

Liberty University

From the Selected Works of Steven Alan Samson

Fall 2017

GOVT 340 – International Relations (2017)

Steven Alan Samson



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Available at: https://works.bepress.com/steven_samson/

LIBERTY UNIVERSITY
Helms School of Government
GOVT 340 – INTERNATIONAL RELATIONS
Autumn Semester 2017

Dr. Steven Alan Samson

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GH 1661T

Office Hours TR 08:15-09:30, 11:15-12:30; and by appointment

- I. Course Description** Techniques for managing and resolving conflict in international relations. Emphasis is on current international issues like U.S. arms policy and U.S. policy in the Middle East.
- II. Rationale** This junior level course is designed to encourage students to apply a Biblical Christian worldview and a limited government/free market philosophy to a study of the relations between sovereign states and other international actors, such as intergovernmental organizations (IGOs) such as the United Nations as well as non-governmental organizations (NGOs). Special attention will be given to the causes of war, security and peace issues, and the operation of the international political economy. Given the rapidly changing international climate, current events topics and readings will occasionally added and discussed in class.

III. Prerequisite Statement GOVT 200, GOVT 210, or GOVT 220

It is the student's responsibility to make up any prerequisite deficiencies, as stated in the Liberty University Catalog, which would prevent the successful completion of this course.

IV. Materials List

Each required book and/or reading will be represented on one or more tests as shown on the Class Schedule. The Nye, Mosher, Codevilla, Pacepa, and Pillsbury texts are noted on the Class Schedule by an abbreviation: N. 1 = Nye, chapter 1.

Required (five books):

Codevilla, Angelo M. A Student's Guide to International Relations. Wilmington, DE: ISI Books, 2010. [C. 1-5] ISBN: 978-1935191919

Nye, Joseph S., Jr., and David A. Welch. Understanding Global Conflicts and Cooperation, 10th ed. New York: Pearson/Longman, 2016 [N. 1-7] ISBN: 978-0134403168

Pacepa, Ion Mihai, and Ronald J. Rychlak. Disinformation. Washington, DC: WND Books, 2013 [D. Introduction, Foreword, Prelude, 1-10, 33-37, 42-44] ISBN: 978-1936488605

Pillsbury, Michael. The Hundred-Year Marathon: China's Secret Strategy to Replace America as the Global Superpower. New York: Henry Holt, 2015. [P. Introduction, 1-11] ISBN: 978-1627790109

Samson, Steven. GOVT 340 International Relations Spiral-Bound Reader [S.]

Optional for a Replacement Test:

Gold, Dore. The Tower of Babble: How the United Nations Has Fueled Global Chaos. New York: Crown Forum, 2004 [G. 1-5, 9] ISBN: 978-1400054756

Mosher, Steven W. Hegemon: China's Plan to Dominate Asia and the World. San Francisco: Encounter Books, 2000 [M. Preface-4] ISBN: 978-1893554405

Newspapers:

Internet Public Library: <http://www.ipl.org/div/news/> (newspaper links by country)

Newseum: Today's Front Pages: <http://www.newseum.org/todaysfrontpages/flash/>

See Bibliography

V. Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Students will memorize and apply a variety of social science concepts and analytical tools to the study of international relations.
2. Students will recognize and be able to locate approximately 170 countries on outline maps.
3. Students will distinguish competing approaches to and schools of thought within the academic discipline of international relations.
4. Students will appraise key actors, events, and strategic factors at the systems, state, and individual levels of analysis related to the practice of international relations.
5. Students will compare the history, geography, economies, governing institutions, and political behavior of contemporary nations, states, and international entities as major factors that shape international decision-making.
6. Students will demonstrate their knowledge and comprehension of the readings, lectures, and study aids through a series of objective tests and essay questions.
7. Students will thereby become better equipped to understand, participate in, and evaluate international political processes.

VI. Assignments/Requirements

1. **Reading:** a) Each student is responsible for completing reading assignments listed on the Class Schedule **prior** to class. b) The emphasis is on close and careful reading of the texts (what the French call *explication de texte*). c) Keeping a loose leaf notebook of class materials is highly recommended. d) The schedule may change from time to time requiring adjustment of the schedule along the way. Changes to the schedule on the syllabus will be posted on Blackboard with the date of the change. e) Recent articles may be posted periodically and usually included as optional sources for answering short essay questions. f) **Collateral (optional) reading** is for honors students, graduate students, and others who are interested.
2. **Workbook** Purchase of the workbook is **mandatory**. Chapter outlines provide a summary of the structure and important points. Review items are related to specific test questions. Study questions are designed to help stimulate analysis. Bold-print calls attention to key concepts. Bracketed words, phrases, and sentences are inserted into the text to provide definitions, translations, contexts, and/or commentary. All of the readings and study aids are designed to elicit the learning outcomes described above.
3. **Class Participation** is an essential part of class. Textbook chapters, collateral readings, and current events will be the subject of class commentary and discussions. It is recommended that students follow <http://www.stratfor.com/>, particularly George Friedman's analyses, and <http://www.atimes.com/>, particularly the Chatham House Rules. The full Stratfor service is obtainable on campus through the library's database links under S. Students should come prepared to discuss textbook readings as well as current events.

