

EXAMPLES OF CURRICULUM

SYLLABUS Quinney History 349: Foreign Policy of the United States

History 349-01 CRN 22168
Foreign Policy of the United States
Democracy and U.S. Foreign Policy

SPRING 2022 | VIRTUAL-SYNCHRONOUS-ASYNCHRONOUS



INSTRUCTOR: **KIMBER QUINNEY** | kquinney@csusm.edu | **760-828-0281**

OUR SYLLABUS IS SUBJECT TO CHANGE

Please note that the syllabus is subject to change. If the syllabus is modified, the class will be notified via email and the updated syllabus will be posted to Cougar Courses, replacing the original syllabus.

UNIVERSITY COURSE DESCRIPTION

“Foreign Policy of the United States from the American Revolution to the present.”

COURSE DESCRIPTION

Our course examines U.S. foreign relations from the colonial era to the present. Our objective is to better understand and explain America’s place in the world, with an eye toward identifying historical patterns as well as historical anomalies. Traditionally, the three most prominent goals of American foreign policy have been defined as security, prosperity, and the creation of a better world (also referred to as a *liberal world order*). We will question the extent to which those three goals continue to guide foreign policy in the 21st century, and we will pay particular attention to the relationship to democracy. Does a “democratic tradition” exist in the history of U.S. relations with other nations? To what extent does or should the United States promote democracy abroad? What is the relationship between national security and civil liberties at home? We will be asking these questions and others, as we examine the historical place of the United States in the world.

VIRTUAL EXCHANGE MODULE

For 10 weeks in the semester—From February 21 to May 2—we will be collaborating in a Virtual Exchange with students from Brescia, Italy. Virtual exchange is a teaching and learning paradigm that develops cross-cultural competence across shared multicultural online learning environment. Our U.S.-Italian internationalized curricular module aims to explore the changing international order of the post-Cold War era, allowing all of us to investigate ways in which 21st century democratic institutions of the United States and Italy (and other NATO nations) are affected. Our “big question” will be to what extent and in what respects the changing international order of the 21st century is impacting the future of democracy.

The Virtual Exchange portion of our course will not require any additional work on your part that would not otherwise be required in the course. It will be fun!

COURSE FORMAT

! **From January 24 to February 24**, we will meet via Zoom during our scheduled class time (Tuesdays and Thursdays, 9:00-10:15 AM).

! **From March 1 to April 28**, we will meet via Zoom on Tuesdays, but NOT on Thursdays. This format is intended to provide you time to participate in the Virtual Exchange and to complete other online assignments in the week.

! **In the final two weeks of the course—on May 3, 5, 10 and 12**—we will return to Tuesday and Thursday meetings to share experiences and wrap up the semester.

Please refer to the schedule below.

REQUIRED READING AND RESOURCES

- " Elizabeth Cobbs Hoffman, *American Umpire: The New Rules of World Order, 1776 to the Present* (Harvard University Press, 2013). [eBook available at CSUSM Library](#)
- " Campbell Craig and Sergey S. Radchenko. *The Atomic Bomb and the Origins of the Cold War* (Yale University Press, 2008) [eBook available at CSUSM Library](#)
- " Jeffrey J. Anderson, et al., eds. *The End of the West? Crisis and Change in the Atlantic Order* (Cornell University Press, 2016) [eBook available at CSUSM Library](#)
- " Larry Diamond, et al., eds., *Democracy in Decline?* (Johns Hopkins University Press, 2015) [eBook available at CSUSM Library](#)
- " [World 101](#) (Council on Foreign Relations)
- " Additional readings and multimedia resources posted at Cougar Courses

RECOMMENDED READING

- " Richard Dean Burns, et al. *American Foreign Relations since Independence* (ABC-CLIO, LLC, 2013) [eBook available at CSUSM Library](#)
- " Steven W. Hook and Christopher M. Jones, eds. *Routledge Handbook of American Foreign Policy* (Taylor & Francis Group, 2011) [eBook available at CSUSM Library](#)
- " Michael Cox et al., eds., *U.S. Foreign Policy and Democracy Promotion: From Theodore Roosevelt to Barack Obama* (Routledge 2013) [eBook available at CSUSM Library](#)

INTERNATIONAL NEWS You are expected to monitor the international or “world” section of at least one major news source. Set your web browser to one of the following U.S. sources—[Los Angeles Times](#), [New York Times](#), [PRI’s The World](#), [Christian Science Monitor](#) and/or international sources, such as [Al Jazeera](#), [African News](#), [BBC World News](#), [China Daily](#), [Der Spiegel](#), [The Economist](#), and [RT](#) (formerly *Russia Today*).

