



Saint Louis University
Madrid Campus

**POLS 4930-M01
INTERNATIONAL CONTEMPORARY CHALLENGES
Fall 2017**

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**Monday and Wednesday: 17:30 to 18:45
Padre Rubio Hall 4**

**Office hours
Monday and Wednesday: 11:00-13:00
Friday (by appointment): 14:00-16:00**

Mobile phones and laptops are not allowed in the class

**PLEASE READ THIS SYLLABUS CAREFULLY
IT HAS INFORMATION FOR THE COURSE AND ITS
EVALUATION**

Course Description:

The world is still ruled by principles that come in part from the “treaties of Westphalia” (1648) but today, the situation that is going on in some countries and regions suggests that we may have inaugurated the “post-Westphalian” era. Nation-states remain pillars of the contemporary international system but many signs of State fragility have appeared too over the last decades. In Asia, in Latin America, in Africa, in the Middle East as well as in Europe, several examples show that the State sovereignty is challenged by the actions of local communities, parastatal bodies as well as terrorist and criminal groups.

This course will explore the main contemporary risks that have to be identified. After being briefly reminded of some theoretical principles of the international system, students will explore a series of concrete case studies where challenges to sovereignty and risks of country fragmentation have already happened or could prevail in the future.

This course requires from students a serious following of the international news and of publications dealing with international affairs.

Aims of the Course:

1. Understand why the concepts of Nation, State and Stability matter
2. Be aware of the constant cyclical mutations of the international order
3. Deepen your understanding of how institutions and societies work and interact with each other
4. Be aware of the shifts and changes that are ongoing in many regions and/or countries of the world
5. Be able to analyze State-related dynamics by differentiating general trends from specific singularities

Learning Outcomes

By the end of this course, students should be able to:

1. Compare and contrast the main theories and concepts studied during the semester
2. Understand what are the main international contemporary challenges brought to the field of study of this course
3. Be able to form their personal ideas, opinions and conclusions based on the readings, materials and class discussions
4. Be able to write an in-depth study paper on a topic that will be validated by the teacher

Research Methods:

Students should complete the readings before the date of the course. They will be graded on the basis of a mid-term exam, an oral presentation and a final exam. Participation in class will be evaluated.

Recommendations for oral presentations

- **Students are required not to read their presentations.** The idea for you is to understand well the topic you have studied before you share your findings and ideas with your audience. The more you are comfortable with what you say, the better you will be prepared to engage a debate with your audience.
- **Students have to make their presentation structured, dynamic, provocative when needed and challenging.** The idea is not to get your audience to listen to an enumeration of dates and facts. Instead, you are required to make a clear and concise presentation of the topic before presenting the different views that are part of the debate. You are encouraged to express your personal opinions, to suggest solutions and to bring two or three open questions that will open the floor for a debate with your audience.
- **Your presentation will be evaluated based** on the way you lead and expose your presentation and on the degrees of interest and involvement of your audience. You need to show a good knowledge on the topic of the seminar based on relevant bibliography. You need to make an argument and to provoke a dynamic discussion.

The criteria for evaluation will be

Your knowledge

Your ability to put your argument forward

Your ability to explain the argument and the points you wish to make

Your ability to provoke a dynamic and lead the discussion

Grade Scale:

A	93%-100%
A-	90%-92%
B+	87%-89%
B	83%-86%
B-	80%-82%
C+	73%-79%
C	67%-72%
C-	60%-66%
D	50%-59%
F	0%-49%

Methods of Evaluation and Grading (% of Final Grade)

20%	Oral presentation
20%	Mid-term exam
20%	Attendance and participation
40%	Final exam

All the classes will involve discussing the readings and current issues. Therefore, student participation is crucial. An active participation is required. Each recorded

absence beyond three will result in a letter grade reduction in your participation and attendance grade.

