INTRODUCTION TO

INTERNATIONAL RELATIONS
Volume IV

INTRODUCTION TO

INTERNATIONAL RELATIONS

GLOBALSCOPE PUBLICATIONS
University of California, Irvine • School of Social Sciences
GlobalScope is a series of innovative curriculum guides created by the University of California, Irvine’s School of Social Sciences for secondary school educators and students on the 21st Century forces and issues of globalization. The curriculum is designed to introduce high school students to the formal academic disciplines of anthropology, economics, geography, international studies, political science, and sociology. The GlobalScope publications allow us to share original University research and teachings with students and teachers beyond our immediate reach.

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Introducing GLOBAL CONNECT @ UCI

Global Connect @ UCI is an original educational partnership developed by the University of California, Irvine’s School of Social Sciences to enrich California’s secondary school curriculum in international studies. This is accomplished by translating current university-level concepts and knowledge into a curriculum that is age appropriate for high school students.

The global studies knowledge gap in our public schools is a critical problem that needs a flexible and immediate response. Students need lessons they can relate to as global citizens that will affect how they see themselves in the world. They must be capable of thinking in terms of worldwide issues to succeed in their respective careers and lives so that they may contribute to the general welfare of society. This cannot be achieved through textbook curriculum that is outdated by the time it is received by students. Teachers cannot abandon their classroom responsibilities to acquire current knowledge of the quickly changing international environment. Global conflicts and issues need to be brought to the students as current events – not as history.

The study of worldwide issues through Global Connect establishes an environment that creates responsible global citizens and leads to access for students to higher education. Global Connect builds a bridge to the world for our nation’s secondary students.

Global Connect dedicates its educational program and publications to addressing California’s History Social Studies curriculum framework and the National Curriculum Standards for Social Studies. This is being accomplished through the creation of an original year long course, “Globalization and International Relations”; implementation of the syllabus at select schools in Orange County; sponsorship of countywide teacher seminars; and the development of new on-line curriculum options for secondary educators statewide and beyond. Classroom lessons are innovative in structure and not only teach students factual information but serve as an ideal platform for analytical and reflective thinking about global issues.

For additional information, please visit our website at: www.globalconnect.socsci.uci.edu
Common Core Standards in the Social Sciences

The pursuit of Common Core Standards is redefining America’s educational priorities. One of the most central and elusive problems in addressing these standards is developing academically challenging and classroom effective curriculum that addresses the needs of our students in different subject areas. Global Connect @ UCI, a unique educational initiative based in the School of Social Sciences at the University of California, Irvine, has developed original curriculum and teaching strategies to introduce secondary students to 21st Century global issues and events through an interdisciplinary lens. The lens integrates the various disciplines within social science: anthropology, economics, geography, international studies, political science, and sociology.

This integration occurs through concepts, readings, and “problem sets” found in contemporary university classrooms. Our academically centered course of study has been adapted into age appropriate thematic presentations, dynamic interactive, and literacy building workshops that realize the Common Core objectives.

Global Connect specifically targets and meets the Common Core Standards by:

• **Focusing on non-fiction, discipline based content through formal academic PowerPoint presentations, interactive workshops, and readings**
• **Emphasizing Evidence Based Writing Skills through the introduction of take-home assignments, and unit capstone projects, and formal academic forms of in-class writing**
• **Building a discipline-based vocabulary (a set of new terms are defined to complement each week’s academic theme)**
• **Expanding the students’ abilities to: Use quality academic sources, organize data, analyze, and cite & discuss**
• **Integrating contemporary use of technology for online research and general inquiry**

The Global Connect course on “Globalization and International Relations” is already serving as a Common Core option for secondary educators and students in California’s Saddleback Valley Unified School District and Newport Mesa Unified School District. The partnership between UCI, SVUSD, and NMUSD is currently exploring new strategies for sharing and advancing this dynamic new course so that other districts can adopt this as a vehicle for acquiring college ready critical thinking abilities and organizational skills. These strategies include the creation of effective teacher training modules for each unit; an expanded online topic-specific video library of presentations by UCI faculty and graduate students; and the continued development of *GlobalScope Curriculum Guides*. 
This year, as with prior years, the content has been revised and edited to address the most recent global occurrences/issues and to introduce new resources. For an in-depth overview of our Program, please visit our website at: www.globalconnect.soesci.uci.edu

Ellen Schlosser
Ellen Schlosser
Global Connect @ UCI
Founding Director
Curriculum Development Advisor

Note:
In 2011, the University of California recognized Global Connect’s course, “Globalization and International Relations,” as an approved A-G academic elective course for California’s secondary students. The California Council for the Social Sciences recognized the program as being a Common Core ready curriculum and featured the program in their journal, Sunburst: A Publication of the California Council for the Social Studies.
GLOBALSCOPE

GlobalScope is an expanding library of in-print and online guides that mirror UCI School of Social Sciences’ contemporary research and teachings related to 21st Century issues and conditions of globalization. The primary motivation behind this publication is to provide secondary teachers with an accessible social science resource that will help create “global” windows in the classroom. Our guiding principle is that high school students need to understand the contemporary changes that are influencing their educational and personal opportunities, and ultimately, their lives and careers.

**Explanation of GlobalScope format:**

**Unit Presentations** vary in format. Each presentation is centered on a specific topic and reflects the style of the individual faculty, graduate, or undergraduate student presenter. Several of the authors have created PowerPoint presentations that can be used by the classroom teacher. An annotated version with additional information has been included in the *Teacher Edition*. Some presenters have also provided lesson outlines.