Alternatively, follow these media outlets and #twitterstorians on Twitter. 

COURSE REQUIREMENTS

As an upper-division course, the History of U.S. Foreign Policy emphasizes critical thinking and *analysis*: You will be asked to interpret the historical facts in order to form your own assessment of both conventional and controversial views on major issues in American foreign relations, as well as on changing interpretations of that history. This course also fulfills the digital history requirement.

- | | |
|-------------------------------------------------------------|-----|
| • Active Engagement: Zoom Class Meetings and Discussions | 25% |
| • Participation in Virtual Exchange Module (or Alternative) | 25% |
| • Collaborative Digital Project (part of VE Module) | 25% |
| • Final Reflection Paper | 25% |

SCHEDULE OF READINGS AND ASSIGNMENTS

WEEK ONE: WELCOME AND INTRODUCTIONS

TUES. JAN. 25 **WELCOME TO THE HISTORY OF U.S. FOREIGN POLICY**
THURS. JAN. 27 **WHAT THE &*&#@! IS VIRTUAL EXCHANGE?**

WEEK TWO: AMERICAN EXCEPTIONALISM

TUES. FEB. 1 **AMERICAN EXCEPTIONALISM**
THURS. FEB. 3 **IS (WAS) THE UNITED STATES EXCEPTIONAL?**

READING: Cobbs, *American Umpire*, Intro
[World 101: How the World Works and Sometimes Doesn't](#)
and additional readings posted to Cougar Courses

WEEK THREE: AMERICAN EXPERIMENT

TUES. FEB. 8 **THE AMERICAN EXPERIMENT**
THURS. FEB. 10 **DIPLOMACY WITH THE INDIAN NATIONS**

READING: Cobbs, *American Umpire*, Ch. 1-2
and additional readings posted to Cougar Courses

WEEK FOUR: PARTISANSHIP HAS A HISTORY

TUES. FEB. 15 **DIPLOMACY OF THE AMERICAN REVOLUTION**
THURS. FEB. 17 **PRESIDING OVER THE NATION: WASHINGTON AND THE 1790s**

READING: Cobbs, *American Umpire*, Ch. 3-4
and additional readings posted to Cougar Courses

WEEK FIVE: EMPIRE OF LIBERTY

TUES. FEB. 22 **THOMAS JEFFERSON'S FOREIGN POLICY**
THURS. FEB. 24 **EMPIRE OF LIBERTY**

READING: Cobbs, *American Umpire*, Ch. 5-6
and additional readings posted to Cougar Courses

WEEK SIX: MANIFEST DESTINY

TUES. MAR. 1 **SYNCHRONOUS: JACKSON AND INDIAN WARS**
THURS. MAR. 3 **ASYNCHRONOUS: VIRTUAL EXCHANGE**

READING: Cobbs, *American Umpire*, Ch. 7-8
and additional readings posted to Cougar Courses

WEEK SEVEN: RISE TO GLOBALISM

TUES. MAR. 8 **SYNCHRONOUS: CIVIL WAR IN A GLOBAL CONTEXT**
THURS. MAR. 10 **ASYNCHRONOUS: VIRTUAL EXCHANGE**

READING: Cobbs, *American Umpire*, Ch. 9-10
[World 101: Prelude to the Global Era](#)
and additional readings posted to Cougar Courses

WEEK EIGHT: AMERICAN IMPERIALISM?

