

International Politics and Policies A

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Course Objectives

The goal of this course is to examine critical international policies, issues, and actors. The different sections of the course will discuss:

1.-U.S. Foreign Policy: Current policies including our relationship with China, Iran, India, Russia and selected African and Latin American countries will be discussed throughout the course.

2.-The section on China will provide a detailed analysis of China's economic and military transformation into a major international power in the last thirty years. This section will focus on China's economic and defense policies, China's role in the world economy and the impact of President's Xi's policies both domestically and internationally will be analyzed as well.

3.-China-U.S. Relations will receive special attention. Among the topics discussed will be power competition in the S. China Sea and in South and East Asia, as well as China-U.S. economic relations.

4.-The section on Russia will include a brief background and a discussion of Russia's current role in the international economic and political system. We'll focus the analysis on Mr. Putin's current policies in Ukraine and past policies in Syria.

5.-Latin America and Africa's interactions with both China and the U.S. will be discussed in the last section of the class.

What do you get from this course?

a) Knowledge

At the end of the course, the students are expected to have:

- a) Learned the main analytic methods and approaches used in international relations.
- b) Learned about U.S. Foreign policies and actions in several regions of the world.
- c) Acquired an in-depth knowledge of the nature of the Chinese government, its approach to foreign policy, as well as China's impact on the world political and economic systems.
- d) Learned about U.S.-China military and economic relations.

- e) Learned about the end of the Soviet Union, Russia under Putin and his policies in the Middle East as well the invasion of Ukraine.
- f) Learned about Latin American and African countries' relations with China and the U.S.

b) Analytical Skills:

The course emphasizes the development of analytical skills. Students will develop these analytical skills in three different forms and through four different processes:

- a) **Class discussions** will allow the students to develop the ability to analyze, discuss, and defend different policy positions in an academic environment.
- b) **Writing policy memos:** It is critical for all of us to be able to summarize a problem, present possible solutions, and recommend policies/solutions to others. The policy memos allow the students to develop these very important skills. The policy memos emphasize the use of relevant data, the analysis of the problem, and the policy design.
- c) **Group presentations:** Group presentations are geared to allow the student to develop the ability to work on a project with other students, learn about a specific topic in depth, and prepare a class presentation using either power point. To ensure the effectiveness of the presentation the instructor meets with the student about ten days before the presentation to set the specific topics and parameters of the presentation. A draft of the PowerPoint should be submitted to the instructor no later than 48 hours before the presentation. The slides will be reviewed by the instructor to verify the effectiveness of the presentation. The group is encouraged to debate alternative policy positions, if applicable.

The paper will be due ten days after the presentation. Specific instructions will be provided to the lass and to each group.

Conclusion

At the end of the course, the students would have learnt about the specific foreign policies included in the syllabus, the principles and the motivations that inform those policies. Students would also have developed a set of analytical, presentation and writing skills.

Requirements and Grading

Students are required to attend class, to have done the reading assignments, and to participate in the class discussions. The classes will be run as a combination of lectures, discussions, and class presentations.

Students will have:

- a) To write two memos,
- b) To do a group class presentation and submit a group paper that summarizes the presentation's themes, data, and conclusions. Dates and instructions will be provided by the instructor.
- c) To present the readings assigned for the day, once during the semester
- d) To attend class and participate in the class discussions

Grading:

Doing a summary of the readings for the day: 20%

Doing a group presentation and paper combined assignment: 30%

Two policy memos= 50%

Students are expected to fulfill the class requirements on the assigned dates.

Make-up dates for submitting assigned work will be granted only for medical reasons, or unique personal reasons.

Students should present a note from the attending physician if there is a medical reason for not fulfilling the class requirements.

Class Attendance: Students are required to attend class.

Students who do not attend class will have their grade substantially reduced. Grade reduction will proceed as follows:

4-5 unexcused absences= one-point reduction i.e., from A to B

6-7 unexcused absences=two points reduction i.e., from A to C

Over 8 unexcused absences=student will fail the class

If you have a medical or personal reason for missing class, please make sure to email the instructor before class.

