educational benefit to everyone. There will be no formal presentations, but on occasion students may be asked to lead discussions (please see *Seminar Preparation* below). If for some reason you are terribly afraid of speaking in public, you must come and speak to me as soon as possible. You will not be exempt from participation, but with some help the obstacle can be overcome; helping you develop the skills needed to enrich your educational experience at the University of Toronto as well as your future endeavours. **Please feel free to speak with me on any issue at anytime.**

## Grading Scheme

Participation	25%
Book Review	10%
Outline & Literature Review	5%
Research Paper	30%
Final Exam	30%

## Required Texts

There are no required texts. All readings will be on reserve in the Graham Library at Trinity College. Copies of some of the books used for readings and assignments may be found in other university libraries.

## Course Website

Please note that there is a website for this course at the U of T portal. In order to log onto Blackboard you must choose the "Portal" option located on the bottom left-hand corner of the University of Toronto's homepage and then type in your UTORid. The website will be used throughout the year for postings and announcements. There will also be an inventory of maps and other materials that might be useful to you in this course. Further information will be given in class. Dr. Kislenko also has his own website with other materials that may be of interest to you at [www.kislenko.com](http://www.kislenko.com) He will be happy to give you any necessary user and passwords.

## Assignments

1. **Book Review** (10%): 2000 words maximum  
**Due: Tuesday, October 20, 2009 in class**

Write a review of one of the following books and discuss what it has to say about the themes of this course.

Harold Nicolson, *Peacemaking 1919*

Charles Ritchie, *Diplomatic Passport: more undiplomatic diaries, 1946-1962*

Dean Acheson, *Morning and Afternoon*

Escott Reid, *Radical mandarin : the memoirs of Escott Reid*

Lloyd Axworthy, *Navigating a New World : Canada's global future*

James Carroll, *The House of War*

Marrack Goulding, *Peacemonger*

Adam Hochschild, *King Leopold's Ghost*

Telford Taylor, *Price of Peace*

Rebecca West, *The New Meaning of Treason*

Thomas Ricks, *Fiasco: The American Military Adventure in Iraq*

Robert Lansing, *The Peace Negotiations*  
Neil Sheehan, *Bright Shining Lie*  
Richard Holbrooke, *To End a War*  
Dean Rusk, *As I Saw It*  
Robert MacNamara, *In Retrospect*  
Michael Ignatieff, *Empire Lite: Nation Building in Bosnia, Kosovo, Afghanistan*  
Simon Sebag Montefiore, *Stalin: The Court of the Red Tsar*  
Nikita Khrushchev, *Khrushchev Remembers* **OR** *Khrushchev Remembers: The Last Testament*  
Alan Furst, *The Polish Officer*  
George Orwell, *Homage to Catalonia*  
Graeme Greene, *The Quiet American*  
William Duiker, *Ho Chi Minh: A Life*  
Mark Danner, *The Secret Way to War*  
Neville Henderson, *Failure of a Mission*  
Barbara Tuchman, *The Guns of August*  
Winston Churchill, *Triumph and Tragedy*  
George Packer, *Assassin's Gate*  
Judith Chang and Jon Halliday, *Mao: The Unknown Story*  
Ron Suskind, *The Price of Loyalty: George W. Bush and the Education of Paul O'Neill*  
Ian Kershaw, *Hitler 1889-1936: Hubris* **OR** *Hitler 1936-1945: Nemesis*  
Barbara Victor, *The Lady: Aung San Suu Kyi: Nobel Laureate and Burma's Prisoner*  
Jon Anderson, *Che Guevara: A Revolutionary Life*  
Joseph Roth, *The Radetzky March*  
Rebecca West, *The New Meaning of Treason*

**Hints:** While it is useful to give a brief synopsis of the book, do not go through summarizing it chapter by chapter. Identify, where possible, the author's viewpoint and/or concerns. Explain the ways in which the book sheds light on such concepts of identity, culture, and nationality. Do not be afraid to express your own opinions. Think **critically**. What is the underlying message? Is the book well-argued? Well-written? Are its points supported well? Is there anything you think the author should have done or not done? If the book is a work of fiction, why do you think it was written? How can works of fiction help us better understand history? If you want to see examples of reviews look at publications such as the *New York Times Book Review*, *New York Review of Books*, or *Times Literary Supplement*.