BIBLIOGRAPHY

Textbook

Dan Caldwell, Robert E. Williams Jr., **Seeking Security in an Insecure World**, 2nd Edition, Rowman & Littlefield Publishers, 2011

Additional Reading:

- Acemoglu Daron, Robinson James, **Why Nations Fail: The Origins of Power, Prosperity, and Poverty**, Crow Business, 2013
- Alexandre, Marc et al., **Societal Dynamics and Fragility: Engaging Societies in Responding to Fragile Situations**, World Bank Publications, 2012
- Davies, Norman, **Vanished Kingdoms: The Rise and Fall of States and Nations**, Penguin Books, 2012
- Diener Alexander, Hagen Joshua (Eds.), **Borderlines and Borderlands: Political Oddities at the Edge of the Nation-State**, Rowman & Littlefield Publishers, 2010
- Garthoff, Raymond L., **Détente and Confrontation: American-Soviet Relations from Nixon to Reagan**, The Brookings Institution, 1985
- Hobsbawm, Eric J., **The Age of Extremes: A History of the World, 1914-1991**, Vintage Books USA, 1996
- Moïsi, Dominique, **The Geopolitics of Emotion**, Anchor Books, 2010
- Opello Walter C., Rosow Stephen J., **The Nation-State and Global Order: A Historical Introduction to Contemporary Politics**, Lynne Rienner Publications, 2004
- Patrick, Stewart, **Weak Links: Fragile States, Global Threats, and International Security**, Oxford University Press, 2011
- Rotberg, Robert I., **When States Fail: Causes and Consequences**, Princeton University Press, 2003

CLASSES

The first class will be dedicated to the presentation of the course: syllabus, assignments, guidelines for oral presentations, mid-term and final exams, class rules and expectations.

Then, classes will deal with the topics that follow (sequences and content will be agreed on previously during classes).

I- THE FOUNDATIONS

- *Why stability matters?*

Reading: Dan Caldwell, Robert E. Williams Jr., Chapter 1, 1-24

- *Concepts of Geopolitics*

Reading: Kinga Smolen, *Evolution of Geopolitical Schools of Thought*, 2012, <http://www.pan-ol.lublin.pl/wydawnictwa/TPol7/Smolen.pdf>

- *The Imperial Moments*

Reading: Sir John Glubb, *The Fate of Empires and Search for Survival*, 1976, http://www.newworldeconomics.com/archives/2014/092814_files/TheFateofEmpiresbySirJohnGlubb.pdf

- *The Thirty Years' War and the Peace of Westphalia*

Reading: Ove Bring, *The Westphalian Peace tradition in International Law: From Jus ad Bellum to Jus Contra Bellum*, International Law Studies, Vol. 75, 2000.

Additionally, read the text of the Treaty of Westphalia (1648) at: <http://pages.uoregon.edu/dluebke/301ModernEurope/Treaty%20of%20Westphalia%20%5BExcerpts%5D.pdf>

- *The Era of Independence*

Reading: Eric J. Hobsbawm, Chapter 7, 199-223

- *The Cold War and the Post-Cold War Era*

Reading: Raymond L. Garthoff, Chapter 1, 1-23

II- STATES AND POPULATIONS: A TYPOLOGY

- *Failed States and collapsed States*

Reading: Robert I. Rotberg, *Failed States, Collapsed States, Weak States: Causes and Indicators*, Brookings, 2002,

http://www.brookings.edu/press/books/chapter_1/statefailureandstateweaknessinatimeofterror.pdf

- *Weak States and Strong States*

Reading: Marina Ottaway, *Rebuilding State Institutions in Collapsed States*, Development and Change 33, 2002,

http://archives.cerium.ca/IMG/pdf/Ottaway_Rebuilding_Collapsed_States.pdf

- *Civil Society and Civil Society Movements (CSMs)*

Reading: Patrick Heller, *Challenges and Opportunities: Civil Society in a Globalizing World*, United Nations Development Programme/Human Development Report Office, 2013, pp. 1-16, http://hdr.undp.org/sites/default/files/hdro_1306_heller.pdf

III- CONTEMPORARY THREATS: A GEOGRAPHICAL OVERVIEW OF INTRASTATE AND INTERSTATE CONFLICTS
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- *Dynamics and Conflicts in East and South East Asia*

Reading: The Asia Foundation, *The Contested Corners of Asia: Subnational Conflict and International Development Assistance*, 2013, Chapters 2 (pp. 11-35) and 8 (pp. 135-149), <http://asiafoundation.org/resources/pdfs/ContestedCornersOfAsia.pdf>

- *Central Asia: Natural Resources and beyond*

Reading: International Crisis Group, *Central Asia: Decay and Decline*, Asia Report N. 201, February 2011,

[http://www.crisisgroup.org/~media/Files/asia/central-
asia/201%20Central%20Asia%20-%20Decay%20and%20Decline.pdf](http://www.crisisgroup.org/~media/Files/asia/central-asia/201%20Central%20Asia%20-%20Decay%20and%20Decline.pdf)