TUES. MAR. 15 **SYNCHRONOUS: AMERICAN IMPERIALISM: SPANISH AMERICAN WAR**
THURS. MAR. 17 **ASYNCHRONOUS: VIRTUAL EXCHANGE**

READING: Cobbs, *American Umpire*, Conclusion

WEEK NINE: HAPPY SPRING BREAK
MARCH 21-26

WEEK TEN: DEMOCRACY AND IMPERIALISM

TUES. MAR. 29 **SYNCHRONOUS: AMERICAN IMPERIALISM? OPEN DOOR**
THURS. MAR. 31 **ASYNCHRONOUS: VIRTUAL EXCHANGE**

READING: Craig and Radchenko. *The Atomic Bomb*, Ch. 1-2
and additional readings posted to Cougar Courses

WEEK ELEVEN: WORLD WAR I

TUES. APRIL 5 **SYNCHRONOUS: AMERICAN UMPIRE AND WORLD WAR I**
THURS. APRIL 7 **ASYNCHRONOUS: VIRTUAL EXCHANGE**

READING: Craig and Radchenko. *The Atomic Bomb*, Ch. 3-4
[World 101: World at War](#)
and additional readings posted to Cougar Courses

WEEK TWELVE: WORLD WAR II

TUES. APRIL 12 **SYNCHRONOUS: WAR FOR DEMOCRACY**
THURS. APRIL 14 **ASYNCHRONOUS: VIRTUAL EXCHANGE**

READING: Craig and Radchenko. *The Atomic Bomb*, Ch. 5-6 and Conclusion
Anderson, et al., eds. *The End of the West?* Ch. 1-3
[World 101: Nuclear Proliferation](#)
and additional readings posted to Cougar Courses

WEEK THIRTEEN: GLOBALIZATION OF THE COLD WAR

TUES. APRIL 19 **SYNCHRONOUS: GLOBALIZATION OF THE COLD WAR**
THURS. APRIL 21 **ASYNCHRONOUS: VIRTUAL EXCHANGE**

READING: Anderson, et al., eds. *The End of the West?* Ch. 4-6
Diamond, et al., eds., *Democracy in Decline?* Ch. 1 &2
[World 101: Global Era](#)
and additional readings posted to Cougar Courses

WEEK FOURTEEN: GLOBALIZATION AND THE UNITED STATES

TUES. APRIL 26 **SYNCHRONOUS: GLOBALIZATION AND THE UNITED STATES**
THURS. APRIL 28 **ASYNCHRONOUS: VIRTUAL EXCHANGE**

READING: Anderson, et al., eds. *The End of the West?* Ch. 7-9
 Diamond, et al., eds., *Democracy in Decline?* Ch. 3 & 4
 [World 101: Globalization](#)
 and required readings posted to Cougar Courses

Collaborative Digital Project Due (Product of Virtual Exchange)

WEEK FIFTEEN: END OF A CENTURY, START OF ANOTHER

TUES. MAY 3 **SYNCHRONOUS: 9/11 AND THE WARS ON TERRORISM**
THURS. MAY 5 **A NEW WORLD ORDER**

READING: Anderson, et al., eds. *The End of the West?* Ch. 10-12
 Diamond, et al., eds., *Democracy in Decline?* Ch. 5 & 6
 [World 101: Terrorism](#)

WEEK SIXTEEN: DEMOCRACY AND 21ST CENTURY U.S. FOREIGN POLICY

TUES. MAY 10 **21ST CENTURY U.S. FOREIGN POLICY**
THURS. MAY 12 **DEMOCRACY AND U.S. FOREIGN POLICY**

READING: [World 101: COVID-19](#)

SUBMIT Final Reflection Paper to CC on or before Thursday, May 19, before midnight

STUDENT LEARNING OUTCOMES

From the American Historical Association¹:

HISTORY is the study of the human past as it is constructed and interpreted with human artifacts, written evidence, and oral traditions. It requires empathy for historical actors, respect for interpretive debate, and the skillful use of an evolving set of practices and tools.

As an inquiry into human experience, history demands that we consider the diversity of human experience across time and place.

As a public pursuit, history requires effective communication to make the past accessible; it informs and preserves collective memory; it is essential to active citizenship.

As a discipline, history requires a deliberative stance towards the past; the sophisticated use of information, evidence, and argumentation; and the ability to identify and explain continuity and change over time. Its professional ethics and standards demand peer review, citation, and acceptance of the provisional nature of knowledge.