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2. **Outline and Literature Review** (5%) 1200 words maximum. Two copies required.

**Due:** Tuesday, January 5, 2010 in class

**Note:** A failure to hand this in will result in a no grade for both this assignment and your research paper.

Explain the main features which needed to be researched for the topic on which you have chosen to do your research paper. Discuss the sources available, their contents, their authors, their points of view and their potential usefulness. Compare and contrast interpretations of your topic, and any issues, ideas, or events associated with it. You may include books, scholarly articles, and web sites but your survey must be comprehensive and include a minimum of 5 books. (Articles and web sites count as .25 of a book.) Such sources as encyclopedias, dictionaries or newspaper articles do not count. **You are encouraged to develop your own topic, but must get approval from Dr. Kislenko first. Essays on unapproved topics will receive a grade of zero without chance for resubmission.**

3. **Research Paper** (30%) 3000 words maximum

**Due: Tuesday, March 9, 2010 in class.** Write on one of the following:

1. Discuss the dynamics and interaction of nationalism and internationalism in **ONE** of the following case studies:
  - ✓ Secret societies and terrorism, 1800-1830
  - ✓ Yugoslavia in the 1990s
  - ✓ Iran 1978 to present
  - ✓ Chechnya 1990s to present
  - ✓ UN Peacekeeping in Cyprus
  - ✓ Iraq 1990s to present
  - ✓ Cambodia 1975 to present
  - ✓ Ukraine 1990s to present
  - ✓ Burma (Myanmar) 1980s to present
  - ✓ Sri Lanka since 1945
  - ✓ Sudan since 1945
  - ✓ South Africa since 1994
  - ✓ Tibet since 1949
  - ✓ Haiti since 1945
  - ✓ Somalia since 1945
  - ✓ Northern Ireland since 1921
  - ✓ Israel and **EITHER** the 1967 (Six Days) War **OR** the 1973 (Yom Kippur) War
  - ✓ Conflict in Indochina between **EITHER** 1945-1964, 1964-1975, **OR** 1975-1993
2. Examine national and international dimensions in the historical evolution of 20<sup>th</sup> and 21<sup>st</sup> century war crimes tribunals.
3. Do human rights really count? Discuss how human rights law shapes national policies and international relations with respect to **ONE** of the following: Canada, the United States, Great Britain, the People's Republic of China, Russia.

4. Examine national and international dimensions of **ONE** of the following issues, organisations, or troublespots since 1945:
  - ✓ narcotics trade
  - ✓ international people smuggling
  - ✓ global warming
  - ✓ the European Union
  - ✓ the Convention on International Trade in Endangered Species (CITES)
  - ✓ nuclear arms control
  - ✓ maritime development and the Law of the Sea
  
5. Detail and discuss **ONE** of the following contemporary crises in international relations, paying particular attention to national policies with the major countries involved.
  - ✓ North Korea's nuclear programme
  - ✓ Iran's nuclear programme **OR** civil conflict (2009)
  - ✓ Taiwan's independence movement and relations with China
  - ✓ the Kashmir conflict
  - ✓ China's "new" nationalism
  - ✓ the Spratly Islands dispute
  - ✓ Islamic militants in Southeast Asia
  - ✓ border security between Canada and the United States
  - ✓ America and its allies in the global "war on terror"
  - ✓ Endless wood: the softwood lumber dispute
  - ✓ Water supply/conservation
  - ✓ The War in Afghanistan
  - ✓ Mexico's drug wars
  - ✓ The "socialist/leftist revival" in Latin America

### ***Finding Material***

It is extremely important that you become familiar with the University of Toronto library system and its services early in your university careers. Having computer skills *does not* mean that you will necessarily be a great researcher. *Never* underestimate the importance of first-rate research in this or any other course, and *never* assume that you are totally in command of library services or resources. The U of T libraries are among the best in the world, and their staff is thoroughly trained information specialist professionals. You *will* need them.