Assignments: Content, dates, and grading criteria

1.- Presenting a summary of class readings:

Your job: To provide the class with a 10–15-minute summary of the readings.

The summary should also include your criticism and opinion of the readings and questions that you have based on the readings.

Dates will be assigned during the second week of classes.

If you know you'll be out of town on the assigned date, I'll change it. Please inform me ASAP.

You'll do this from your seat.

2.- Policy Memos: Students will have to write two policy memos.

Guidelines and topics will be distributed about 12-14 days before the memo is due.
All memos should be submitted through Canvas.

Policy memos Due dates

Midterm Memo: Topic distributed Feb 12. The memo will be due Feb 25 before 10:00 PM

Final memo: Topic distributed April 3. The memo due April 16 before 10:00 PM

Memo Grading Criteria

Problem

Grammar and spelling: minor problems
A to an A-)

Major problems

B)

Missing sections:

- a) Abstract and/ or conclusions:
- b) Missing one of the content sections:
- c) Failing to analyze the problem:

Recommendations:

No recommendations
Recommendation idea, but no development
or implementation:

Citations: Depending on the seriousness of the problem: failing grade

Impact on the grade

minus half grade point (i.e., from an

minus one point (i.e., from an A to a

minus half point each

minus one point

minus one point

minus one point

minus half point per recommendation

3.-Class presentations and follow up paper

Presentation Guidelines: Please read these guidelines carefully.

Students will be asked to select three topics for class presentation/debate during the second week of classes. The instructor will form groups of 3-4 students based on the students' preferences.

To ensure the effectiveness of the presentation the instructor will meet with the group about two weeks before the presentation to define the parameters of the presentation. A draft of the slides needs to be submitted to the instructor at least 48 hours before the presentation. The instructor will review the slides to verify the effectiveness of the presentation and comments will be sent to the group.

The instructor will form the presentation groups. Information regarding groups, topics and dates will be sent during the third week of classes.

- a. The presenters will meet with the instructor about two weeks before the presentation to determine the format and approach to the issue or policy.
- b. The presentation should last about 20 minutes (about 5 minutes per presenter)
- c. The presenters must prepare a power point presentation.
- d. The presenters must email the instructor a draft of the presentation no later than 48 hours before the presentation. The final copy should be emailed to the instructor and the TA no later than 24 hours before the presentation.

Presentations: Structure:

The presentation can be structured either a debate, or a presentation depending on the nature of the topic.

2.-Content: Presentations should have an agenda, thesis, a brief historical background, policy/issue analysis, data to support the analysis, and conclusions. Please include a couple of policy recommendations at the end. The material needs to be cited.

3.-Topics: Students will select three presentation topics during the second week of classes.

Presentations: Grading Rubric

The presentation will be graded according to the following guidelines:

Content: Are the critical issues been addressed? Have the presenters complied with the format described in the guidelines? Is the material cited correctly?

Presentation Style: Are the presenters addressing the audience in a clear, professional, and convincing manner?

Quality of the slides: Includes citing the material and making sure the slides look professional.

Each of these factors will account for 1/3 of the grade.

Follow up paper:

The paper will be due ten days after the presentation, and it should be a written version of the presentation. Students will receive specific instructions after the presentation.

Follow up paper: Grading Rubric

Content: Are the critical issues been addressed

Quality of the writing: Please edit your paper carefully.

Structure: All papers must have a title, name of authors, introduction, analysis of the policy or issue, data to support the analysis and conclusions. If possible, also provide recommendations.

Citations: Please use Chicago style citations. If you don't know how to use it, please consult https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

There are also online citations generators.

If needed, please consult with your assigned TA.

Cheating and Plagiarism.

In case of cheating or plagiarism the instructor:

- a) Will make full use of the University and the Heinz College policies and regulations.
- b) A full report of the incident will be sent to the Program Director and the Associate Dean.
- c) Students who plagiarize (represent someone else work as yours) will fail the exam/paper (get 0 points in the assignment) and as a result will fail the course. There will be no exemptions made to this rule.
- d) Please remember that the internet makes it very easy to plagiarize, but it also makes it very easy to find the plagiarized material. In other words, Google works for you and for me.