AFTER TAKING HISTORY 349, STUDENTS SHOULD BE ABLE TO:

1. Recognize the distinction between primary and secondary sources, and understand how each are used to make historical claims;
2. Practice *historical thinking* and understand the value of this skill—how it is used to solve problems, make rational claims based on evidence, discover truth, and create new solutions;
3. Demonstrate the capacity to deal with differences in interpretation and to separate individual beliefs from historical understanding;
4. Understand, synthesize, and analyze the “democratic tradition” and the promotion of democracy in American foreign relations;
5. Situate historical content and historiographical knowledge of U.S. foreign policy into local, regional and global contexts; and
6. Evaluate the influence of new digital and multimedia formats on the practice and presentation of history.

¹ For a full list of core competencies and learning outcomes for all History students as defined by the AHA, refer to the 2016 History Discipline Core. <https://www.historians.org/teaching-and-learning/tuning-the-history-discipline/2016-history-discipline-core>

EXAMPLES OF CURRICULUM

Virtual Exchange Syllabus: The International System and the Transformation of Democracy in the 21st Century (co-taught by Kim Quinney and Alessandro Quarenghi and inserted as a module into the History of Foreign Policy of the United States)

a.y. 2021/22

VIRTUAL EXCHANGE MODULE BETWEEN ITALY AND THE UNITED STATES

Il sistema internazionale e la trasformazione della democrazia nel XXI secolo /
The International System and the Transformation of Democracy in the 21st Century

	Italy	U.S.
Instructors	Alessandro Quarenghi	Kimber Quinney
Institution	Università Cattolica del Sacro Cuore, Milano and Brescia	California State University, San Marcos
Department/Discipline	International Relations	History
Phone Number (for WhatsApp, Facetime)	+39 3381343158	760-828-0281

VIRTUAL EXCHANGE COURSE DESCRIPTION

Our U.S.-Italian internationalized curricular module will occur over the course of 12 weeks (from February 21 to May 10) and will be inserted into our respective courses on international relations (Quarenghi) and the history of American foreign relations (Quinney). The module aims to explore the changing international order of the post-Cold War era, allowing all of us to investigate ways in which 21st century democratic institutions of the United States and Italy (and other NATO nations) are affected. Our “big question” will be to what extent and in what respects the changing international order of the 21st century is impacting the future of democracy.

WHAT IS VIRTUAL EXCHANGE?

Virtual exchange is not a technology, rather it is a teaching and learning paradigm that develops cross-cultural competence across a shared multicultural online learning environment. The class will be co-taught by two professors and will involve students in both classes working together on assigned projects.

MODULE FORMAT

Our virtual exchange module will be virtual asynchronous. Students *may* choose to meet up in their respective groups synchronously via Google applications (see below), but face-to-face virtual meetings are not required.

STUDENT LEARNING OBJECTIVES

At the end our Virtual Exchange Module, students will have

- Challenged their own worldview—from both a personal and national perspective—and gained access to different perspectives on contemporary international and national political changes

- Connected contemporary international change to internal socio-political transformations
- Demonstrated an ability to research individually and collectively, to organize their work in a flexible manner and in a technologically innovative environment
- Engaged and collaborated in small and wider groups in producing a cumulative digital project illustrating their research and common understanding of a complex issue

EVALUATION

Students will be evaluated according to:

1. **ENGAGEMENT**
(Students' demonstration of collaboration with their group members) (25% of final grade)
2. **RESEARCH PROJECTS (GROUP):**
 - a. **Originality**
(Students' ability to link information, analyses, and perspectives gained from different sources, and to give the class personal insights through a collective (or group) interpretation): (25 % of final grade)
 - b. **Communication Effectiveness**
(Students' ability to organize, plan, and deliver the information in the clearest and most effective way) (25 % of final grade)
3. **PERSONAL REVIEW**
At the end of the module students will be asked to hand in a short personal review of the module (500 words max.) (25 % of final grade)

SCHEDULE OF DISCUSSIONS AND ASSIGNMENTS

WEEK ONE (21-27 February): WELCOME TO THE VIRTUAL EXCHANGE MODULE
February 21 – February 22² - Introduce Virtual Exchange Module
 - Introduce 14 Global Topics (Please see below)
 - [Create 14 Groups](#) (approximately 6 students in each Group)