**Workshop Scripts** seek to recreate the lecture/discussion format used in college courses. We alternate the formal introduction of topics with special interactive workshops. These age-appropriate workshops have been designed and successfully presented in the classrooms (grades 8 – 12) by *Global Connect* undergraduate interns. These workshops have been designed in a script-like manner with sections assigned to the university undergraduate interns. The workshop material can easily be adapted for “single voice” use by the classroom teacher.

**Literacy Building Readings and Assignments** provide students with exercises that will require them to read non-fiction primary source documents. After reading and analyzing the materials, the students will be given written assignments to strengthen their expository writing abilities. Some current topical articles and charts have been reprinted and cited.

**Global Perspectives: International Relations & Globalization Course Workbook** is a two-part workbook to be used in conjunction with the thematic module presentations throughout the semester.
Part I: “A Sense of Place: Identifying Nations by Name and Location” includes weekly political map identification exercises that provide students with the ability to recognize the location of the globe’s nations. These weekly exercises will allow students to locate and name the nations of each continent and significant regions.

Part II: “People of Purpose: 21st Century Global Citizens (‘Real Heroes’)” will introduce students to real heroes whose actions have impacted the distinct geographic areas being studied. These introductions will be made through video interviews/feature stories and assigned readings. Students will be asked to analyze the problems, strategies, and solutions associated with each of the featured social entrepreneurs through writing exercises. Over the semester the assignments will transition students from completing simple fill-in review sheets to composing five paragraph expository essays. The writing assignments, depending on length, can be used as in-class worksheets or as take home assignments. Grading of these assignments is recommended.

Identification of Curriculum Standards:

Each workshop and presentation addresses an objective identified in the National Council for the Social Studies Curriculum Thematic Strands and/or the objectives set forth by the California State History/Social Science Standards & Framework. For your personal reference, we have included a copy of the National Council's Thematic Strands in the Appendix.

Complimentary Disk: All of the primary GlobalScope materials presented in this curriculum guide are provided on a disk so that classroom teachers can independently present the PowerPoint presentations and reproduce the worksheet assignments.

All the original materials are for individual classroom use only and not to be reprinted without express permission from the School of Social Sciences, University of California, Irvine.

Website: All materials contained in GlobalScope will be posted on the Global Connect @ UCI website: www.globalconnect.socsci.uci.edu
Introduction to International Relations

Introduction to International Relations is the first volume educators should use to begin the second semester. This edition will move the content emphasis from general topics of globalization to the study of the nation and the relations between nations. In this volume we emphasize the general role of the state and introduce the following key questions:

- Who are considered global actors? What impact do global actors have on international relations in the 21st century?
- How does a government build a nation? What is meant by the term “infrastructure”?
- What is foreign policy? How does a nation set forth its international agenda and priorities?
- Can the 28 sovereign nations of the European Union continue to collaborate on political, social, and economic issues?
- What is meant by the term “human rights”? Have the ideal rights defined by the Universal Declaration of Human Rights become 21st century global realities?
- Through 21st century technology, distant crimes against humanity have been brought to our minds and our eyes. In today’s world, how can we ignore and fail to address contemporary acts of genocide? How can we apply the lessons of the Holocaust to Darfur?
- What indicators can be used to determine whether a nation is considered “fragile”? Which nations are currently struggling to survive?
- Syria is a complex story of failure. Who are the non-state actors fighting in this sovereign nation? How are global powers trying to impact Syria’s future?

Doctoral Candidate John Kenyon McCollum created the PowerPoint presentation on nation-states. Thair Takesh, Associate Researcher at the Beckman Laser Institute at UC Irvine, provided valuable first-person knowledge and insights into the Syrian conflict. This year’s team of exceptional UCI undergraduates, Sam Nur, Shannen Dilag, Lupe Galindo, Nina Ly, Glenna Morin, and Suryanshi Pandya, further updated and developed the interactive workshops and literacy lessons essential to the framework of the program.

In addition to the new direction in subject matter, second semester students will be asked to conduct weekly computer searches linked to topical prompts. In response to their online searches, students will be responsible for maintaining an International Reporter’s Notebook with eight journal entries.
On behalf of the Global Connect team and the editorial staff of GlobalScope, I hope that you find this publication a valuable educational resource. We would sincerely appreciate your insights regarding future themes and effective techniques that we can incorporate in our workshop materials. Please forward your suggestions to edschlos@uci.edu.
GLOBAL CONNECT VISIONARIES

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Principal David Martinez
Host Teacher: Sandy Kipfstuhl

ENSIGN INTERMEDIATE SCHOOL

Principal Mike Sciacca
Host Teacher: Sarah Tucker

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LAGUNA HILLS HIGH SCHOOL

Principal Bill Hinds
Host Teachers: Yoleisy Avila & Paul Weinberger

MISSION VIEJO HIGH SCHOOL

Vice Principal Dan Sullivan
Host Teacher: Sean Proctor
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Glenna Morin, History

Suryanshi Pandya, Education Sciences

Mark Barcelona, Political Science & History, 2016

Henry Kan, Political Science and Business Economics, 2014
# Introduction to International Relations

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Unit V

Lecture: Introduction to Human Rights
The Story of Human Rights
https://www.youtube.com/watch?v=oh3BbLk5UIQ

What is the Rule of Law?
https://www.youtube.com/watch?v=IZDd2v18yfw

Workshop: Understanding Human Rights Abuses

What is Amnesty International?
https://www.youtube.com/watch?v=cfzxjFzDT5U

Take Action Now
http://www.amnestyusa.org/get-involved/take-action-now

Unit VI

Lecture: Genocide: Globalization and Political Violence
The Universal Declaration of Human Rights
https://www.youtube.com/watch?NR=1&v=3VhQQrtq7PE&feature=fvwp