To help acclimatize you to the extensive holdings here at U of T, there will be a special, mandatory class tour and information session at the Trinity College library. Beyond this, however, here are some **very** general guidelines to assist you in researching:

1. Consult the bibliographies in the texts or additional readings.
2. Use the Library On Line Catalogue to search by subject.
3. Look for a recent work on your topic and consult its bibliography.

4. Follow the directions on the Library Home Page to search other databases for articles and books.
5. Search the Internet (using a search engine such as Yahoo or Alta Vista). **WARNING:** Not all sites are accurate or reliable. The web is **NOT** always considered scholarly.
6. Search other library catalogues e.g. university libraries, public libraries, Metropolitan Toronto Reference Library. Remember that both University of Toronto libraries and public libraries can order books for you through inter-library loan.
7. Ask the instructor for advice.

### ***Library Tours***

There will be an important orientation session conducted by staff at the Graham Library. This will be scheduled during class time in October. Please see the schedule below for details. Note that attendance is mandatory and is most definitely in your best interest.

***Submission of Written Work.*** All work must be typed and double-spaced and should be given directly to the course co-ordinator in class or handed in to the secretary of the International Relations Programme, Munk Centre for International Studies, 3<sup>rd</sup> floor, North House. If students are unable to travel, work may be mailed. Do not submit work at Sidney Smith. Students will be responsible for keeping copies of their work.

***References.*** Essays **must** contain proper references, either in the form of footnotes or endnotes, which include in the first citation the author, title, place and date of publication of the work cited, **as well as a correct page number**. Please note that citations lacking appropriate page numbers are not acceptable no matter what citation you use. As a general rule references should be given for direct quotations, summaries or paraphrases of other people's work or points of view and for material that is not widely known or accepted. There are several acceptable citation formats, but please make sure you follow one! For example, here is an acceptable citation:

Jane Doe, The ABC's of History (Toronto: 123 Publishers, 1997), pp. 20-23.

**WHEN IN DOUBT IT IS BETTER TO PROVIDE A REFERENCE.** All quotations must be placed in quotation marks.

***Bibliographies.*** Essays **MUST** provide bibliographies of all works consulted, whether or not they have been quoted directly. An inadequate bibliography (for assignments as long as those above) is one which contains less than four books or articles related to the topic, or books which are entirely general work or texts. Dictionaries, atlases and/or encyclopaedias **DO NOT** count towards this minimum number of sources, and their inclusion should **NOT** be considered as constituting research. An example of a bibliographic citation is as follows: Smith, John. History Rules (Toronto: 123 Publishers).

**Deductions of Marks.** Marks will be deducted for work which contains grammar or spelling mistakes, which is excessively long, or which fails to provide adequate footnoting or adequate bibliographies. Late work will be penalized by the deduction of 3% per day to a maximum of 25%. (Weekends count as one day.)

**Extensions.** The co-ordinator may grant extensions for medical or compassionate grounds only. Students requiring such an extension must submit a written request before the deadline. The co-ordinator will initial the request which must be handed in with the late work. Normally no late work will be accepted after the last day of classes in the term in which the work is due.

**Grounds for Failure.** Essays on topics which are not approved will not be accepted and students will not be allowed to submit another essay for the same assignment. Essays which do not supply references and/or bibliographies may be failed. Essays which are plagiarized (see below) will receive a grade of 0.