VII. Grading Policies

1. **Tests** (1000 points): a) Students will be tested on the lecture and reading material through a series of seven tests and a map test. Tests will normally be taken during the last 25 minutes of the class period. The entire class period will be given to tests with short essays. b) At least six tests, including the final exam, must be completed in order to complete the course. c) The final grade will be calculated on the combined total of six recorded test scores along with a separate map test. The lowest test score of the first six tests will be exempted from the calculation and hidden from view. d) In preparing for objective tests, please note the **review** section for the readings. The major readings in the workbook, those posted on Blackboard, and those linked to the syllabus have review sections at the end of the study aids for each reading or chapter. Each review item represents a specific question that may be on the test (and most will be on the test). e) A short essay will be included on the second, fourth, and sixth tests. A selection of essay questions (from which you may choose **one**) will be posted about a week in advance of each test. The questions will be drawn primarily from designated short readings (posted on Blackboard or on the syllabus). They are noted under **short essay** for each particular test. Advice for writing a good essay: Start with a thesis statement, develop an essay point-by-point using specific examples, and then draw a conclusion based on these points. Make sure you answer all parts of the question and pay attention to specific instructions. The idea is to integrate the material and show a command of the subject. f) It is always wise to check Blackboard or e-mail for possible schedule changes. g) A **world map test** is scheduled for **Monday, October 2**. Students will identify by number 80 countries shown on a collection of four maps that will accompany the test. The raw score, ranging from 0-80 will be doubled and recorded on Gradebook. Map Exercises may be found at various sites, such as the following: <http://www.ilike2learn.com/ilike2learn/africa.html>
2. **Makeup Tests**: a) Make-up tests have become a logistical nightmare due to the quantity of tests, university-sponsored activities, and other reasons for absence, especially due to receiving last minute requests via e-mail. Please do **not** e-mail me about make-up tests or absences (except for prolonged absences). So here is a set of procedures: 1) General rule number one: The test **must** be taken at the scheduled date and time in the scheduled classroom. 2) General rule number two: Unless you have an excused absence, the first test you miss will be counted as the low test score, which is automatically dropped before the final exam. The second test you miss will require you to take the optional test during the final exam period. 3) General rule number three: If you miss the test due to a required university-sponsored activity, military exercise, documented illness, or family emergency (for which you bring documentation from Student Affairs that I may keep for my records), please see me at the end of class on the date of returning to class. I can then arrange for a test to be sent to the Testing Center. If you fail to do this, general rule number two will apply. **For excused absences**: The make-up test must be taken within one week except in cases where I have been notified of a prolonged absence. I will not normally post the scores of make-up tests until at least a week after the regular test. Please do not request to take a test early. An optional replacement test on either the Mosher or Gold books will be made available during the final exam period.
- 3.. **Test Scores and Final Grades**: a) Raw scores for the tests, including any extra points given to compensate for problematic questions and 0-4 points for short essays, will be multiplied by four and recorded in the Gradebook section of Blackboard. Raw scores for the short essays range from 0=Unacceptable or No Answer, 1=Poor, 2=Fair or Average, 3=Good, and 4=Superior. b) Each objective question is worth one point (raw score) and four points when multiplied to be recorded on Blackboard. The regular Scantron tests are composed of a

minimum of 35 questions (or 33 objective questions and one short essay when a short essay is included) and are worth 140 points maximum. d) Short essay points are included in the recorded score. e) Only five of the first six Scantron tests will be counted in your grade; the lowest score will be dropped following the sixth test. This will allow students to calculate how many points they need to score on the final test. f) The Map Test is worth 160 points and, like all tests, may be taken only once. g) The final Scantron test is **mandatory**. It may not be taken prior to the scheduled final exam period and no replacement test may be substituted for it. h) The final grade will be determined by the total number of after the final test has been recorded.

4. **Optional:** There is no extra credit, but a student may take a replacement test on the Gold **or** Mosher chapters during the final exam period and substitute it for a low test score on one other of the first six regular tests (after one has already been dropped), but no more than one substitution is permitted.
5. Students seeking **Honors** credit may read one of the suggested books or one on the bibliography. A 7-10 page analysis of the book and an oral presentation in class are normally required. In some cases, a special essay and short answer test (in some cases, an objective test is available) on it at the end of the term. Alternatively, students may read chapters 8-10 of William C. Martel's *Grand Strategy in Theory and Practice* and (individually or as a team) and do a PowerPoint presentation on highlights of American strategic thinking. Honors students are also strongly encouraged to follow the **Collateral** readings, which further develop some of the major themes of the course.
6. **Grades:** The grading scale is 1000-900=A, 899-800=B, 799-700=C, 699-600=D, 599 and below=F.

VIII. Attendance Policies

Attendance: Absences for 300-400 level courses fall into two categories:

1. University Approved Absences
 - a. University Approved Absences include Liberty University sponsored events, athletic competition, and other Provost-approved absences.
 - b. The student must provide written documentation in advance for University Approved Absences
 - c. Work missed for University-approved absences may be made up.
2. Student Elective Absences
 - a. While the University believes that consistent attendance in all classes is the largest contributor to students earning good grades, the University Attendance Policy allows students in upper-level classes the opportunity to make their own decisions concerning attendance.
 - b. Work missed for Student Elective Absences may be made up at the discretion of the faculty member. Questions regarding missed work for Student Elective Absences must be addressed by the student with the professor within one week of returning to class. In cases where this is not possible, the student must notify the Professor in writing of the circumstances impacting his or her absence. The student may appeal the Professor's decision in writing to the respective Chair within one week. Final appeals may be made to the Dean in writing within one week of the Chair's decision and the Dean's decision is final.