Workshop: The Roots of Genocide

Genocide Watch: Interactive Map
https://www.click2map.com/v2/H3llo/Genocide_Prevention

Why saying “never again” to genocide is not enough
https://www.youtube.com/watch?v=u9pNKTNlp6w

Unit VIII

Lecture: Syria as a Failed State & The Destruction of Aleppo
Displaced Returning to Rubble

Workshop: Syrian Conflict: A Country in Turmoil

The war in Syria explained in five minutes
https://www.youtube.com/watch?v=K5H5w3_QTG0

Ground Zero: Syrian (Part 6) – The Free Syrian Army
https://www.youtube.com/watch?v=7CeP81s1KdM&t=1m5s

The Military Structure of ISIS Explained
https://www.youtube.com/watch?v=yr1zGG1B7qo
Workshop: Syrian Conflict: A Country in Turmoil

Who Are The Kurds?
https://www.youtube.com/watch?v=Uv5-q_9fpro

Syria's war: Who is fighting and why
https://www.youtube.com/watch?v=NKb9GVU8bHE

Unit VIII

Inside the Free Syrian Army

Iraq: ISIS Sparks a Middle East Crisis, Explained

Meet the Men Fighting ISIS with Hunting Rifles and Homemade Mortars
Introduction to International Relations

Introduction to the Second Semester
Global Connect
University of California, Irvine

Welcome to the Second Semester Course!

Overview

I. Who are the global actors?
II. What is power?
III. Are all states equal politically and/or economically?
IV. [Some of] what is to come

Who are the global actors?

- **Nation**: A group of people who believe themselves to be united by some set of characteristics and want their own government.
  - What characteristics would unite people?

Who are the global actors?

- **State** [used interchangeably with government]: Where a set of political institutions exercises authority over a given territory

Who are the global actors?

- **Nation-state**: When nation and state overlap

Who are the global actors?

- In international relations, governments are considered **sovereign**: they can do whatever they want in their own territory
  - What problems can you see with this characteristic?
- Usually, states [or governments] are considered the key players in international relations
Who are the global actors?

Governments and States:
Diplomats, politicians

International Organizations:
Intergovernmental Organizations [IGOs]: United Nations, NATO, World Bank, the International Criminal Court

Nongovernmental Organizations [NGOs]: The Red Cross, Doctors without Borders, Refugees International

Individuals [7 Billion people!]
You!

More examples of global actors
Multinational Corporations: How many can you identify?

McDonald’s in Riyadh, Saudi Arabia
“Power” in international relations has been a fairly troublesome concept to define. Some define power as “the ability to influence the behavior of others” (Goldstein 45).

What gives power to government? What gives a government the ability to influence other governments?
Nations are not equal

- **Developed nations**
  - Usually the wealthiest [as per GDP per capita]

- **Developing nations**
  - Their economic capacity has exceeded that of a developing country but has not yet reached the level of a developed country

- **Least Developed nations**
  - Usually the poorest [as per GDP per capita]

Are all states equal politically?

- Do all states have the same level of influence?
- Let’s take a look at a few examples from contemporary international relations

[Some of] What is to come...

- By the end of the semester, you will be able to answer the following questions...

[Some of] What is to come...

What is infrastructure?

[Some of] What is to come...

What is foreign policy?

[Some of] What is to come...

Will the member nations of the European Union stay unified?
What is a human right?

What is a “fragile” state?

What is happening in Syria?

What are 21st century global threats?

Who are millennials?
International Reporter’s Notebook

Instructions:
- Review the topic of the week.
- Locate and review two articles related to the topic using a recommended source.
- Print out the articles.
- Create a typed Notebook Entry Form for each article (refer to the sample entry).
- Write a strong summary statement.
- Attach articles to the forms and submit to your teacher on or before the due date.

Recommended Sources

Online News Resources
- BBC News
- CNN
- The Washington Post
- The Guardian
- The Economist
- New York Times
- Al Jazeera (English)
- GPS: Fareed Zakaria
- ABC News
- Foreign Policy Magazine
- TIME Magazine
- PBS News
- Frontline PBS
- NPR
- Los Angeles Times
- Reuters

Think Tanks
- RAND News and Events
- Bill and Melinda Gates Foundation
- Council on Foreign Relations
- Brookings Institute
- Center for New American Security
- Center for Strategic and International Studies
- Carnegie Endowment for International Peace
- Institute for International Economics

Thanks for your attention!

Global Connect @ UCI

Works Cited

   International Relations: 2008-2009 Update
2. Danziger, James N. Understanding the
   Political World: A Comparative Introduction
   to Political Science (5th ed.) New York:
**INTERNATIONAL REPORTER’S NOTEBOOK**

*Introduction to International Relations* will require each student to act as an International Reporter. On a weekly basis you will be assigned a specific topic to investigate online. You will be asked to locate and print out two quality articles on the topic and complete an International Notebook Entry form for each article. It is recommended that you locate your articles using the sources on the International Relations Recommended Source List, but additional news resources may be approved by your teacher.

**Instructions**

- Review the topic of the week
- Locate and review two articles related to the topic using a recommended source
- Print out the articles
- Create a typed Notebook Entry Form for each article (refer to the sample entry)
- Write a strong summary statement (4-5 sentences minimum)
- Attach articles to the forms and submit to your teacher on or before due date

**Topics**

1. **Nation-State**
   
   a. Find an article that relates to a nation that was created after 1990. (Hint: Which nations are considered the newest nations in the world?) Choose one of the countries listed, then begin your search for a current article.
   
   b. Find an article on an international governmental organization that describes a recent collaborative effort between two or more countries.