For more details, please see the [University Policy on Academic Integrity](#) in the CMU Website.

Use of Artificial intelligence/ChatGPT

To best support your own learning, you should complete all graded assignments in this course yourself, without any use of generative artificial intelligence (AI). Please refrain from using AI tools to generate any content (text, video, audio, images, code, etc.) for an assignment or classroom exercise. Passing off any AI generated content as your own (e.g., cutting and pasting content into written assignments, or paraphrasing AI content) constitutes a violation of [CMU's academic integrity policy](#). If you have any questions about using generative AI in this course, please email or talk to me.

Please make sure:

Please disconnect your cell phone before class. Texting is not allowed.

Recording of Lectures University policies establish that “no student may record or tape any classroom activity without the express written consent of the instructor”.

Use of Internet sources: Please use reliable sources. Blogs and Wikipedia are not reliable sources.

Required Readings

Books: Please get a copy of Elizabeth Economy's *The World According to China*, A Council on Foreign Relations Book, 2022

Feel free to get electronic copies of the book, if available. If you read electronically, please keep track of locations/page numbers for proper citations.

Articles are posted on Canvas and you can find the links here for most of them

Syllabus

Please make sure to do the readings before class. All articles are on Canvas

Jan 17 and 22 Introduction

Topic: Basic Concepts and Models: Power, Realism, Idealism, Bipolarity, Multipolarity, Groupthink, Bureaucratic approach, Domestic politics approach

No readings assigned.

Notes will be sent to the class.

Section 1: China

Jan 24 and 29: Brief Historical Overview 1949-1979: China under Mao, The Cultural Revolution, Economic Reforms, and early integration into the World Economy

Read: From the book "*The World According to China*", pp.1-28

Articles on Canvas and on links below

Pankaj Mishra, "What Are the Cultural Revolution's Lessons for Our Current Moment?" *The New Yorker*, 2021

<https://www.newyorker.com/magazine/2021/02/01/what-are-the-cultural-revolutions-lessons-for-our-current-moment>

J. Deslisle and A. Goldstein, "China's Economic Reform and Opening at Forty: Past Accomplishments and Emerging Challenges" *Brooking Institution*, 2019

https://www.brookings.edu/wp-content/uploads/2019/04/9780815737254_ch1.pdf

Nancy Qian, "The two sides of Chinese GDP" *Project Syndicate*, April 2021

"China Primer: China's Political System" *Congressional Research Service*, September 29, 2023 <https://www.everycrsreport.com/reports/IF12505.html>

Jan 31: China and US: From globalization to the Trade War

Read: From the book *The World According to China*, pp.29-61

Readings on Canvas and on links below

Dorcas Wong and Alexander Chipman Koty, “The US-China Trade War: A Timeline” Dec 2019, <https://www.china-briefing.com/news/the-us-china-trade-war-a-timeline/>

“U.S.-China Trade Relations” Congressional Research Service, 2023, <https://sgp.fas.org/crs/row/IF11284.pdf>

“U.S. China Economic Security Review Commission”, Annual Report to Congress, 2023 https://www.uscc.gov/sites/default/files/2022-11/2022_Executive_Summary.pdf

Feb 5: China’s Military and Cyber power and Taiwan

Readings on Canvas and on links below

Zack Cooper, “7 important Updates in the Department of Defense 2020 China Military Power Report”, AEI, September 2020

<https://www.aei.org/foreign-and-defense-policy/7-important-updates-in-the-department-of-defenses-2020-china-military-power-report/>

Michael O’Hanlon, “Does the Pentagon Report on China’s Military Correctly Assess the threat?” Brookings, 2022

<https://www.brookings.edu/articles/does-the-pentagon-report-on-chinas-military-correctly-judge-the-threat/>

William Broad, “U.S. Counters Space Threat from China” The New York Times, Jan 25, 2021. <https://www.nytimes.com/2021/01/24/us/politics/trump-biden-pentagon-space-missiles-satellite.html>