**Plagiarism.** Unfortunately, an all-too-common practice in essay writing is plagiarism, i.e., the representation of the language, ideas, and thoughts of another author as one's own original work. Plagiarism is a gross form of cheating and can result in severe penalties under the University of Toronto's Code of Academic Behaviour. **All work submitted by students must be their own work.** When a piece of work has been submitted for credit in one course it may not be submitted for credit in another course, unless written permission of the instructors in both courses has been obtained before the work is submitted. While it may be argued that few ideas are original, instructors expect students to acknowledge the sources of ideas and expressions that they use in essays. To represent them as self-created is dishonest and academically worthless. You may quote or paraphrase another writer if he has stated an idea strikingly, as evidence to support your arguments or conclusions, or as a point against which to argue, but such borrowing should be used sparingly and always indicated in a footnote. The aim of scholarship is to develop your own ideas and research. Only by trying to develop your own thoughts and arguments will you mature academically. To provide adequate documentation is not only an indication of academic honesty but also a courtesy enabling the teacher to consult your sources with ease.

If you have any questions or doubts about whether you are accurately and honestly using the work of other authors, consult your instructor. Please be sure to retain your notes for every essay you prepare. You may be asked to show them to your instructor as evidence that the essay you have presented is your own work. Students may also be asked to provide electronic copies of their essays for submission to a web site that checks for plagiarism.

## **Special Assistance and Essay Lectures**

If you have other questions about correct procedure and style for writing an essay, please feel free to Dr. Kislenko. There are several good guides to essay writing, such as ***Making Sense***. Students may also take advantage of help offered by the university's Writing Centre. Further information on the centre and on library tours will be discussed in class. **Please also note** that in October he will be holding special lectures on essay writing at Ryerson University and/or University of Toronto that you are very welcome to attend. Specific times and locations will be given in class. If you cannot attend, Dr. Kislenko would still be happy to go over things with you by way of special appointment or office hours. It is far better that you come and ask questions about *anything* to do with essays than do poorly: essays are not easy - and you should be prepared to put in the time and effort for solid research, good writing, and an effective presentation of your arguments. I'm here to help – but don't leave things to the last moment.

## **Seminar Preparation**

Students are expected to help lead the discussion in seminars. In preparation for the seminars we encourage you to approach the readings with the following guidelines:

- 1) highlight the main points raised by the author (s)
- 2) assess what the readings have to say about the topic for the session and about the themes of the course
- 3) raise at least two questions for discussion by the class. Do not merely summarize the readings in detail.

Readings are available on reserve in the **Trinity Library** and as short-term loans in the Robarts Library. Most can also be found in Robarts or in college libraries. Please let an instructor know if there are any problems with the readings.

## **The Inside Scoop**

Although participation in class will be marked, it is sincerely hoped that you will actually get something out of it beyond grades. The overall objective of this course is to have everyone apply critical, reasoned analysis to issues and events discussed. However, engaging in scholarly discourse need not be terribly intimidating, boring, or formal. To prove this point your humour, passion, experiences, and opinions are essential ingredients in this course. As long as everyone and their perspectives are treated with respect, and a relative decorum is maintained, you are strongly encouraged to voice your interpretations. In this kind of an environment everyone will gain greater intellectual self-confidence, as well as knowledge. In addition, it is expected that we will not always stick strictly to assigned readings or discussion. Drawing connections to current events is not only welcome – it may in fact be quite useful in better understanding other topics in the course material. We may also have spontaneous debates or discussion on matters pertinent to the course.

## Seminar Grades

In December Dr. Kislenko will send you an email with your interim grades for seminar participation. This will be a letter grade coupled with general comments designed to assist you and identify any issues or problems that may affect your grades. Please be sure you are using your U of T email address when accessing the portal.

## Final Examination

There will be a final examination in this course held during the exam period in April/May. It will consist both of short answer and essay questions and draw from material covered throughout the whole year. Please note that the examination will deal with information from **both** the assigned readings and seminar discussions, making your attendance and participation in class that much more important. Further details about the examination will be discussed in class. The final will be worth 30% of your overall grade. It will be three hours in length.