   Due date: ________________________________

2. **Global Infrastructure: Challenges and Accomplishments**

   a. Locate an article that describes the challenges that a nation is facing. It can deal with a physical or a non-physical infrastructure concern.

   b. Choose an article that celebrates an infrastructure accomplishment.

   Due date: ________________________________

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3. Foreign Policy

a. Locate a recent article that relates the position of a head of state (president or prime minister, secretary of state, ambassadors, etc.) on either the conflict in Syria, ISIS, or North Korea’s development and testing of nuclear weapons.
b. Find an article on a non-state actor (an NGO, terrorist, MNC) that has had a major impact on a country’s foreign policy.

Due date: ________________________________

4. European Union

a. Locate a recent article on the current flood of refugees that are challenging the European Union.
b. Find an article that describes why the UK has chosen to leave the EU.

Due date: ________________________________

5. Human Rights

a. Find an article that addresses a recent human rights abuse.
b. Locate an article by a human rights oriented NGO that highlights an advancement in human rights.

Due date: ________________________________

6. Genocide

b. Chose a country at Genocide Stage 9 and find a current article describing the genocide occurring in that nation.
c. Find an article on the tribunals held following the Cambodian, Rwandan, Guatemalan, or Bosnian genocides.

Due date: ________________________________

7. Fragile States

b. Choose one of the fragile nation postcards as an article.
c. Find an article that further defines a challenge that your selected “Postcard Nation” is facing.

Due date: ________________________________

8. Syria as a Failed State and the Destruction of Aleppo

a. Locate an article that describes the current position of one international power on the subject of Syria’s conflict and future. Choose one of the following nations for your search: Russia, United States, Iran, and Saudi Arabia, or Turkey.

b. Find an article that describes the humanitarian crisis in Aleppo.

Due date: ________________________________
**RECOMMENDED RESOURCES LIST**

The news resources and think tanks below are recommended when conducting individual research, but other sources may be approved by your teacher. Avoid using one source more than two times.

### Online News Resources

- BBC News
- CNN
- The Washington Post
- The Guardian
- The Economist
- New York Times
- Al Jazeera (English)
- GPS: Fareed Zakaria
- ABC News
- Foreign Policy Magazine
- TIME Magazine
- PBS News
- Frontline PBS
- NPR
- Los Angeles Times
- Reuters

### Think Tanks

- RAND News and Events
- Bill and Melinda Gates Foundation
- Council on Foreign Relations
- Brookings Institute
- Center for New American Security
- Center for Strategic and International Studies
- Carnegie Endowment for International Peace
- Institute for International Economics
INTERNATIONAL REPORTER NOTEBOOK ENTRY (SAMPLE)

In addition to filling out this sheet, print out and attach the article(s) you have chosen before turning in this assignment. All forms and articles must be turned in before the end of the period.

**Article Details**

Weekly Theme:

Title of Article:

Date Published:

Website Source:

**Summary Statement (4-5 well-written sentences)**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Unit I: Introduction to Nation-States
What we mean when we talk about

NATION-STATES

John McCollum
Graduate Student, Sociology | University of California, Irvine

What is a State?

- An organized community living under a single government which has exclusive control over its own territory
- States are responsible for their citizens’ welfare

| Health | Security | Opportunity |

What is a Nation?

- A nation is a people who share similar cultural characteristics including:
  - Language
  - Custom
  - Religion
  - Ancestry
  - Origin
  - History
- Not all “nations” of people have states in which they are the majority or whose culture is dominant

What is a Nation-State?

- A political state whose borders encompass the entirety of a nation
- Nation-states typically have a majority “nation” whose culture is predominant
- People who live in the nation-state are citizens whose rights are protected by the state
- Where do nation-states come from?

Case Study: the Kurds

- a minority ethnic group inhabiting the areas shown at right
- a nation that shares a common language, cultural customs, and a distinct history
- However, they do not have a state in which they are dominant

Nation-States in a Globalized World

- Before we can start talking about globalization, we need to define the basics.

| States | Nations |
Origin of the Nation-State

- Originated in Europe between 1450 and 1650.
- Prior to this, the world was a mix of empires and feudal territories that included many different ethnic groups.
- Example: the Spanish empire
- Borders were very undefined.

War’s Effects on the Nation-States

- War during the period 1450-1650 started to become much more expensive than in the previous centuries.
- States started to look more “modern”
- States became more independent from the king (or, very rarely, the queen)
- Some even became republics and democracies*
- War tended to make citizens of a state see one another as having common histories, languages, and in need of common protection.

Beginnings of the Nation-State System

- The Treaty of Westphalia, which ended the Thirty-Years’ War (1618–1648), marks the beginning of what we know today as the nation-state system.
- The root cause of war was fighting between Protestants and Catholics for political control of disputed territories.

What did the Treaty of Westphalia Say?

- Two major ideas were made into law by the Treaty of Westphalia:
  - Sovereignty
  - Citizenship
- State borders were rigidly defined
- States also became the main unit for international diplomacy.
Sovereignty

- The quality of having independent authority over a geographic territory and the population of that territory
- This was intended to limit conflict between states over borders and control at the edges of states
- States promised to recognize each others’ authority over their own people and territory
- Hasn’t always worked out that way!