WEEK TWO (28 February-06 March): : GETTING TO KNOW ONE ANOTHER
February 28 - March 1 - [Introduce Ice-Breaking Activity #1](#) (general “getting to know you” activity)

WEEK THREE (07-13 March): THE CONTEMPORARY WORLD ORDER
March 07 - March 08 - [Complete Ice-Breaking Activity #1](#)
 - [Introduce Ice-Breaking Activity #2](#) (personal experience with

² [Italy](#) - [United States](#)

group specific democracy issue)

March 11 - March 15

- [EXCHANGE Lecture: Dr. Quarenghi on *The Contemporary International Order and Issues of Order*](#)

Required Reading (Available from provided links or [here](#))

J. Grieco, J. G. Ikenberry, M. Mastanduno, *Introduction to International Relations. Enduring Questions and Contemporary Perspectives* (Palgrave, 2015), 418-436.

C. Mudde, "The Populist Zeitgeist", *Government and Opposition*, Vol. 39, No 4 (Autumn 2004), 541-563.

Ikenberry J. G., 2018. "The End of Liberal International Order?", *International Affairs*, 94 (1), pp. 7–23. Available at

https://scholar.princeton.edu/sites/default/files/gji3/files/inta94_1_2_241_ikenberry.pdf

Recommended Reading (Available from [here](#))

T. Flockhart, "The coming multi-order world", *Contemporary Security Policy*, Vol. 37 No 1 (2016), 3-30.

J. Grieco, J. G. Ikenberry, M. Mastanduno, *Introduction to International Relations. Enduring Questions and Contemporary Perspectives* (Palgrave, 2015), 358-385.

S. Kotkin, "Realist World. The Players Change, but the Game Remains", *Foreign Affairs* (14 June 2018). Available at <https://www.foreignaffairs.com/articles/world/2018-06-14/realist-world> (last accessed 20/06/2018)

C. Layne, "This Time It's Real: The End of Unipolarity and the "Pax Americana"", *International Studies Quarterly*, Vol. 56, No. 1 (March 2012), 203-213.

I. Buruma, A. Margalit, *Occidentalism. The West in the Eyes of its Enemies*, New York: Penguin 2004, 1-12 and 75-99.

A. Chua, "Tribal World. Group Identity is All", *Foreign Affairs* (14 June 2018). Available at <https://www.foreignaffairs.com/articles/world/2018-06-14/tribal-world> (last accessed 20/06/2018)

International Organization for Migration, *World Migration Report 2018* (2017). Available at http://publications.iom.int/system/files/pdf/wmr_2018_en.pdf (last accessed 22/06/2018)

United Nations, *New York Declaration on Refugees and Migrants* (Resolution A/71/1, 3 October 2016).

Available at http://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/71/1 (last accessed 22/06/2018)

- Y. Mounk, R. S. Foa, “The End of the Democratic Century. Autocracy's Global Ascendance”, *Foreign Affairs* (16 April 2018). <https://www.foreignaffairs.com/articles/2018-04-16/end-democratic-century> (last accessed 20/06/2018)
- C. Mouffe, “Populists are on the rise but this can be a moment for progressives too”, *The Guardian* (10 Sept. 2018).
<https://www.theguardian.com/commentisfree/2018/sep/10/populists-rise-progressives-radical-right> (last accessed 24/02/2019)
- J. Busby, “Warming World. Why Climate Change Matters More Than Anything Else”, *Foreign Affairs* (14 June 2018). <https://www.foreignaffairs.com/articles/2018-06-14/warming-world> (last accessed 20/06/2018)
- D. Deudney, and J. G. Ikenberry. “Liberal World”, *Foreign Affairs* (14 June 2018). Available at <https://www.foreignaffairs.com/articles/world/2018-06-14/liberal-world> (last accessed 20/06/2018)
- H. Kundnani, “What is the Liberal International Order?”, *Policy Brief of The German Marshall Fund of the US*, (03 May 2017). Available at <http://www.gmfus.org/publications/what-liberal-international-order> (last accessed 24/06/2018)
- K. Drum, “Tech World. Welcome to the Digital Revolution”, *Foreign Affairs* (14 June 2018). Available at <https://www.foreignaffairs.com/articles/world/2018-06-14/tech-world> (last accessed 20/06/2018)