c. When circumstances result in excessive absences (e.g., serious medical illness, family crisis), upon return to campus the student shall communicate in writing with the Registrar's Office (Registrar@liberty.edu) and provide an explanation of his or her situation with appropriate documentation. The Registrar will consult with the faculty member before making the final decision and will notify, in writing, the student and the faculty member.

d. Students are required to attend on all test dates. Test dates may change but everyone will be notified by e-mail if that occurs. Absence on a test date will require prior notification or a subsequent excuse from the university, a medical doctor, or a military unit officer for those who are in the military. This also applies to anyone who uses Testing Services to make-up a test. Prolonged absences without notice of a week or longer will result in a university warning. If the absence persists and no communication follows, it may lead to being dropped from the roster with an FN.

NOTE: Although you may not currently be concerned about it, in the near future you will need faculty members to give letters of reference, recommendations for employment, or letters of recommendation for graduate school. Your attendance, punctuality, appearance, and attitude will be areas of interest to those requesting these letters. In addition, some of you will need a security check for your future job. Be aware that cheating and plagiarism are causes for a permanent record being placed in your student folder, which will be consulted during a background security check.

IX. Other Policies

Dress Code

Students are expected to come to class dressed in a manner consistent with [The Liberty Way](#).

Honor Code

We, the students, faculty, and staff of Liberty University, have a responsibility to uphold the moral and ethical standards of this institution and personally confront those who do not.

Academic Misconduct

Academic misconduct includes: academic dishonesty, plagiarism, and falsification. See [The Liberty Way](#) for specific definitions, penalties, and processes for reporting.

Disability Statement

Students with a documented disability may contact the Office of Disability Academic Support (ODAS) in DeMoss Hall 1050 for arrangements for academic accommodations. For all disability testing accommodation requests (i.e. quieter environment, extended time, oral testing, etc.) the Testing Center (Religion 119) is the officially designated place for all tests administered outside of the regular classroom.

Drop/Add Policy

A Fall/Spring course may be dropped without a grade, tuition, and fee charges within the first five days of the semester. From the sixth day until the end of the tenth week, a Fall/Spring course may be withdrawn with a grade of W or WF.

Classroom Policies

The inappropriate use of technology, such as cell phones, iPods, laptops, calculators, etc. in the classroom is not tolerated. Other disruptive behavior in the classroom is not tolerated. Students who engage in such misconduct will be subject the penalties and processes as written in [The Liberty Way](#).

Food is not permitted. Neither is gum-chewing. Students who are not in appropriate campus attire will **not** be admitted to class. Caps may not be worn in class.

Helms School of Government Policies

Dress Code: Students are expected to come to class dressed in a manner consistent with Helms School of Government Dress Code and the Liberty Way. Failure to comply may result in being dismissed from class, and submission of the student's name to the Office of Student Conduct. For more information please visit <http://www.liberty.edu/index.cfm?PID=19739> .

Plagiarism and Multiple Submissions of Papers:

Plagiarism is a serious offense and utilizing the work of others without proper citation is a clear violation of University policy. However, no clear directive has been established within the Helms School of Government as to the permissibility of a student submitting substantially the same paper to satisfy writing requirements in different courses. Effective spring 2007, any writing assignment required for a Helms School of Government course must be an original composition drafted specifically for the individual course. When a course requirement in an upper division course builds upon a previously researched topic, and the student desires to utilize his/her prior submission as a foundational document for the new course assignment, he/she may bring a copy of the previous paper to the current professor. The professor will review with the student the additional research and writing elements needed to complete the current assignment without violating this policy.

Christian Service:

For those students not already involved in Christian Service, see the professor for details and other information if interested.

X. Calendar for the Semester

CLASS SCHEDULE

(Subject to Revision)

Key to Readings: Readings for objective questions are indicated by **any Bold color**

Red = Printed readings and/or study aids, e.g., N. 1 or S. 8.

Green = Readings posted on Blackboard

Blue = Clickable links to Readings on Internet

Light Blue = Handouts

Brown = Audio and/or visual presentation

Collateral = Suggested readings that often help provide short essay answers

Preliminary Reading:

Adams, John Quincy: [John Quincy Adams on U.S. Foreign Policy, 1821](#)

Adams, John Quincy: [Monroe Doctrine](#)

Bailey, Norman A. [The Dragon's Breath](#)

Codevilla, Angelo. [Turkey: Nexus of US Incompetence](#)

Gregg, Samuel. [Is Globalization the Enemy of the People?](#)

Hanson, Victor Davis. [The Korean Game of Thrones](#)

S. 13 **Lieber, Francis. On Nationalism**

Collateral (optional):

Dueck, Colin, and Roger Zakheim. [Toward a Reform-Conservative Foreign Policy](#)

Goldman, David. [America's Instructive Humiliation in the South China Sea](#)

_____ . [You're Not Worried Nearly Enough about China](#)

IBD Editorial. [It's Not about Warming: Here's Why the United Nations Holds Climate Summits](#)

[List of Islamic Terror, 2016](#)

Norsecorp. [Live Cyber Attack Map](#)