J. Blanchette and R. Hass, “The Taiwan Long Game: Why no Solution is the best Solution”, Foreign Affairs Jan 2023

US Department of Defense, “Military and Security Developments involving The People’s Republic of China”, 2023 Annual Report to Congress, Executive Summary (on Canvas)

For full report see <https://media.defense.gov/2023/Oct/19/2003323409/1/-1/1/2023-MILITARY-AND-SECURITY-DEVELOPMENTS-INVOLVING-THE-PEOPLES-REPUBLIC-OF-CHINA.PDF>

Feb 7: Focus on East Asia: China's Relations with Japan and South Korea; conflicts in the South and East China Seas

Read: From the book *The World According to China*, pp. 62-127

Articles on Canvas and on links below

Trissia Wijaya and Yuma Osaki, "Is This a True Thaw in Sino-Japanese Relations?," *The Diplomat*, Feb 16, 2019, <https://thediplomat.com/2019/02/is-this-a-true-thaw-in-sino-japanese-relations/>

Zack Cooper, "Parsing Different U.S. Views on Japan's Approach to China" *Carnegie Endowment for International Peace*, January 2021
<https://www.aei.org/articles/parsing-differing-u-s-views-on-japans-approach-to-china/>

Congressional Research Service, "U.S. and China's Strategic Competition in the S. and E. China Seas: Background and Issues for Congress", November 2023,

READ pages 1-44 and skim through the appendices.

<https://crsreports.congress.gov/product/pdf/R/R42784>

Memo 1: Topic distributed Feb 12

Memo due: Feb 25 before 10:00 PM

Please upload the memo on Canvas

Feb 12: China: The Belt and Road Initiative and Europe

Read: From the book *The World According to China*, pp. 168-226

Readings on Canvas and on links below

Andrew Chatzky and James McBride, "China's Massive Belt and Road Initiative", *Council on Foreign Relations*, Jan. 2020, <https://www.cfr.org/backgrounder/chinas-massive-belt-and-road-initiative>

David Dollar, "Seven years into China's Belt and Road" *Brookings Institution*, 2020
<https://www.brookings.edu/blog/order-from-chaos/2020/10/01/seven-years-into-chinas-belt-and-road/>

[Paul Haenle](#), Chan Heng Chee, Liu Yawei, [Dan Baer](#), Is Europe Aligned on China? *Carnegie Endowment for International Peace*, 2023

The Economist, "Relations between China and Europe grow more tense" Oct 2022
<https://www.economist.com/china/2022/07/28/relations-between-china-and-europe-grow-more-tense?>

Feb 14: Xi's rewriting of the rules of the game and the reset....

Articles on Canvas and on links below

Odd Arne Westad, "The sources of Chinese Conduct: Are Washington and Beijing fighting a new Cold War?" Foreign Affairs, Sept-Oct 2019, pp. 86-95

Rana Mitter, "The World China Wants: How Power will and won't Reshape Chinese Ambitions", Foreign Affairs, Jan 2021

Jessica Chen Weiss, "The China Trap: U.S. Foreign Policy and the Perilous Logic of Zero-Sum Competition", Foreign Affairs, September 2022

Kevin Rudd, "The World According to Xi Jinping: What China's Ideologue in Chief Really Believe", Foreign Affairs, November/December 2022

Ian Johnson "Xi's Age of Stagnation: The Great Walling-off of China", Foreign Affairs September 2023

Amnesty International, "China Human Rights, 2022-23 Report"
<https://www.amnesty.org/en/location/asia-and-the-pacific/east-asia/china/report-china/>

Feb 19: The US in East Asia

Articles on Canvas and on links below

Kurt Campbell and Rush Doshi, "How can America shore-up Asian Order: A Strategy for Restoring Balance and Legitimacy" Foreign Affairs, Jan 2021

Duyeon Kim, "Washington and Seoul must heal their Alliance: Confronting N. Korea and the Chinese Requires it" Foreign Affairs, Jan 2021

Douglas Paal, "America's Future in a Dynamic Asia" Carnegie Endowment for International Peace, 2019

Section II: Taking a look at Nuclear Weapons' Countries in East and South Asia and the Middle East and comparisons

Feb 21: Focus on North Korea and comparisons.