WEEK FOUR (14-20 March): NATIONALISM VERSUS GLOBALISM

March 17- March 18 - [EXCHANGE Lecture: Quinney on US revisionism: US foreign policy in the 21st Century](#)

Reading (Available from [here](#))

- Barma, Naazneen et al. “The Mythical Liberal Order,” *National Interest* March 1, 2013
- Biden, Joseph. “Remarks by President Biden on America’s Place in the World,” February 4, 2021
- Diamond, Larry. “Democracy Demotion: How the Freedom Agenda Fell Apart,” *Foreign Affairs* (July/ August 2019)
- Fowler, Michael W. “A Brief Survey of Democracy Promotion in US Foreign Policy,” *Democracy and Security*, Vol. 11, No. 3 (July-September 2015), pp. 227-247
- Friedman, Uri. “American Exceptionalism: A Short History” *Foreign Policy* (June 18, 2012)
- Gomez, Adam. “John L. O’Sullivan, Manifest Destiny, and American Democratic

Messianism,” *American Political Thought* Vol. 1, No. 2 (September 2012), pp. 236-262

Kagan, Robert. “A Superpower, Like it or Not: Why Americans Must Accept Their Global Role,” *Foreign Affairs* (March/April 2021)

Konyndyk, Jeremy. “Exceptionalism is Killing Americans: An Insular Political Culture Failed the Test of the Pandemic,” *Foreign Affairs* June 8, 2020

Kupchan, Charles A. “The Clash of Exceptionalisms: A New Fight Over an Old Idea” *Foreign Affairs* (March/April 2018)

Mead, Walter Russell. “The End of the Wilsonian Era,” *Foreign Affairs* (January/February 2021)

Tomes, Robert R. “American Exceptionalism in the Twenty-First Century,” *Survival*, Volume 56, Number 1, 2014, pp. 27-50.

Wertheim, Stephen. “America Has No Reason to Be So Powerful,” *New York Times*, October 15, 2020

WEEK FIVE (21-27 March)

QUINNEY SPRING BREAK—21-27 March

Students may voluntarily continue to collaborate in their respective groups

WEEK SIX (28 March-03 April): DEFINING DEMOCRACY

March 28 - March 29

- [Complete Ice-Breaking Activity #2](#)

- Introduce Platform for Final Collaborative Digital Project: [instructions](#) and [Google Site](#)

- Groups meetings: Discuss 14 Global Topics

March 28 - March 31 -

- [MIXED LECTURE Defining Democracy: Democracy in the US](#) (Quinney)

April 01

Democracy in Italy (Quarenghi)

WEEK SEVEN (04-10 April): GROUP COLLABORATION

- Group meetings

WEEK EIGHT and NINE and TEN (11-24 April): GROUP COLLABORATION

QUARENGHI SPRING BREAK—12 to 25 April

Students may voluntarily continue to collaborate in their respective groups

- Group meetings

WEEK TEN (25 April-01 May): GROUP COLLABORATION

April 29 - April 29

- Complete and [upload Group Research and Presentation](#)

WEEK ELEVEN (02 May-08 May): PRESENTATIONS AND DISCUSSIONS

- May 2 - May 3 - Presenting and Discussion of Final Project (TOPICS I and II)
May 5 - May 6 - Presenting and Discussion of Final Project (TOPIC III)

WEEK TWELVE (09 May-15 May): PRESENTATIONS AND DISCUSSIONS

- May 9 - May 10 - Presenting and Discussion of Final Project (TOPIC IV)

STUDENT COLLABORATION

All student collaboration will take place at [Google](#). Students will take advantage of Google Drive, Google Meet and Google Duo. The Final Student Group Projects will be presented in [Google Sites](#)

More information will be provided as to additional Google Apps that may be leveraged for the virtual exchange.

TOPICS /GLOBAL ISSUES FOR STUDENT RESEARCH PROJECTS

Students will be matched up into 14 different groups, each of which correlates with the 14 Global Issues identified below. Most groups will consist of 4 students—2 from U.S. and 2 from Italy. In every case, students will be exploring the various subtopics with analysis of the changing international order of the 21st century and its impact on the future of democracy. Foundation readings will be provided to each group before the start of the module.