Sovereignty

- For a state to be sovereign, it has to be recognized by other states
- Obtaining recognition can be highly political!
- States might deny or grant recognition for their own political goals
- Example: Taiwan
  - Some states recognize Taiwan as an independent state, but others do not
  - Why might states do this?

Citizenship

- The Treaty stated that states claimed responsibility for their citizens’ behavior
- In the original treaty, this meant that they wouldn’t let their citizens start trouble abroad!
- This laid the groundwork for the idea that states should also protect the rights of their own citizens against other states
- Like sovereignty, this hasn’t always worked out either!

Who enforces the Westphalia rules?

- States are the main enforcers of the rules
- International law
- Treaties
- International Governmental Organizations
- Why are some states more capable of protecting their sovereignty than others?

Who enforces the Westphalia rules?

- However, states are the main violators of sovereignty!
- Powerful states use political and economic pressure to change other states behavior
- In what situations is it acceptable for a state to violate another state’s sovereignty?

From Westphalia to WWII

- Taking a long view of history, the “Westphalian system” has been a major success!
- Defined borders
- Limited state intervention
- Citizen welfare
From Westphalia to WWII

• The number of states has risen and fallen with the growth and decline of large empires
• After WWII, when large areas of Latin America, Africa, and Asia became independent from European control, more states were created
• Today, there are around 192 recognized states in the world
• But not every state agrees on this number!

The Challenge of Globalization

• In today’s globalized world, there are many new political and economic arrangements. Four main areas of emphasis:
  - Multinational Corporations
  - Intergovernmental Organizations
  - Regional Power Blocs
  - Non-State Political Actors

Multinational Corporations (MNCs)

• MNCs are large businesses, registered in one state, that have operations in more than one state
• MNCs are often said to have “no allegiance” to a state
• Thanks to advances in technology, investment dollars and business operations can be quickly moved anywhere in the world
• Globalization!

Multinational Corporations (MNCs)

• MNCs move to select locations where they can make the most profit
• Often this is at the expense of poorer countries and their most vulnerable citizens
• MNCs relocate from one state to another to find lower labor and environmental standards
• States change their policies to accommodate MNCs wishes
• This makes it difficult for states to provide for their citizens’ welfare

Intergovernmental Organizations

• Public or government organization created by a treaty or agreement between two or more states
• IGOs exist to coordinate states’ political and economic goals
• How many states are involved in the
  • United Nations?
  • International Criminal Court?
  • World Trade Organization?

Intergovernmental Organizations

• IGOs provide forums for coordinating action, discussing issues, and gathering information
• They often give small states a way to advance their interests they would not otherwise have
Regional Power Blocs

- Often based on common national groups embracing multiple states
- Examples:
  - E.U.
  - African Union
  - Arab League
- In what ways are regional power blocs different from nation-states?

Intergovernmental Organizations

- IGOs are sometimes controversial
- They may interfere with state sovereignty
- Large states often use them to obstruct the political and economic goals of weaker states
- What examples of sovereignty issues in IGOs can you think of?

Non-State Political Actors

- The freer movement of money, ideas, and worldviews means new groups can try to influence the state outside government channels
- Non-state political actors include, but are not limited to:
  - Terrorist groups
  - Non-governmental organizations (NGOs)

Non-State Political Actors

- Positives
  - Forums for citizen voices in state policy-making
  - Allow for social movements worldwide to coordinate their actions
  - Advance agendas for human rights, the environment, etc.

Non-State Political Actors

- Negatives
  - Groups undermine the legitimacy of the state
  - As non-state actors, it is difficult for states to control their activities
  - States may be punished by other states for the actions of groups over which they have no control

What’s next for the Nation-State?

- Nation-states will have to adjust to a globalized world
- Some scholars say that the state is losing its importance
- Still, states have a great deal of power
The future of Nation-States

- What will the globe look like in 20 years?
- 50 years?
- Will the nation-state system be more or less stable?
- Will regional power blocs become the new states?
Key Terms

1. **State**: Organized community living under a single government which has exclusive control over its own territory.

2. **Nation**: Group of people who share similar cultural characteristics including language, customs, religion, ancestry, origin, or history.

3. **Nation-State**: An area (territory) defined by specific borders and inhabited by people who mostly share a common culture. It is a combination of a nation (ethnic community) and a state (political entity).

4. **Treaty of Westphalia**: Series of peace treaties signed in 1648 that ended the Thirty Years’ War and marked the beginning of the nation-state system.

5. **Sovereignty**: The act of having supreme and sole power over something; countries have sovereignty over things that happen inside their borders.

6. **Citizenship**: The state of having the rights of a person born in a particular country; the individual is expected to carry out the duties and responsibilities of a member of a particular society.

7. **Multinational Corporations**: A large business that operates in two or more countries.

8. **Intergovernmental Organizations**: Public or government organization created by a treaty or agreement between two or more states.

9. **Regional Power Blocs**: A sphere of influence within which states can exercise predominant influence; often based on common national groups embracing multiple states.