Articles on Canvas and on links below

Arms Control Association, “Nuclear Weapons: Who Has What at a Glance”, June 2023
<https://www.armscontrol.org/factsheets/Nuclearweaponswhohaswhat>

Frontline, “The U.S. and North Korea On the Brink: A Timeline”,
<https://www.pbs.org/wgbh/frontline/article/the-u-s-and-north-korea-on-the-brink-a-timeline/>

Oriana Skylar Mastro, “Why China Won’t Rescue North Korea: What to Expect If Things Fall Apart, Foreign Affairs, Jan 2018

North Korea, Amnesty International Report 2021/22,
<https://www.amnesty.org/en/location/asia-and-the-pacific/east-asia/north-korea/report-korea-democratic-peoples-republic-of/>

Robert Kelly, “Why North Korea may use nuclear weapons first, and why current US policy toward Pyongyang is unsustainable” Bulletin of the Atomic Scientists, Nov 2023

<https://thebulletin.org/2023/11/why-north-korea-may-use-nuclear-weapons-first-and-why-current-us-policy-toward-pyongyang-is-unsustainable/>

“North Korea’s Nuclear Weapons and Missile Programs” CRS Report, Dec 2023
<https://crsreports.congress.gov>

Focus on Iran

Feb 26: The U.S. and Iran from the 1950s to today

All Readings on Canvas and on links below

James Risen, “SECRETS OF HISTORY: The C.I.A. in Iran -- A special report.; How a Plot Convulsed Iran in '53 (and in '79)”, The New York Times, April 16, 2000,
<https://www.nytimes.com/2000/04/16/world/secrets-history-cia-iran-special-report-plot-convulsed-iran-53-79.html>

“Iran hostage crisis”, The Editors of Encyclopedia Britannica,
<https://www.britannica.com/event/Iran-hostage-crisis>

Wendy Sherman, “How we got the Iran deal and why we’ll miss it?”, Foreign Affairs, Sept 2018, pp. 186-198

Mohammed Javad Zarif, “Iran wants the Nuclear deal it Made: Don’t ask Teheran to meet new Demands” Foreign Affairs, January 2021

Robin Wright, “The Looming Threat of a Nuclear Crisis with Iran”, The New Yorker, Jan 2022

E. Edelman and R. Takeyh, “Iran Protesters want Regime Change: The U.S. should lend them a hand” Foreign Affairs, Jan. 2023

Feb 28: Focus on Pakistan

Articles on Canvas and on links below

K. Alan Kronstadt, “Pakistan and Pakistan-U.S. Relations” Congressional Research Service Report, 2023 <https://crsreports.congress.gov/product/pdf/R/R47565>

Husain Haqqani and Javid Ahmad, “The Folly of Pakistan’s China Gamble: Why Relying on Beijing Is a Bad Bet” Foreign Affairs, August 2022,

H. M. Kristensen , et.al., “Pakistan nuclear weapons, 2023” Bulletin of the Atomic Scientists, 2023

<https://thebulletin.org/premium/2023-09/pakistanuclear-weapons-2023/>

HAPPY SPRING BREAK

India Section

March 11: Background, History and The Nuclear Deal

Articles on Canvas and on links below

U.S. India Relations 1947-2023, Council on Foreign Relations, 2023

<https://www.cfr.org/timeline/us-india-relations>

Kaushik Basu “A Short History of India’s Economy: A Chapter in the Asian Drama” UN University

<https://www.wider.unu.edu/sites/default/files/Publications/Working-paper/PDF/wp2018-124.pdf>

“The Indian economy remains a bright spot in South Asia” The Economist, Dec 2023, <https://www.economist.com/the-world-ahead/2022/11/18/the-indian-economy-remains-a-bright-spot-in-south-asia>

Jayshree Bajoria and Esther Pan, “The U.S.-India Nuclear Deal: A proposed groundbreaking nuclear deal between the United States and India is raising questions and concern in both countries”, Council on Foreign Relations, <https://www.cfr.org/backgrounder/us-india-nuclear-deal>