I. The weakening of unipolarity (or: the empowerment of asymmetric multipolarity) and values

Do you think that the weakening of unipolarity and the consequent empowerment of multipolarity is resulting in a wider range of values? Does that mean ‘US values’ (liberal values, which are the foundation of capitalism, liberalism, freedom, democracy) are weakening internally and internationally? Finally, do you see all of the above influencing democratic institutions, both internally and internationally?

- I.A The rearticulation of national identity and archetypes (human values): tolerance, justice, inclusion, patriarchy, age - the (Good) Citizen vs the Patriot
- I.B Institutional framework and economic policies: Democracy vs liberalism vs authoritarianism/ neo-liberalism vs neo-Keynesian approaches.

Foundational Reading

Michael Mazarr and Hal Brands, “Navigating Great Power Rivalry in the 21st Century,” War on the Rocks, April 5, 2017. Available at <https://warontherocks.com/2017/04/navigating-great-power-rivalry-in-the-21st-century/>

G. John Ikenberry, “The End of Liberal International Order?” International Affairs, Volume 94, Issue 1, January 2018: 7-23. Available at <https://academic.oup.com/ia/article/94/1/7/4762691>

Thomas Wright, “The Return to Great Power Rivalry Was Inevitable,” *The Atlantic*, September 12, 2018. Available at <https://www.theatlantic.com/international/archive/2018/09/liberal-international-order-free-world-trump-authoritarianism/569881/>

II. The International System and the Media

Do you think that an increased geo-political competition among international Great Powers is influencing the why, how, and when news stories are picked, shared, and reported and how ‘truth’ is created in and by the media?

- II.A The (old and new) media in the contemporary era: ownerships, reputation, political target, etc.
- II.B Social Media, Informational Warfare, “Fake News”: control of the internet, public discourse, in the shaping of a ‘bubble democracy’?

Foundational Reading

W. Lance Bennett and Steven Livingston, “Preface. The Origins and Importance of Political Disinformation”, in W. Lance Bennett and Steven Livingston (eds.) *The Disinformation Age: Politics, Technology, and Disruptive Communication in the United States* (Cambridge University Press, 2021) pp. XV-XIX. Available at https://www.cambridge.org/core/services/aop-cambridge-core/content/view/1F4751119C7C4693E514C249E0F0F997/9781108843058AR.pdf/The_Disinformation_Age.pdf?event-type=FTLA

W. Lance Bennett and Steven Livingston, “A Brief History of the Disinformation Age Information Wars and the Decline of Institutional Authority”, in W. Lance Bennett and Steven Livingston (eds.) *The Disinformation Age: Politics, Technology, and Disruptive Communication in the United States* (Cambridge University Press, 2021) pp. 3-40. Available at https://www.cambridge.org/core/services/aop-cambridge-core/content/view/1F4751119C7C4693E514C249E0F0F997/9781108843058AR.pdf/The_Disinformation_Age.pdf?event-type=FTLA

Serena Giusti and Elisa Piras, "Introduction. In search of paradigms: Disinformation, fake news, and post-truth politics", in Serena Giusti and Elisa Piras (eds.), *Democracy and Fake news. Information Manipulation and Post-Truth Politics* (Routledge, 2020), pp. 1-10. Available at <https://www.taylorfrancis.com/books/democracy-fake-news-serena-giusti-elisa-piras/e/10.4324/9781003037385?context=ubx&refId=542bd550-0fc3-4dac-a922-717436520ac4>

Matthew Loveless, “Information and Democracy. Fake news as an emotional weapon”, in Serena Giusti and Elisa Piras (eds.), *Democracy and Fake news. Information Manipulation and Post-Truth Politics* (Routledge, 2020), pp. 64-76. Available at <https://www.taylorfrancis.com/books/democracy-fake-news-serena-giusti-elisa>

[piras/e/10.4324/9781003037385?context=ubx&refId=542bd550-0fc3-4dac-a922-717436520ac4](https://www.cambridge.org/core/books/social-media-and-democracy/E79E2BBF03C18C3A56A5CC393698F117)