## One Last Thing

If you have questions, comments, or concerns about this course, please feel free to discuss them with Dr. Kislenko at any time. Your input is most welcome. If you are having difficulty with the course in any respect, you are especially encouraged to speak Dr. Kislenko. Please don't make hasty decisions or wait until May when little can be done to assist you.

## Course Schedule

### First Term

- ❖ Week 1 - September 15 **Introductions**
- ❖ Week 2 - September 22 **The origins of the modern state system**

Readings: Eric Hobsbawm and Terence Ranger, *The Invention of Tradition*, pp.1-14; Benedict Anderson, *Imagined Communities*, pp. 5-22; Patrick J. Greary, *The Myth of Nations: the Mediaeval Origins of Europe*, Introduction & chapter 1

- ❖ Week 3 - September 29 **Nationalism and Internationalism**

Readings: Michael Howard, *War and the Liberal Conscience*, chapters 1 and 2; Robert Kagan, *Dangerous Nation*, chapter 1.

❖ Week 4 – October 6      **Mobilizing public opinion: the Congo Free State**

Readings: Adam Hochschild, *King Leopold's Ghost*, chapters 11-16; Samantha Power, "A Problem from Hell," chapter 1. **LIBRARY SESSION (Mandatory: 2<sup>nd</sup> hour)**

❖ Week 5 – October 13      **The War To End All Wars**

Readings: Hew Strachan, *The First World War*, introduction, chapters 1 and 3; Niall Ferguson, *Pity of War*, conclusion.

❖ Week 6- October 20      **The Paris Peace Conference and League of Nations**

Readings: Margaret MacMillan, *Paris 1919*, chapter 7; Michael Howard, *War and the Liberal Conscience*, 85-94; Henry Kissinger, *Diplomacy*, chapter 9.

❖ Week 7 - October 27      **Self-determination and the protection of minorities**

Readings: Alan Sharp, 'The genie that would not go back into the bottle: national self-determination and the legacy of the First World War and the Peace Settlement', in Seamus Dunn and T.G. Fraser, eds., *Europe and Ethnicity*; Mazower, Mark, 'Minorities and the League of Nations in Interwar Europe' *Daedalus*, 126/2 (1997)

❖ Week 8 – November 3      **Isolationism and Internationalism: Canada, the United States and the Outer World**

Readings: Norman Hillmer, 'O.D. Skelton and the North American mind', *International Journal*, Volume 60 No. 1 (Winter 2004 – 2005); F. H. Soward, "Understanding Canadian Policy in the 1930s," in Bothwell and Hillmer, *The In-Between Time*, 192-3; James Eayrs, "The Low Dishonest Decade," *ibid.*, 194-201; Granatstein and Bothwell, "King Foreign Policy," *ibid.*, 213-22.

❖ Week 9 – November 10      **Confronting Public Opinion: Appeasement, 1933-39**

Readings: Michael Howard, *War and the Liberal Conscience*, chapter 5; 'The Hossbach Memorandum' and Keith Eubank, 'Appeasers and Appeasement', in Keith Eubank, ed, *World War II: Roots and Causes*; PMH Bell, *The Origins of the Second World War in Europe* (2<sup>nd</sup> edition), chapter 7.

❖ Week 10 - November 17      **Sovereignty and World Order: the origins of the United Nations, 1941-45**

Readings: Charles Ritchie, *The Siren Years*, pp. 187-204; F.H. Hinsley, *Power and the Pursuit of Peace*, pp. 335-345.