March 13: US-India-China Relations, Nuclear capabilities

Read: Articles on Canvas and on links below

“India-U.S. Relations: Issues for Congress” Congressional Research Service, 2023, <https://crsreports.congress.gov/product/pdf/R/R47597>

Happymon Jacob, “How to Thwart China’s Bid to Lead the Global South: America Should See India as a Bridge to the Rest of the World”, Foreign Affairs, Dec 2023, <https://www.foreignaffairs.com/china/how-thwart-chinas-bid-lead-global-south/>

H. M. Kristensen and M. Korda, “Nuclear Notebook: How many nuclear weapons does India have in 2022?” Bulletin of Atomic Scientists, 2022 <https://thebulletin.org/premium/2022-07/nuclear-notebook-how-many-nuclear-weapons-does-india-have-in-2022/>

March 18: India Relations with Pakistan, Russia and Africa

Readings on Canvas and on links below

R. Menon and E. Rummer, “Russia and India: A New Chapter, Carnegie Endowment for International Peace, 2022”, <https://carnegieendowment.org/2022/09/20/russia-and-india-new-chapter-pub-87958>

Ejaz Hussain, “India–Pakistan Relations: Challenges and Opportunities”, March 2019 https://www.researchgate.net/publication/332011745_India-Pakistan_Relations_Challenges_and_Opportunities

Shivshnkar Menon, “How India and China can keep the Peace”, Foreign Affairs, Dec 2021

Paul Nantulya, “Africa-India Cooperation Sets Benchmark for Partnership”, Africa Center for Strategic Studies, 2023 <https://africacenter.org/spotlight/africa-india-cooperation-benchmark-partnership/>

March 20: Russia: Brief Historical Background: Focus on US-Russian relations in the Post-Cold War period and the end of Soviet Regime

Notes on Soviet political history and a timeline will be provided to the class.

Readings on Canvas and on links below

ThoughtCo, “Timeline of U.S. and Russian Relations: Significant Events from 1922 to Present Day”

<https://www.thoughtco.com/timeline-of-us-russian-relations-3310271>

E. Rummer and R. Sokolsy, “Thirty Years of U.S. Policy toward Russia: Can the Vicious Cycle be broken” Carnegie Endowment, 2019

<https://carnegieendowment.org/2019/06/20/thirty-years-of-u.s.-policy-toward-russia-can-vicious-circle-be-broken-pub-79323>

March 25: Russia Today: Real Threat or Hollow Power? Russia’s Nuclear capabilities

Read: Articles on Canvas and on links below

Keith Gessen, “What’s the Matter with Russia: Putin and the Soviet Legacy”, Foreign Affairs, July/Aug 2014, pp. 182-190

Michael McFaul, “How to Contain Putin: A Strategy for Counting a Rising Revisionist Power”, Foreign Affairs, Jan 2021

M. Kofman and A. Kendall-Taylor, “The myth of Russia Decline: Why Russia will be a Persistent Power” Foreign Affairs, Dec 2021

“Russia” Amnesty International Report 2021/22

<https://www.amnesty.org/en/location/europe-and-central-asia/russian-federation/report-russian-federation/>

Center for Arms Control and Proliferation, “Russia’s Nuclear Inventory”

<https://armscontrolcenter.org/wp-content/uploads/2022/09/Russias-Nuclear-Inventory-091522.pdf>

March 27-April 1: Putin, Trump, and Biden: Focus on sanctions, Putin’s goals and Ukraine

All Readings on Canvas and on links below

“A new history of sanctions has unsettling lessons for today: Sometimes they create the problem they are trying to solve” The Economist, Feb 2022

“Five Ways Sanctions Are Hitting Russia”, The New York Times, Nov 4, 2022,
<https://www.nytimes.com/2022/11/04/us/politics/russia-sanctions-ukraine-war.html>