10. **Non-State Actors**: Entities that participate or act in international relations with sufficient power to influence, but that do not belong to an established state.
Workshop:
The Meaning of “Nation-State”
Related PowerPoint: Nation-States

**Objective(s):**
- To review the distinction between a “nation” and a “state”
- To consider the global actors that impact international relations in the 21st century
- To introduce the challenges a 21st century nation-state faces in a globalized world
- To discuss the factors sovereign states consider when participating in global initiatives
- To use a case study of America’s responses to global issues to depict the power and challenges of the nation-state in the 21st century

**Outline:**
I. [Day 1] Nation-States Presentation Review (10 minutes)
II. Identify and Review 21st Century “Global Actors” (10 minutes)
III. Maintaining the Sovereignty of the Nation-State (10 minutes)
IV. America’s Global Challenges (15 minutes)
V. [Day 2] National Interests vs. Global Collaboration (25 minutes)
VI. Rejection of Global Proposals (30 minutes)

**Materials:**
- *The Meaning of Nation-States Workshop PowerPoint*
- *Factors of Collaboration Worksheet*
- *United States and Global Cooperation Worksheet*
- *Global Cooperation Review*
- *Ottawa Treaty, Kyoto Protocol, and Rome Statute Articles*

**Key to Script:**
- *Italicized words indicate role/action.*
- *Bolded sentences are questions to be posed to class.*
- *Normal print indicates words to be spoken aloud.*
Workshop Script:

Part I: [Day 1] Nation-States Presentation Review

Intern A:

- Have students participate in True/False presentation review.
  - All nations are states. (False)
  - The concept of a nation-state was developed as a way to prevent ongoing war. (True)
  - The Treaty of Westphalia emphasized the need for interdependence between nations. (False)
  - States are the main enforcers of Westphalia rules. (True)
  - A regional power bloc is the same as a nation-state. (False)

- Review and explain answers as you go through the questions.

Part II: Identify and Review 21st Century “Global Actors”

Intern B:

- Have students identify state and non-state actors.
  - Elon Musk: Non-state
  - Bill and Melinda Gates: Non-state
  - Justin Trudeau, Canada: State
  - ISIS: Non-state
  - Tim Cook: Non-state
  - Francois Hollande, France: State

- Non-state actors are entities that participate or act in international relations with sufficient power to influence, but do not belong to an established state. Examples of these include non-governmental organizations (NGOs), multinational corporations (MNCs), international media, religious groups, or even violent actors, such as terrorist organizations and drug cartels.

Part III: Maintaining the Sovereignty of the Nation-State

Intern C:

- If the 21st century globalized world is a world that has created greater interaction and integration, how does the individual nation retain its sovereignty?
- In other words, how does it retain its independence and power while working in collaboration with other nations?
- How does a state protect and support its citizens when their citizens can openly relate to and work with the citizens of different nations?
• The individual state shares the globe with 191 other nations. **What options does the state have to protect and promote itself?**
• Self-Help: the act of dealing with issues and problems without the help of others.
• Multilateralism: when several different states work together to solve a shared problem.
• Through intergovernmental organizations, international institutions like the United Nations can be neutral places for states to address and resolve disputes.

**Part IV: America’s Global Challenges**

**Intern D:**
• America is a unique nation-state. Our population is multilingual and multicultural. We are viewed as having a uniquely American culture. Our nation did not exist when the Treaty of Westphalia was signed. Many of the states in Europe were created when people were unable to travel and become citizens of different lands. Austrians were based on a mono-culture: one language, one ethnicity, one set of traditions, etc.
• **How have we, as a sovereign nation, addressed some of these global challenges?**
• **What type of decisions and actions has America taken in response to global issues and realities?**
• During our first semester we studied many aspects of globalization. **Can you identify a few of the ways the world has come together?**
• **Show students pictures that display how the world has come together to solve global challenges. Have students name the global issues and discuss how America is currently addressing these challenges:**
  ○ Economic Inequality
  ○ Pollution
  ○ Terrorism

**Part V: [Day 2] National Interests vs. Global Collaboration**

**Intern A:**
• **What factors does the state need to consider before it will agree to collaborate with others?**
  - Brainstorm ideas with class and write answers on board.
• **After brainstorming, have students write down answers on “Factors of Collaboration Worksheet” and review each factor in detail.**
• States must consider whether collaboration with others will:
  ○ Benefit the majority of the population
  ○ Negatively impact its economy
  ○ Impinge on (take away from) the nation’s military powers or interests
  ○ Override the state’s laws and regulations
  ○ Negatively impact the state’s physical territory
Intern B:
- **What is multilateralism?**
- Multilateralism is when several different states work together to deal with a common issue.
- Refer students to the “United States and Global Cooperation” worksheet.
- Ask students to popcorn read through the initiatives on the worksheet.
- After each initiative is read, conduct a class vote whether or not they believe the U.S. signed on to it.
  - Review correct answers with students.

**Part VI: Rejection of Global Proposals**

Intern C:
- Assign three articles on the rationale behind America’s rejection of three global proposals (Ottawa Treaty, Kyoto Protocol, and the Rome Statute).
- Divide the class into three groups and assign a different article to each group.
- Allocate time for silent reading and for an open discussion on the reasons why the U.S., as a sovereign state, rejected the three initiatives.
- Students must also complete the “Global Cooperation Article Questions”.
- Hold a discussion in which students from each group share their responses.
The meaning of **NATION-STATES**

**Presentation Review**

All nations are states.

- True
- False

**Presentation Review**

The concept of a nation-state was developed as a way to prevent on-going war.

- True
- False

**Presentation Review**

The Treaty of Westphalia emphasized the need for interdependence between nations.

- True
- False

**Presentation Review**

States are the main enforcers of Westphalia rules.

- True
- False

**Presentation Review**

A regional power bloc is the same as a nation-state.

- True
- False
Maintaining Sovereignty

- **Self-Help:**
  the act of dealing with issues and problems without the help of others.
- **Multilateralism:**
  when several states work together to solve a shared problem.
- **Intergovernmental Organizations:**
  IGOs can be neutral places for states to address and resolve disputes.

America’s Global Challenges

In today’s globalized world, there are many global issues and realities.