❖ Week 11 - November 24 **War crimes and Justice: Nuremberg and Tokyo 1945-6**

Readings: Telford Taylor, *The Anatomy of the Nuremberg Trials*, introduction, chapters 1-4, and pages 634-41; Yuri Tanaka, *Hidden Horrors: Japanese War Crimes in World War II*, introduction, chapter 3, conclusion

❖ Week 12 – Dec. 1 **The impact of the Cold War: Institutions and Blocs**

Readings: Henry Kissinger, *Diplomacy*, chapters 17 and 18; Geir Lundestad, 'Empire by invitation', in Charles Maier, ed., *The Cold War in Europe*; Michael Howard, *War and the Liberal Conscience*, chapter 6; George Kennan, *The Long Telegram* (link to document via course webpage)

**Second Term**

❖ Week 13 - January 5 **Peacekeeping: the case of Korea**

Readings: William Stueck, *The Korean War*, 54-70; Robert Bothwell, *The Big Chill*, 35-9; P.M.H. Bell, *The World Since 1949*, pp.104-113; John English, "A Fine Romance," in Greg Donaghy, ed., *Canada and the Early Cold War*, 73-90; Chen Jian, *China's Road to the Korean War*, chapter 5.

❖ Week 14 - January 12 **Limitations of power: Vietnam and after**

Readings: George Herring, *America's Longest War*, 3<sup>rd</sup> edition, 304-14; William J. Duiker, *US Containment Policy and the Conflict in Indochina*, chapter 10; Andrew Bacevich, *The New American Militarism*, Introduction, chapter 1-2.

❖ Week 15 - January 19 **The emergence of the Third World**

Readings: Geir Lundestad, *East, West, North, South*, chapters 3, 10, 11; Hedley Bull and Adam Watson, eds., *The Expansion of International Society*, chapters 15 and 21

❖ Week 16 - January 26 **The new international order: the world in 1989-91**

Readings: David Reynolds, *One World Divisible*, Chapter 16: "States, Wealth, and Order After the Cold War"; Robert Cooper, *The Breaking of Nations*, chapter 2

❖ Week 17 - February 2 **American exceptionalism**

Readings: Anatol Lieven, *America: Right or Wrong*, Introduction and chapter 1; Walter Russell Mead, *Power, Terror, Peace and War*, chapters 1 and 2

❖ Week 18 – February 9      **A Clash of Civilizations?**

Readings: Samuel Huntington, “The Clash of Civilizations?” article from *Foreign Affairs* (summer 1993); Roy Mottahedeh, ‘The Clash of Civilizations: An Islamicist’s Critique’ in Emran Qureshi and Michael A.Sells, eds., *The New Crusades: Constructing the Muslim Enemy*

❖ Week 19- February 16      **Reading Week (no class)**

❖ Week 20 - February 23      **The First Iraq War**

Readings: Robert Cooper, *The Breaking of Nations*, chapter 3; Bacevich, *New American Militarism*, 175-99

❖ Week 21 - March 2              **Croatia, Bosnia and Greater Serbia**

Reading: Adam LeBor, *Complicity with Evil*, chapters 1-5.

❖ Week 22 - March 9              **Somalia, Rwanda and failed states**

Readings: Mark Bowden, *Black Hawk Down*, pp. 3-11, 71-101; John F. Harris, *The Survivor*, ch. 11; Romeo Dallaire, *Shake Hands with the Devil*, chapters 10 and 11; W.J. Clinton, *My Life*, 592-3; Samantha Power, “A Problem from Hell”, chapter 10.

❖ Week 23 - March 16              **class debate (TBA)**

❖ Week 24 – March 23              **The Second Iraq War: sanctions and origins**

Readings: John Lewis Gaddis, *Surprise, Security and the American Experience*, chapters 4 and 5; Philippe Sands, *Lawless World*, chapter 8, “Kicking Ass in Iraq”; George Packer, *Assassin’s Gate*, chs. 1-2

❖ Week 25– March 30              **What is the correct policy for Canada in this world?**

Readings: *Canada among Nations, 2001*, chapters 4 and 5; Philippe Sands, *Lawless World*, chapter 1; Walter Russell Mead, *Power, Terror, Peace and War*, chapter 4; Fen Osler Hampton et al, *Canada Among Nations: The Axworthy Legacy* (chapters 4 and 5).