Jim Townsed, “What will it take to deter Russia?” Foreign Affairs, Jan 2022

L. Fix and M. Kimmage, “Putin’s Last Stand: The Promise and Peril of Russian Defeat”
Foreign Affairs, Jan 2023

<https://www.foreignaffairs.com/russian-federation/putin-last-stand-russia-defeat>

Ukraine, 2022, Amnesty International, Human Rights Report of the War’s impact
<https://www.amnesty.org/en/location/europe-and-central-asia/ukraine/report-ukraine/>

Russia 2022/23 Human Rights Report, Amnesty International,
<https://www.amnesty.org/en/location/europe-and-central-asia/russia/>

Richard Haass and Charles Kupchan, “Redefining Success in Ukraine: A New
Strategy Must Balance Means and Ends, Foreign Affairs Nov 2023

<https://www.foreignaffairs.com/ukraine/redefining-success-ukraine>

**Updated information on casualties and human rights abuses and casualties resulting
from the war in Ukraine will be provided to the class.**

Memo 2: distributed April 3rd
Memo Due April 16

Section 4: US and China’s relations with African and Latin American Countries

April 3: US relations with African countries

Readings on Canvas

Center for Strategic and International Studies, “The World is Coming to Sub-Saharan
Africa: Where is the U.S?”, 2018,

<https://www.csis.org/analysis/world-coming-sub-saharan-africa-where-united-states>

Charles Smith, “US-Africa Relations and Opportunity lost and found” Foreign Policy
Research Institute, Nov. 2021

<https://www.fpri.org/article/2021/11/u-s-africa-relations-an-opportunity-lost-or-found/>

Zainab Usman, “How Biden Can Build U.S.-Africa Relations Back Better” Carnegie Endowment, 2021

<https://carnegieendowment.org/2021/04/27/how-biden-can-build-u.s.-africa-relations-back-better-pub-84399>

Brett Carter, Why the New Cold War Will Split Africa: And How America Can Win Over the Continent, Foreign Affairs Sept 2023,

<https://www.foreignaffairs.com/africa/why-new-cold-war-will-split-africa>

April 8 and 10: Africa and China

Readings on Canvas

Linda Benabdallah, “China’s Soft-Power Advantage in Africa: Beijing Isn’t Just Building Roads—It’s Making Friends”, Foreign Affairs, Dec 2021

Yun Sun, “FOCAC 2021: China’s Retrenchment from Africa?” Brookings 2021

<https://www.brookings.edu/blog/africa-in-focus/2021/12/06/focac-2021-chinas-retrenchment-from-africa/>

Paul Nantulya, “China’s United Front Strategy in Africa” Africa center for Strategic Studies, 2023

<https://africacenter.org/spotlight/china-united-front-africa/>

AGNES NGOMA LESLIE, China-Africa Relations: The Belt and Road Initiative and Its Impact on Africa”, African Studies Quarterly | Volume 19, Issue 3-4 | October 2020, <https://asq.africa.ufl.edu/wp-content/uploads/sites/168/V19i3-4a1.Introduction-China-Africa.pdf>

April 15 and 17 Latin America and the US

Readings on Canvas

Michael McKinley, The case for a Positive Agenda with Latin America, Center for Strategic and International Studies, 2021

WOLA Staff, “Biden’s First Year Policies toward Latin America” Wash. Office for Latin America, <https://www.wola.org/analysis/bidens-first-year-policies-toward-latin-america/>

“Inflection Point: The Challenges Facing Latin America and U.S. Policy in the Region”, Center for Strategic and International Studies, 2023,

<https://www.csis.org/analysis/inflection-point-challenges-facing-latin-america-and-us-policy-region>

Information on US relations with a specific country will be sent to the class as needed.