- Economics
- Political Positions and Actions
- Environmental Concerns

Name the Global Issue

**Economic Inequality**

- Income inequality exists in most nations of the world.
- In the United States, the top 10% of the population controls 50% of the wealth.
- How is America addressing this issue?

Response

- America is addressing economic inequality internally and externally.
- Internally,
  Minimum wage policy (to be increased), assist poor families with food stamps and public housing.
- Externally,
  Give aid/technical assistance to developing nations, support to displaced peoples (food aid, emergency housing).

Issue

- Income inequality exists in most nations of the world.
- In the United States, the top 10% of the population controls 50% of the wealth.
- How is America addressing this issue?

Name the Global Issue

**Pollution**
Pollution is one of the biggest global killers, affecting over 100 million people. That’s comparable to global diseases like malaria and HIV.

Approximately 46% of the lakes in America are too polluted for fishing, aquatic life, or swimming.

People who live in places with high levels of air pollutants have a 20% higher risk of death from lung cancer than people who live in less-polluted areas.

Issue

- EPA laws that regulate the use of contaminants like toxins, chemicals, and carcinogens
- Environmental standards (gasoline needs to be unleaded in CA)
- Subsidies for environmentally conscious actions

Response

Terrorism

Terrorists can bypass boundaries of the state to cause damage to citizens and national infrastructure.

Issue

- Established a new federal department focused on Homeland Security (TSA)
- Employed drones to pursue terrorists who committed crimes against humanity
- More effective cybersecurity, including the extension of various intelligence agencies
- Financial blockade on funds used to support terrorist groups

Response
The United States and Global Cooperation

1. U.N. Charter

The U.N. Charter was signed in 1945 in San Francisco. The U.N. Charter is the constitution and bill of rights of the U.N., establishing the function of the U.N. and the universal rights that every person in the world should be naturally entitled to.

2. Montreal Protocol (Ozone Depleting Chemicals)

The Montreal Protocol on Substances that Deplete the Ozone Layer was a meeting that took layer. The protocol created an action plan to reduce the threat of these substances.

3. Sustainable Development Goals

The Sustainable Development Goals are seventeen goals created by the U.N. to end poverty, fight inequality and injustice, and tackle climate change by 2030. They build upon the Millennium Development Goals, eight anti-poverty targets that the world committed to achieving by 2015.

4. Kyoto Protocol (Greenhouse Gases)

The Kyoto Protocol is an international treaty that focuses on combating the growth of greenhouse gases in the atmosphere, and would bind ratifying countries to meet set standards.

5. Rome Statute (International Criminal Court)

The International Criminal Court is an international organization that prosecutes individuals for war crimes, crimes against humanity, genocide, and (until 2017) crimes of aggression.

6. Ottawa Treaty (Landmines)

The Ottawa Treaty, or the Anti-Personnel Mine Ban Convention, is a treaty that focuses on eliminating all anti-personnel landmines in the world.

7. Paris Agreement

The Paris Agreement is an agreement within the United Nations Framework Convention on Climate Change (UNFCCC) dealing with greenhouse gases emissions mitigation, adaptation, and finance starting in the year 2020.
Global Cooperation Review

1. In three to four sentences, summarize the global proposal in your assigned article.

2. Identify why the United States accepted or rejected the proposal. How would support for this proposal possibly harm or impact the United States?
President Barack Obama has no plans to join a global treaty banning landmines because a policy review found the United States could not meet its security commitments without the weapons, the State Department said on Tuesday.

"This administration undertook a policy review and we decided that our land mine policy remains in effect," spokesman Ian Kelly told a briefing five days ahead of a review conference in Cartegena, Colombia, on the 10-year-old Mine Ban Treaty.

"We determined that we would not be able to meet our national defense needs nor our security commitments to our friends and allies if we signed this convention," he said.

It was the first time the administration had publicly disclosed the decision.

The Mine Ban Treaty, which went into force on March 1, 1999, bans the use, stockpiling, production or transfer of antipersonnel mines. It has been endorsed by 156 countries, but several powers -- including the United States, Russia, China and India -- have not adopted it.

Landmines are known to have caused 5,197 casualties last year, a third of them children, according to the Nobel Prize-winning International Campaign to Ban Landmines (ICBL), which links some 1,000 activist groups.

The United States generally abides by the provisions of the treaty. It hasn't used antipersonnel mines since the 1991 Gulf War, hasn't exported mines since 1992 and hasn't produced them since 1997, Steve Goose, director of the Arms Division of Human Rights Watch, told a briefing on Monday.

The review conference in Colombia on Sunday is expected to draw more than 1,000 people representing more than 100 countries, including dozens of ministers and several heads of state.

It will look at the progress and way forward for a broadly popular treaty that has helped cut land mine casualties around the world and provide relief to victims.

Kelly said the United States would send an interagency delegation of humanitarian mine relief experts from the State Department, Defense Department, U.S. Agency for International Development and the Centers for Disease Control and Prevention to observe the conference.

"As a global provider of security, we have an interest in the discussions there," Kelly said. "But we will be there as an observer, obviously, because we haven't signed the convention, nor do we plan to sign the convention."

**U.S. Sending Observers**

It is the first time the United States has sent a team of observers to a gathering of states that have accepted the treaty, a move that was welcomed by anti-land mine campaigners.

"The very fact that they are showing up we take as a positive sign of movement on this issue within the Obama administration," Goose said.

"We hope they're not coming empty-handed," he added. "We very much want them to say that they intend to join this convention. Even if they can't give a timeline, we want them to say they intend to join at some point in time."
Anti-mine campaigners said a declaration of intent was particularly important because the Bush administration reversed U.S. policy on accepting the convention and said it would never join.