- *South Asia: The Clash of Nationalisms*

Reading: Robert D. Kaplan, *South Asia's Geography of Conflict*, Center for A New American Security, August 2010,

[http://www.cnas.org/files/documents/publications/South%20Asias%20Geography%20o
f%20Conflict_Robert%20D.%20Kaplan_0.pdf](http://www.cnas.org/files/documents/publications/South%20Asias%20Geography%20of%20Conflict_Robert%20D.%20Kaplan_0.pdf)

- *East Africa and the Dynamics of State Fragmentation*

Reading: USAID, *East Africa Regional Conflict and Instability Assessment: Final Report*, March 2012, Parts 1(pp.1-9) and 3 (pp. 16-25),

[http://conflict.care2share.wikispaces.net/file/view/USAID+East+Africa+Conflict+Asses
sment+March2012.pdf](http://conflict.care2share.wikispaces.net/file/view/USAID+East+Africa+Conflict+Asses
sment+March2012.pdf)

- *The Sahel-Saharan Nexus*

Reading: International Crisis Group, *The Central Sahel: A Perfect Sandstorm*, Africa Report N. 227, June 2015, [http://www.crisisgroup.org/~media/Files/africa/west-
africa/227-the-central-sahel-a-perfect-sandstorm.pdf](http://www.crisisgroup.org/~media/Files/africa/west-africa/227-the-central-sahel-a-perfect-sandstorm.pdf)

- *North Africa: Building on the Security Complex*

Reading: Clingaendel/Netherlands Institute of International Relations, *The Crisis in North Africa: Implications for Europe and Options for Policymakers*, June 2015, Introduction and Part 1 (pp.10-33),

[http://www.clingendael.nl/sites/default/files/The%20crisis%20in%20North%20Africa%
20report%202015.pdf](http://www.clingendael.nl/sites/default/files/The%20crisis%20in%20North%20Africa%
20report%202015.pdf)

- *The Coming Middle East*

Reading: Aaron Reese, *Sectarian and Regional Conflict in the Middle East*, Institute for the Study of War, Middle East Security Report 13, July 2013,

[http://www.understandingwar.org/sites/default/files/SectarianandRegionalConflictinthe
MiddleEast_3JUL.pdf](http://www.understandingwar.org/sites/default/files/SectarianandRegionalConflictinthe
MiddleEast_3JUL.pdf)

- *Latin American Shifts and Perspectives*

Reading: UNDP/PAPEP, *Understanding Social Conflict in Latin America*, 2013, pp. 16-52,

<http://www.undp.org/content/dam/undp/library/crisis%20prevention/Understanding%20Social%20Conflict%20in%20Latin%20America%202013%20ENG.pdf>

- *Lessons from the Balkans*

Reading: R. Craig Nation, *War in the Balkans*, Strategic Studies Institute, Online Publication, Chapter 1, pp. 1-33,

<http://www.strategicstudiesinstitute.army.mil/pdffiles/PUB123.pdf>

IV- DEFINING THE COMING WORLD

- *Arms Race and its Implications*

Reading: Dan Caldwell, Robert E. Williams Jr., Chapter 2, 25-46

- *Human Migrations: Causes and Consequences*

Reading: Dan Caldwell, Robert E. Williams Jr., Chapter 11, 195-212

- *The “New Technologies”*

Reading: National Intelligence Council, *Global Trends 2030: Alternative Worlds*, December 2012, pp. 83-97,

<https://globaltrends2030.files.wordpress.com/2012/11/global-trends-2030-november2012.pdf>