August
UNIT 1

- Mon. 28 S. 1 **C. Introduction-1**
S. 12 **Girard, René.** The Scapegoat
Collateral
Klare, Michael T. [Escalation Watch: Four Global Hotspots for Trump](#)
- Wed. 30 **C. 1-3**
S. 5 **Kuehnelt-Leddihn, Erik von.** [The Problems of a Successful American](#)
[Foreign Policy](#)
Collateral
Bar-Joseph, Uri. [How an Egyptian Spy Stopped the Deadliest Terror Plot on Israel in History](#)
Taheri, Amir. [The Ayatollah's Plan for Israel and Palestine](#)

September

- Fri. 1 **C. 3-5**
S. 7 **Schall, James V.** [When War Must Be the Answer](#)
Collateral
McDougall, Walter. [Four Reasons Why America Shouldn't Be the World Police](#)

UNIT 2

- Mon. 4 S. 2 **N. 1**
S. 14 **Codevilla, Angelo.** On the Character of Regimes
S. 6 **Hay, William Anthony.** [An American Empire?](#)
Collateral
Bailey, Norman A. [Off to a Bad Start](#)
- Wed. 6 **N. 1-2**
Ibrahim, Raymond. [How Circumstance Dictates Islamic Behavior](#)
Kurth, James. [Defining Deterrence down](#)
Collateral
Black, Conrad. [Collapse of American Power Recalls Disintegration of Soviet Union, Fall of France](#)
- Fri. 8 **N. 1-2**
Codevilla, Angelo. [Foolish Commitments Drive out Wise Ones](#)
Collateral
Bani-Sadr, Abolhassan. [What I Learned from Iran's Failed Revolution](#)
- Mon. 11 **N. 2**
Lord, Jeffrey. [Reagan's Rules for Military Action](#)
Collateral
Rubin, Barry. [Tell Me What They're Reading and I'll Tell You Who Will Win](#)
FIRST TEST: Codevilla (C. Introduction, 1-5), Girard, Kuehnelt-Leddihn
- Wed. 13 **N. 2-3**
Hay, William Anthony. [Napoleon's Europe](#)
Murray, Douglas. [Is the Migration Crisis Killing the European Dream?](#)
Collateral
Vogt, Andrew. [Hegemonic Stability Theory](#)
- Fri. 15 **N. 3, PT. 1: pp. 78-93)**
S. 15 **Hill, Charles.** On Talleyrand and Bismarck
Kuehnelt-Leddihn, Erik von. [Democracy's Road to Tyranny](#)
Collateral
TeacherWeb. [Bismarck "Edits" the Ems Dispatch](#)
- Mon. 18 **N. 3 (PT. 1: pp. 78-93)**
Lecture on the Wars of German Unification
Herman, Arthur. [How 'Mr. Wilson's War' Shaped the World Order](#)
MacMillan, Margaret. [World War I: The War That Changed Everything](#)
Manent, Pierre. [The Reason for Nations](#) (an interview)
Collateral

- Atbashian, Oleg. [The Great October: A Revolution Financed by an Enemy](#)
- Government
- Cameron, Ross. [Gallipoli Was Not Churchill's Great Folly](#)
- Crooke, Alastair. [Middle East Time Bomb](#)
- Kurth, James. [Samuel Huntington \(1927–2008\): An American Conservatism that Conserves America](#)
- Sempa, Francis P. [Alfred Thayer Mahan and the Coming of the First World War](#)
- UNIT 3**
- Wed. 20 **N. 3 (PT. 2: pp. 94-108)**
 The Eastern Question
 Gottfried, Paul. [Was American Intervention in WWI Justified?](#)
 Lipkes, Jeff. [Who Started World War I?](#)
 Raico, Ralph, [The Great War Retold](#)
Collateral
 Gordon, David. [The Why of World War I: Review of Raico Book](#)
 Ibrahim, Raymond. [The Forgotten Genocide: Why It Matters Today](#)
 Kaplan, Robert D. [On Forgetting the Obvious](#)
 Lipkes, Jeff. [Winston Churchill's Brilliant Plan That Almost Prevented the First World War](#)
- World War
- Fri. 22 **N. 3 (PT. 2: pp.94-108)**
 Weikart, Richard. [From Darwin to Hitler](#)
[Map of Europe: 1000 AD to the Present Day](#)
 Goldman, David P. Interview with Anna Geifman, [Lessons from the Red Terror about Islamist Organizations](#)
 Morgenstern, George. [The Professional Pandora](#) (John Dos Passos on Woodrow Wilson)
 O'Malley, J. P. [Red Dawn](#)
Collateral
 Bryan, William Jennings. [Letter of Resignation as Secretary of State](#)
 Helm, Toby. [How Kaiser Bill Planned to Invade the United States](#)
 Noonan, Peggy. [The World the Great War Swept Away](#)
- Mon. 25 **N. 4**
 S. 4 **Nash, George H.** [Slouching toward Catastrophe, 1914-1939](#)
 Papoutsy, Christos and Mary. [Smyrna 1922](#)
 Ureneck, Lou. [The American Who Saved 250,000 from Death during the Armenian Genocide](#)
Collateral
 Berger, Peter. [The Fading Shadow of the Habsburgs](#)
 Puder, Joseph. [The Conference That Legalized the Jewish State](#)
 Warner, Jeremy. [Max Hastings Is Completely Wrong about Keynes and the Great War](#)
- Great War
- SECOND TEST:** N. 1-3 (to page 93)
Short Essay: Adams, Monroe Doctrine, Lieber, Rubin, Schall, McDougall, Klare, Hanson (2), Bailey, Goldman, Dueck, Girard, Taheri, Malas, Black, Codevilla (2), Hay (2), Ibrahim (2), Bar-Joseph, Bani-Sadr, Lord, Manent, Kahlili, Kurth (2), Hill, Goldman/Geifman, Kurtz, McCarthy, Gordon, Raico, Berger, MacMillan, Raico, Sempa, Atbashian, Lipkes
- Wed. 27 **N. 4**
 Beevor, Anthony. [Method in History's Madness: Kershaw's Fateful Choices](#)
 Rowse, A. L. [Appeasement](#)
Collateral
 Glantz, David M. [The Soviet-German War, 1941-1945](#) (video lecture)
 Shirley, Craig. [Christmas 1941: Churchill Rallies a Deflated America](#)
 Walker, Bruce. [The Hidden History of the Winter War](#)
[Seventy-Five Years after Taranto](#)
- Fri. 29 **N. 4-5**