Andrew M. Guess and Benjamin A. Lyons, “Misinformation, Disinformation, and Online Propaganda”, in Nathaniel Persily and Joshua A. Tucker (eds.) *Social Media and Democracy: The State of the Field and Prospects for Reform* (Cambridge University Press, August 2020), pp. 10-33. Available at <https://www.cambridge.org/core/books/social-media-and-democracy/E79E2BBF03C18C3A56A5CC393698F117>

Lisa Muller, “The Impact of Mass Media on the Quality of Democracy within a State Remains a Much Overlooked Area of Study,” London School of Economics and Political Science, December 2014. Available at <https://blogs.lse.ac.uk/eurocrisispress/2014/12/10/the-impact-of-the-mass-media-on-the-quality-of-democracy-within-a-state-remains-a-much-overlooked-area-of-study/>

Patrick Murphy, “Introduction: Media and Democracy in the Age of Globalization” in *Negotiating Democracy: Media Transformations in Emerging Democracies* (SUNY Press, 2007) Available at <https://www.sunypress.edu/pdf/61516.pdf>

Christopher Walker and Jessica Ludwig, “The Meaning of Sharp Power. How Authoritarian States Project Influence”, *Foreign Affairs*, November 16, 2017. Available at <https://www.foreignaffairs.com/articles/china/2017-11-16/meaning-sharp-power>

III. ‘Old’ (20th Century) and ‘New’ (21st Century) Security Issues and domestic politics

Do you think that, in the contemporary era, ‘new’ security issues, which are of a global nature, have arisen in influence, in terms of both degree and acceptance, taking central stage in domestic politics while, on the contrary, ‘old’ security issues, of international nature, have declined in their ability to shape internal debates?

- III.A Human Rights, Justice, Poverty, Migration, Pandemics
- III.B Terrorism, Drugs, and illegal trade
- III.C Energy and Climate Change
- III.D War and Nuclear Proliferation
- III.E State Weakening/Failure and Liberal Interventionism (Right to Protect)
- III.F Technology: The Fourth Industrial Revolution (Artificial Intelligence, Industry 4.0, etc.)

Foundational Reading

Samuel Charap, et al. “Meeting Europe’s 21st Century Security Challenges: Reimagining Conventional Arms Control” RAND Research Brief RB-10115 (2020) Available at https://www.rand.org/pubs/research_briefs/RB10115.html

Schwab K., “The Fourth Industrial Revolution. What It Means and How to Respond”, *Foreign Affairs*, 12 December 2015. Available at <https://www.foreignaffairs.com/articles/2015-12-12/fourth-industrial-revolution>

Drum K., “Tech World. Welcome to the Digital Revolution”, *Foreign Affairs*, July/August 2018. Available at <https://www.foreignaffairs.com/articles/world/2018-06-14/tech-world>

Francis Fukuyama, Barak Richman, and Ashish Goel, “How to Save Democracy From Technology. Ending Big Tech’s Information Monopoly”, *Foreign Affairs*, January/February 2021. Available at <https://www.foreignaffairs.com/articles/united-states/2020-11-24/fukuyama-how-save-democracy-technology>

IV. International and Domestic Institutions and Actors

Do you think that international and domestic (democratic) institutions are connected, and therefore an eroding of international liberal institutions and in their normative influence translates to a degrading of domestic liberal-democratic institutions, and vice-versa?

- IV.A IGOs (UN, NATO), Multilateralism, Regionalism, and Diplomacy
- IV.B The role of MCNs, NGOs and Civil Society
- IV.C Monetary Systems, Global Financial Institutions, Financial Crises and Austerity
- IV.D Political movements vs parties and ‘traditional parties’ vs ‘populism’

Foundational Reading

Ted Piccone, “Policy Brief: Rising democracies, burden-sharing, and the international liberal order” Brookings Institution, February 2019. Available at <https://www.brookings.edu/research/rising-democracies-burden-sharing-and-the-international-liberal-order/>

“Democracy Facing Global Challenges,” V-Dem Annual Democracy Report 2019. Available at https://www.v-dem.net/media/filer_public/99/de/99dedd73-f8bc-484c-8b91-44ba601b6e6b/v-dem_democracy_report_2019.pdf