- *Political Legitimacy and Popular Claims*

Reading: Dominique Moïsi, Chapter 5, 123-136

Mid-Term exam: Monday 16th of October 2017

Final exam: Wednesday 20th of December, 15:30-17:30

Academic Calendar and Important Dates

SEPTEMBER		
Friday-Saturday	1-2	Permanent and Transfer students mandatory Academic Welcome Session and departure for Welcome Days from SLU-Madrid (9:00 a.m.)
Saturday	2	Class of 2021 Convocation at SLU-Madrid (12:00 p.m.-noon) Study Abroad arrival and Housing in host family move-in date
Sunday	3	Study abroad students mandatory Welcome Sessions (10:00 a.m.)
Monday	4	Fall 2017 first day of classes
Sunday	17	Last day to drop a class without a grade of W and/or add a class Last day to choose Audit (AU) or Pass/No Pass (P/NP) options
Friday	29	Exams for MATH - First midterm (2:00-4:30 p.m.)
OCTOBER		
Thursday	12	<i>Fiesta Nacional de España</i> - Holiday (University closed)
Friday	13	University closed
Monday	16	Last day to submit Transfer Application for spring semester
Thursday	19	Professors' deadline to submit midterm grades
Monday	30	Last day to drop a class and receive a grade of W
NOVEMBER		
Wednesday	1	<i>Día de Todos los Santos</i> Holiday - (University closed)
Thursday	2	Registration for Spring 2018 semester begins
Thursday	9	<i>La Almudena</i> Holiday - (University closed)
Friday	24	Exams for MATH - Second midterm (2:00-4:30 p.m.)
DECEMBER		

Wednesday	6	<i>Día de la Constitución</i> Holiday - (University closed)
Friday	8	<i>Inmaculada Concepción</i> Holiday - (University closed)
Wednesday	13	Fall 2017 final day of classes
Thursday-Friday	14-15	Fall 2017 final exams
Monday-Wednesday	18-20	Fall 2017 final exams
Monday	18	Mid-Year commencement
Thursday	21	Fall 2017 University Housing move-out date
Saturday	23	Professors' deadline to submit fall 2017 final grades

Holidays

Thursday 12 th of October:	<i>Fiesta Nacional de España</i>
Friday 13 th of October:	<i>University Closed</i>
Wednesday 1 st of November:	<i>Día de Todos los Santos</i>
Thursday 9 th of November:	<i>La Almudena</i>
Wednesday 6 th of December:	<i>Día de la Constitución</i>
Friday 8 th of December	<i>Inmaculada Concepción</i>

Accommodation Statement

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to http://spain.slu.edu/academics/learning_resources.html.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at +34 915 54 58 58, ext. 204, send an e-mail to counselingcenter-madrid@slu.edu, or to visit the Counseling Office (San Ignacio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

Academic Integrity and Plagiarism

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office website at: http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf.

Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

Information regarding the collection of student work for assessment

In order to maintain quality academic offerings and to conform to accreditation requirements, SLU-Madrid regularly assesses its teaching, services and programs for evidence of student learning. For this purpose, SLU-Madrid keeps representative examples of student work from all courses and programs on file, including assignments, papers, exams, portfolios and results from student surveys, focus groups and reflective exercises. Copies of your work for this course may be kept on file for institutional research, assessment and accreditation purposes. If

you prefer SLU-Madrid not to retain your work for this purpose, you must communicate this decision in writing to your professor.

Title IX Statement:

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University.

If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multiplettherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address:<http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.

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In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <http://www.slu.edu/madrid/learning-resources>.

Students with a documented disability who wish to request academic accommodations **must** contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also **must** notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at disabilityservices-madrid@slu.edu or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more

information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

Trips

Students enrolled in this class must participate and make payment for all mandatory trips/activities. The prices posted on the web are approximate; and the final price will be based on the number of students enrolled on the last day of the Add/Drop period. All students, including those who withdraw from the class after this date, are required to pay these fees, which are non-refundable, unless the trip is cancelled due to low enrollment. Please review SLU-Madrid's trip policies, available [on-line](#).

FINAL EXAMS

FALL 2017					
	14 Dec (Th)	15 Dec (Fr)	18 Dec (Mn)	19 Dec (Tu)	20 Dec (Wd)
08:30-11:30	Mn classes that meet at 9:00 & 9:30	Mn classes that meet at 10:00	Mn classes that meet at 11:00 & 11:30	Tu classes that meet at 9:30 & 10:00	Tu classes that meet at 8:00
12:00-15:00	Tu classes that meet at 11:00	Mn classes that meet at 13:00	Tu classes that meet at 14:30	Mn classes that meet at 12:00	Tu classes that meet at 12:30
15:30-18:30	Mn classes that meet at 14:30	Tu classes that meet at 17:00 & 17:30	Mn classes that meet at 16:00	Tu classes that meet at 15:30 & 16:00	Mn classes that meet at 17:30
19:00-22:00	---	---	Mn classes that meet at 19:00	Tu classes that meet at 19:00	---