S. 5 **Willson, John.** [World War II: The Great Liberal War](#)
Douglas, R. M. [The European Atrocity You Never Heard About](#)
Evans, M. Stanton, and Herbert Romerstein. [Operation Keelhaul](#)
Hoover, Herbert. [The Blunders of Statesmen](#)

Collateral

Blackwell, Jon. [1945: Prisoners' Dilemma](#)
Bowen, James. [Despite Pearl Harbor, America Adopts a "Germany First"](#)

Strategy

Glantz, David M. [The Soviet-German War, 1941-1945](#) (video lecture)
[A Visualization of World War II](#)
Nash, George H. [Video: Rethinking FDR, WWII, and the Cold War](#)
Oprea, Megan G. [In the French Presidential Election, the Algerian War Looms](#)

Large

Tolstoy, Nikolai. [Forced Repatriation to the Soviet Union: The Secret Betrayal](#)

October

Mon. 2

N. 5

Farrell, John Aloysius. [Yes, Nixon Scuttled the Vietnam Peace Talks](#)
Gera, Vanessa. [AP Exclusive: Memos Show US Hushed Soviet Crime](#)
Johnson, Bridget. [Mattis: "Americans Have No God-Given Right to Victory"](#)
Collateral: [Newsreel: The Japanese Surrender](#)
Codevilla, Angelo. ["Russian National Interest" Is the Wrong Question](#)
Gardham, Duncan. [Russia 'Gave Agents License to Kill' Enemies of the State](#)
Herschensohn, Bruce. [The Truth about the Vietnam War](#) (film)
Reeves, Bernie. [The True Spy Story behind Tinker Tailor Soldier Spy](#)
Regnery, Alfred. [The Book That Killed a Commie Tyrant](#)

MAP TEST

Wed. 4

N. 5

S. 17 **Lundestad, Geirr.** "'Empire' by Invitation"
Evans, Richard J. [The Other Horror](#)

Collateral

Codevilla, Angelo. [America Respected vs Global Security](#)
Farley, Robert. [A War between Russia and America in Asia Would Have Been](#)

World War III

Glick, Edward. [Eleanor Roosevelt Talks about Her Husband and the Holocaust](#)
[JFK Cuba Missile Crisis Address](#)
Sempa, Francis P. [Ronald Reagan and the Collapse of the Soviet Empire](#)
Wilkinson, Tracy. ['81 Assassination Attempt on Pope Linked to USSR](#)

Fri. 6

FALL BREAK

UNIT 4

Mon. 9

N. 6

Crooke, Alastair. [Putin Is Being Pushed to Abandon His Conciliatory Approach to the West and Prepare for War](#)

Ledeen, Michael. [Myths We Die By](#)
Maloof, F. Michael. [Moscow Stranglehold Targets Western Europe](#)

Collateral

Brown, David W. [When the Pope Ordered the Death of Adolf Hitler](#)
Doron, Daniel. [Non-Solution](#)
Sherman, Steve. [The War in Laos: Why Still Secret?](#)

Wed. 11

N. 6

S. 3 **D. Introduction, Foreword, Prelude, 1-2**

Gress, Carrie. [The Cold War- Hero Who Averted World War III](#)
Millière, Guy. [The Islamic Future of Europe](#)

Collateral

Codevilla, Angelo M. [After the Republic](#)
Friedman, George. [Israel: The Case against Attacking Iran](#)
Meotti, Giulio. [Sybaritic West Surrenders to Islamists](#)