April 22 and 24 : Latin America and China and Conclusions

Readings on Canvas

Victoria Chon Ching, “Butting in or Rounding Out? China’s Role in Latin America’s Investment Diversification” Global Development Policy Center, 2021.

https://www.bu.edu/gdp/files/2021/06/GCI_WP_016_FIN.pdf

Congressional Research Service, “China’s Engagement with Latin America and the Caribbean”, 2023

<https://s3.documentcloud.org/documents/23863208/report-to-congress-on-chinas-engagement-with-latin-america-and-the-caribbean.pdf>

Nicolás Devia-Valbuena; Gen. Alberto Mejia “How Should the U.S. Respond to China’s Influence in Latin America?: To compete with China’s growing economic impact in the region, the U.S. must build a shared future with its Latin American neighbors”. US Institute of Peace, <https://www.usip.org/publications/2023/08/how-should-us-respond-chinas-influence-latin-america>

Diana Roy, “China’s Growing Influence in Latin America”, Council on Foreign Relations, 2023, <https://www.cfr.org/backgrounder/china-influence-latin-america-argentina-brazil-venezuela-security-energy-bri/>

Additional Information

Take care of yourself.

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings such as anxiety or depression, we strongly encourage you to seek support. Counseling and Psychological Services (CaPS) is here to help: call 412-268-2922 and visit their website at <http://www.cmu.edu/counseling/>. Consider reaching out to a friend, faculty or family member you trust for help getting connected to the support that can help.

Here is information about the [Student Academic Success Center \(SASC\)](#)

SASC focuses on creating spaces for students to engage in their coursework and approach learning through a variety of group and individual options. We offer many opportunities for students to deepen their understanding of who they are as learners, communicators, and scholars. Our services and [workshops](#) are free to the CMU community and meet the needs of all disciplines and levels of study. SASC programs to support student learning include the following (program titles link to webpages):

- [Academic Coaching](#)--This program provides holistic, one-on-one peer support and group workshops to help undergraduate and graduate students implement habits for success. Academic Coaching assists students with time management, productive learning and study habits, organization, stress management, and other skills. Request an initial consultation [here](#).
- [Peer Tutoring](#)--Peer Tutoring is offered in two formats for students seeking support related to their coursework. Drop-In tutoring targets our highest demand courses through regularly scheduled open tutoring sessions during the fall and spring semesters. Tutoring by appointment consists of ongoing individualized and small group sessions. You can utilize tutoring to discuss course related content, clarify and ask questions, and work through practice problems. Visit the [webpage](#) to see courses currently being supported by Peer Tutoring.
- [Communication Support](#)--Communication Support offers free one-on-one communication consulting as well as group workshops to support strong written, oral, and visual communication in texts including IMRaD and thesis-driven essays, data-driven reports, oral presentations, posters and visual design, advanced research, application materials, grant proposals, business and public policy documents, data visualisation, and team projects. Appointments are available to undergraduate and graduate students from any discipline at CMU. Schedule an [appointment](#) (in-person or video), attend a [workshop](#), or consult [handouts or videos](#) to strengthen communication skills. Specific [resources](#) for multilingual students are also available.
- [Language and Cross-Cultural Support](#)--This program supports students seeking help with language and cross-cultural skills for academic and professional success through individual and group sessions. Students can get assistance with writing academic emails, learning expectations and strategies for clear academic writing, pronunciation, grammar, fluency, and more. [Make an appointment](#) with a Language Development Specialist to get individualized coaching.
- [Supplemental Instruction \(SI\)](#)--This program offers a non-remedial approach to learning in historically difficult courses at CMU. It utilizes a peer-led group study approach to help students succeed and is facilitated by an SI leader, a CMU student

who has successfully completed the course. SI offers a way to connect with other students studying the same course, a guaranteed weekly study time that reinforces learning and retention of information, as well as a place to learn and integrate study tools and exam techniques specific to a course. Visit the website to see courses with SI available [here](#).

Accommodations for Students with Disabilities:

If you have a disability and have an accommodations letter from the Disability Resources office, I encourage you to discuss your accommodations and needs with me as early in the semester as possible. I will work with you to ensure that accommodations are provided as appropriate. If you suspect that you may have a disability and would benefit from accommodations but are not yet registered with the Office of Disability Resources, I encourage you to contact them at access@andrew.cmu.edu.

Writing Support: Feel free to get in touch with the Global Communication Center (GCC) if you need writing support. You can schedule appointments by emailing the gcc-cmu@andrew.cmu.edu