- Fri. 13 Prager, Dennis. [The Middle East Problem](#) (film)
 Smith, Lee. [Ankara Alienates Everyone](#)
N. 7
D. 3-7
 Ajami, Fouad. [Islam's Encounters with America](#)
 Kagan, Robert. [Why the World Needs America](#)
 Kuehnelt-Leddihn, Erik von. The Deputy
Collateral
 Gardham, Duncan. [Russia 'Gave Agents Licence to Kill' Enemies of the State](#)
 Harding, Luke. [Russian Whistleblower May Have Spoken to MI6 before His Death, Court Hears](#)
- Mon. 16 Isikoff, Michael. [World's Most Dangerous Job: Putin Critic Vladimir Kara-Murza on Surviving Poisoning Twice](#)
 Levy, Janet. [Muslim Brotherhood Political Infiltration on Steroids](#)
 Lopez, Clare. [The Threat Matrix](#) (YouTube, 2015)
 Zigfeld, Kim. [A Violent Russia](#)
THIRD TEST: N. 3 (part 2, p. 94-end), N. 4-5
N. 7
D. 8-10
 Allison, Graham. [US-Russia Relations: What Would Henry Kissinger Do?](#)
 Neef, Christian. [The Gorbachev Files](#)
Collateral
 Bukovsky, Vladimir. [The Power of Memory and Acknowledgment](#)
 Hanson, Victor Davis. [A Missile for Judge, Jury, and Executioner](#)
 Meyer, Herbert E. [A Dose of Real-World Intel on Iran](#)
 Orwell, George. [George Orwell's 1940 Review of Mein Kampf](#)
 Rosett, Claudia. [Human Rights Violations in North Korea](#)
 Totten, Michael. [From Saigon to Baghdad](#) (interview of Rick Francona)
- UNIT 5**
- Wed. 18 **D. 13-17**
 DVD: DISINFORMATION
 Mikics, David. [Stalin's Curse](#)
 Rabkin, Jeremy. [The Constitution and American Sovereignty](#)
 Rabkin, Jeremy (interview with Ying Ma). [A Defense of Sovereignty](#)
Collateral
 Bekdil, Burak. [Russia Devouring the Eastern Mediterranean?](#)
 Kern, Soeren. [Germany: Migrant Crime Wave](#)
 Pacepa, Ion Mihai. [Lenin, Stalin, Ceausescu, Obama: How Marxist Leaders Conceal Their Pasts](#)
- Fri. 20 Radosh, Ronald. [A Story Told Before](#)
D. 28, 33-34
 DVD: DISINFORMATION
 Berlinski, Claire. [The Cold War's Arab Spring](#)
 Ledeen, Michael. [What Did bin Laden Know about al Qaeda Anyway?](#)
Collateral
 Ajami, Fouad. [The Popular Front against Iran](#)
 Cathcart, Will. [Putin's Power Projection: It's All about Energy and the Black Sea](#)
 Goldman, David P. [Robert Kagan and Muslim Democracy](#)
 History of Middle East <http://www.mapsofwar.com/images/EMPIRE17.swf>
 Pacepa, Ion Mihai. [From Stalin to Sequestration](#)
 Pacepa, Ion Mihai. [U.S.-Egypt Relations Under Attack](#) (Arab Spring stratagem)
[Russia's Untouchables: Website](#)
- Mon. 23 **D. 35-37**
 Fernandez, Richard. [Unconventional Wisdom](#)
 Joscelyn, Thomas. [New Docs Reveal Osama bin Laden's Secret Ties with Iran](#)

		Mitsotakis, Spyridon. Forty Years Later: Soviet/Arab Secrets of Yom Kippur War
		Collateral Ayalon, Danny. Danny Ayalon Explains the History of the West Bank (video) Hulsman, John C., and A. Wess Mitchell. A Foreign Policy You Can't Refuse Meyer, Herbert E. A Dose of Real-World Intel on Iran Miller, Abraham H. Putin's Letter to America Putin, Vladimir. A Plea for Caution from Russia Stroilov, Pavel. Moscow's Jihadi FOURTH TEST: N. 6-7; D. Introduction, Foreword, Prelude, 1-10 Optional Short Essay: Herman, Helm, Morgenstern, Papoutsy, Manent, Beevor, Evans, Kuehnelt-Leddihn, Gera, Hoover, Rowse, Evans and Romerstein, Gress, Meotti, Hanson, Tolstoy, Lundestad, Hanson, Glantz, Walker (2), Malas, Heinsohn, Evans-Pritchard, Reeves, Kagan, Ajami, Meyer, Orwell, Rosett, Totten, Murray, Rabkin (2), Pacepa (2), Allison, Doron, Bukovsky, Ledeen, Millière
Wed.	25	D. 42-44, Epilogue DVD: DISINFORMATION Pacepa, Ion Mihai. Lenin, Stalin, Ceausescu, Obama: How Marxist Leaders
		Conceal Their Pasts Rychlak, Ron. Liberation Theology: Tool of the Kremlin Collateral Douglass, Joseph D., Jr. Yushchenko Poisoning Kengor, Paul. Summer of Appeasement Kengor, Paul. Who Killed the Kennedys: Ronald Reagan's Answer Poteat, Gene. Poland Defies Putin Reagan, Ronald. Address to the Nation, December 23, 1981
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Fri	27	DVD: DISINFORMATION P. Introduction Kotkin, Joel. Rise of the Hans Morgan, Nancy. China's Dead Babies (articles refer to Steven Mosher's work) Zhao Xiao. Extended Interview Collateral Amazing Satellite Images of Ghost Cities of China (modern Potemkin villages?) Danforth, Nick. 4 Maps That Explain the Chaos of the Middle East Factor, M. How Deng Xiaoping, Architect of China's Rise, Defined the Decade Ledeen, Michael. China: The First Mature Fascist State
Mon.	30	P. Introduction, P. 1 Friedman, George. From the Mediterranean to the Hindu Kush: Rethinking the
		Region Glick, Edward Bernard. Even If It Is No Larger Than the Smallest Postage Stamp Mead, Walter Russell. Soybeans and Gunships: A New World of Food Collateral: Chang, Gordon C. Sixty Years of Chinese Communism Ying Ma. Actually, MSM, China's an Economic Mess
		November
Wed.	1	P. 1 Dean, Jamie. Double Jeopardy (Chen Guangcheng in America) Krauss, Kate. China's Brutal Reality Lenkowsky, Leslie. Forbidden Thoughts Collateral Bristow, Michael. China's Chen Guangcheng: Isolated but not forgotten China 'leaks' pictures of stealth fighter jet test run Hayward, Steven. Intelligence Failure: A Conversation with Herbert Meyer! Hoffer, Eric. Israel's Peculiar Position

- Fri. 3 **P. 2**
 Akbar, Arifa. [Mao's Great Leap Forward 'killed 45 million in four years'](#)
 Gertz, Bill. [Chinese Espionage and Intelligence Activities at All-Time High](#)
[Experts Say](#)
- Mon. 6 **P. 2-3**
 Crane, Brett. [The Fateful Deception behind a Century-Long Grudge Match](#)
 Fernando, Vincent. [15 More Facts about China That Will Blow Your Mind](#)
[Regime](#)
 Goldman, David P. [Horror as an Instrument of War](#)
 Herchenroeder, Karl. [Scholar: Economic Failings Undermining North Korean](#)
 Rummel, Robert J. [War Isn't This Century's Biggest Killer](#) and [Table 1](#)
Collateral
 Rummel, Robert J. [20th Century Democide: Updated Statistics](#)
[List of Wars and Anthropogenic Disasters by Death Toll](#)
FIFTH TEST: D. 13-17, 28, 33-37, 42-44
- Wed. 8 **P. 3**
 Rogan, Tom. [The Russian Bear and the Chinese Dragon Are Standing Together against America](#)
 Thornton, Bruce. [The Hamlet of Nations](#)
Collateral
 Bobbitt, Philip. [Terror and Consent](#)
 Darling, Brian. [Attack on American Sovereignty](#)
 McCarthy, Andrew C. [The OIC and the Caliphate](#) and [Jean-Jacques Jihad](#)
- Fri. 10 **P. 4**
 S. 17 **Finkelkraut, Alain.** [Humanitarianism and the Displaced Person](#)
 Glick, Caroline. [Trump, the Pistol and Holy Branch](#)
 Goldman, David P. [Must We Fight China? An Alternative to the Establishment's](#)
[Defeatism](#)
Collateral
 Bostom, Andrew. [Apostasy and the Islamic Nations](#)
 Finkelkraut, Alain. [Facing Reality](#)
 Garfinkle, Adam. [What Did the Arab Spring Really Change?](#)
 Goldberg, Jeffrey. [The U.N. Human Rights Council](#)
 Rosett, Claudia. [Groundhog Day at the UN Human Rights Council](#)
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- Mon. 13 **P. 4-5**
 Curtis, Michael. [Is Islamic Ideology Totalitarian?](#)
 Rosett, Claudia. [Climate Deal Forecast: Frost for the US Economy, Slush Funds for the Planet](#)
 Solway, David. [The United Nations: Public Enemy Number One](#)
Collateral
 Baehr, Richard. [National Sovereignty and International Law](#)
 Scruton, Roger. [Europe and the Italian Nation \(pp. 55-58\)](#)
 Spengler. [How Radical Islam Might Defeat the West](#)
- Wed. 15 **P. 5**
 Holehouse, Matthew. [Nato Chief: Vladimir Putin 'Weaponising' Refugee Crisis to Break Europe](#)
 Spyer, Jonathan. [War and Madness](#)
Collateral
 Holtz, Michael. [How Kim Rules: What the North Korean Leader's Unexpected Directions for His Country Mean for the US](#)
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- Fri. 17 **P. 6**

Fonte, John and John O'Sullivan. [Global Governance v Democratic Sovereignty](#)
Hertz, Allen Z. [Does and Attack on Iran Mean an Attack on South Korea?](#)
Rosett, Claudia. [Trump Hits Home Run for America in UN Speech](#)

Collateral

Chang, Gordon C. [Smackdown in Seoul](#)
Chesler, Phyllis. [America: The Chief Subsidizer of UN Rapists and Traffickers](#)
Mon. 20 THANKSGIVING BREAK
Wed. 22 THANKSGIVING BREAK
Fri. 24 THANKSGIVING BREAK
Mon. 27 **P. 6-7**

Gertz, Bill. [Chinese Defector Reveals Beijing's Secrets](#)
Glazov, Jamie. [Interview of Stephen Schechter: Grasshoppers in Zion](#)
Schweizer, Peter. [Ronald Reagan's One Big Thing](#) (preview: In the Face of Evil)

Collateral

Horowitz Freedom Center. [10 Reasons to Abolish the UN](#)
Mandel, Daniel. [Sixty-Five Years of Circling the Drain: Happy Birthday, UN!](#)
Wed. 29 **P. 7**
Bender, Jeremy. [China Isn't the Only One Building Islands in the South China](#)

[Sea](#)

Dueck, Colin. [Regaining a Realistic Foreign Policy](#)
Markovsky, Alexander G. [Trump, NATO, and the Burden of the Past](#)
Collateral
Gray, Colin S. The Sheriff: America's Defense of the New World Order
Steepleton, Scott. [International Criminal Court has spent \\$1 billion but managed](#)

[only two convictions in 10 years](#)

December

Fri. 1 **P. 8**
Alexiev, Alex. [Who Lost Turkey?](#)
Chen, Stephen. [China Builds World's Fastest Wind Tunnel to Test Weapons That](#)
[Could Strike the US within 14 minutes](#)

Clark, A. E. [The Illegitimate Birth of the One-Child Policy](#)

Collateral

Atran, Scott, and Nafees Hamid. [Paris: The War ISIS Wants](#)
Kaplan, Robert D. The World Is Marching toward Anarchy
SIXTH TEST: P. Introduction, 1-5
Optional Short Essays: Mikics, Kaplan, Kuehnelt-Leddihn, Codevilla (4), Kurth, Kagan, Nye, Rabkin, Evans and Romerstein, Browder, Berlinski, Pacepa, Putin, Factor, Fernandez, Hulsman/Mitchell, Kahlili, Zhao Xiao, Ledeen, Morgan, Friedman (2), Kotkin, Stroilov, Dean, Krauss, Akbar, Gomez, Williams, Rummel, Rosett (3), Iklé, Pei, Arquilla, Levy, Crane, Glazov/Sennels, Darling, McCarthy, Bobbitt, Thornton, Chesler, Mandel, Rychlak, Spyer, Scruton, Rogan, Clark, Glick, Markovsky, Alexiev, Killalea. Chen

Mon. 4 **P. 8-9**
Rennert, Leo. [The '1967 Border'—The Lie That Won't Die](#)
Rosett, Claudia. [U. S. Taxes and the United Nations Money Pit](#)

Collateral

Morrissey, Ed. [China to Christians: Worship Your New Messiah -- or Starve](#)
Wed. 6 DVD: IN THE FACE OF EVIL
P. 9-10
KGB Archives. [Letter Details Kennedy Offer to USSR](#)
McDougall, Walter. [Kissinger's World Order](#)

Fr1. 8 **P. 10-11**
DVD: IN THE FACE OF EVIL
Illmer, Andreas. [North Korean defector found to have 'enormous parasites'](#)

Collateral

Schweizer, Peter. Ronald Reagan's One Big Thing

Mon. 11 DVD: IN THE FACE OF EVIL
Bailey, Norman A. [Seismic Upheavals in the Middle East](#)
Shaw, Adam. [Steve Bannon: If America Doesn't Thwart These Five Things, China Will be a Hegemonic Power](#)
Wed. 13 READING DAY
Fri. 15 FINAL TEST (10:30-12:30): P. 6-11

XI. Bibliography

See separate file on Blackboard

QUOTATIONS

"The Balkans are not worth the bones of a single Pomeranian grenadier." – Otto von Bismarck at the Congress of Berlin, 1878

On the late Robert Conquest: Conquest's first two books, published in 1955, were a collection of poems and a science-fiction novel. In an interview with the Los Angeles Times in 1986, he said that dabbling in science fiction was useful in getting the proper perspective on the Soviets. Western words like good and evil didn't capture their behavior, he said, because "they're not bad or good as we'd be bad or good."

"It's far better to look at them as Martians than as people like us," he said. "George Orwell said that it needs an effort of the imagination as well as of the intellect to understand the Soviet Union." -- Brenda Cronin and Alan Cullison, "Anglo-American historian and poet who chronicled Stalin's excesses dies in Palo Alto, Calif.," WSJ, Aug. 4, 2015

Robert Conquest on Lenin and Stalin: There was a great Marxist named Lenin
Who did two or three million men in.
—That's a lot to have done in,
But where he did one in
That grand Marxist Stalin did ten in.

George Washington (Farewell Address): "The alternate domination of one faction over another, sharpened by the spirit of revenge, natural to party dissension, which in different ages and countries has perpetrated the most horrid enormities, is itself a frightful despotism. But this leads at length to a more formal and permanent despotism. The disorders and miseries, which result, gradually incline the minds of men to seek security and repose in the absolute power of an individual; and sooner or later the chief of some prevailing faction, more able or more fortunate than his competitors, turns this disposition to the purposes of his own elevation, on the ruins of Public Liberty."

G. K. Chesterton (September 28, 1918): "If we say that this war was everybody's fault, everybody will know that any war he makes will be called everybody's fault—that is, nobody's fault. Every man will know that he can at any moment commit a crime which will be called an accident. Every ruler will know that he can, whenever he pleases, perform an act of aggression which will be called an act of God. Or rather, it will not even be called anything so mystical and disputable as an act of God—it will actually be called an act of humanity. We shall be solemnly told that "all nations are equally to blame" [cf. Dore Gold on "moral equivalence"] for something which one nation does whenever that nation chooses to do it."

Henry Kissinger: "In this world, it is often dangerous to be an enemy of the United States, but to be a friend is fatal."

Angelo Codevilla's *No Victory, No Peace, "Heresy and Us"*: "[A]nti-Western terrorism results from a war within Islam that is far more serious for Muslims than for the rest of us, because the

Wahhabis' ideas imply irreconcilable enmity against other Muslims first, and then against others. Western elites, religiously challenged as they are, don't understand the mixture of threat and temptation that the Wahhabis pose to the Muslim world because they do not know how analogous Christian heresies have roiled Western civilization. . . . [R]ather than giving the Wahhabis defeats, the West has given them victories that have strengthened the movement's hand immeasurably in its decisive intramural battles. In sum, the West has let the Wahhabis set up bases outside the reach of their Muslim enemies, has let its terrorism run rampant, and has safeguarded its main base, Saudi Arabia, from the natural consequences of its rulers' Faustian bargain."