While Kelly’s comment indicated no shift in administration policy, Jeff Abramson, deputy director of the nonpartisan Arms Control Association, said the United States was expected to make a statement at the conference that might shed more light on the decision.

He said it would be "disappointing" if a U.S. statement at the Cartagena summit closed off the potential for launching or continuing a review of U.S. policy on landmines.

Kelly said the United States was "the world's single largest financial supporter of humanitarian mine action," having provided more than $1.5 billion since 1993 to support mine clearance and destruction of conventional weapons.

In contravention of the treaty, however, the United States stockpiles some 10 million antipersonnel mines and retains the option to use them.

But use of the mines would pose big problems for Washington, Goose said, because most of its allies -- including all but one NATO country -- are parties to the treaty and are pledged not to help other countries use the weapons.

For more information, visit:
Delegates from 194 countries will meet this week in Durban, South Africa, to see whether the world can do a better job of controlling the man-made greenhouse gases that scientists believe will lead to sea-level rise, floods, drought and famine. Over the years, there has been far more talk than action.

In 1997, these nations collectively promised as a first step to reduce emissions by about 5 percent below 1990 levels by 2012. But only 37 industrialized nations agreed to binding targets under the treaty, known as the Kyoto Protocol; the developing nations promised simply to do their best.

The overall results have been dismal, even by Kyoto’s modest standards. That agreement expires next year, and there is almost no chance that the delegates in Durban will agree on a replacement. Even 1997 signatories like Japan and Canada will not endorse a new treaty unless the Chinese do, which they won’t. What we’ll see is another set of aspirational targets that will mean little if countries choose to ignore them.

On this point, history is not encouraging. From 1990 to 2009, global emissions of carbon dioxide, the main greenhouse gas produced by burning fossil fuels, rose by a whopping 38 percent. The increase would have been far worse were it not for the economic collapse of the old Soviet bloc; emissions from those countries dropped by about one-third.

The first chart traces the change in CO2 emissions around the world in the past two decades. Western Europe has managed to reduce emissions by 5 percent by adopting a cap-and-trade system that effectively puts a price on carbon emissions; substituting natural gas for coal; and, in Germany’s case, greatly expanding the use of renewable energy sources like solar power.

The biggest obstacle to global progress has been countries like China and India that made no pledges at Kyoto because, they argued (and continue to argue), the industrialized world caused most of the problem and thus bore most of the responsibility for solving it. This reasoning has lost much of its punch as those two countries have become economic powerhouses. Over all, emissions in countries that did not agree to targets have more than doubled, while China’s have tripled.

What of the United States? As the largest per capita emitter of greenhouse gases among big economies, America should have taken a leadership role. It did not. The Senate refused to ratify the Kyoto accord, President George W. Bush flatly repudiated it, and Congress failed to put a price on carbon. Having pledged to reduce greenhouse gases by 7 percent, America saw its carbon emissions rise by almost that amount.

The trends were not wholly negative. Carbon dioxide emissions rose steadily in the 1990s, as the second chart shows, partly because the economy took off after the 1992 election, and power plants and factories started operating at full capacity. Emissions then leveled off after 2000, partly because some manufacturing moved abroad but also because rules requiring more energy efficiency began to kick in.

And further improvements are within reach. In the United States, old coal-fired power plants are closing, the price of natural gas (which emits only half the carbon dioxide of coal) is dropping, and automobiles are becoming more efficient. Clean energy sources like solar power are being
introduced in poor African nations, and the Chinese are investing heavily in clean energy as well. Are these bits and pieces enough? Almost assuredly not. Many scientists say we need a wholesale shift in the way the world produces and uses energy, and the time window for such a shift is closing. The question at Durban is whether the world can act before the window slams shut.

For more information, visit:
Good morning. Thank you for that kind introduction.

It’s an honor to be here today. I would like to thank CSIS for hosting this discussion of American foreign policy and the International Criminal Court.

Let me get right to the point. And then I’ll try to make my case in detail: Here’s what America believes in:

- We believe in justice and the promotion of the rule of law.
- We believe those who commit the most serious crimes of concern to the international community should be punished.
- We believe that states, not international institutions are primarily responsible for ensuring justice in the international system.
- We believe that the best way to combat these serious offenses is to build domestic judicial systems, strengthen political will and promote human freedom.

We have concluded that the International Criminal Court does not advance these principles. Here is why:

- We believe the ICC undermines the role of the United Nations Security Council in maintaining international peace and security.
- We believe in checks and balances. The Rome Statute creates a prosecutorial system that is an unchecked power.
- We believe that in order to be bound by a treaty, a state must be party to that treaty. The ICC asserts jurisdiction over citizens of states that have not ratified the treaty. This threatens US sovereignty.
- We believe that the ICC is built on a flawed foundation. These flaws leave it open for exploitation and politically motivated prosecutions.

President Bush has come to the conclusion that the United States can no longer be a party to this process. In order to make our objections clear, both in principle and philosophy, and so as not to create unwarranted expectations of U.S. involvement in the Court, the President believes that he has no choice but to inform the United Nations, as depository of the treaty, of our intention not to become a party to the Rome Statute of the International Criminal Court. This morning, at the instruction of the President, our mission to the United Nations notified the UN Secretary General in his capacity as the depository for the Rome Statute of the President’s decision. These actions are consistent with the Vienna Convention on the Law of Treaties.

The decision to take this rare but not unprecedented act was not arrived at lightly. But after years of working to fix this flawed statute, and having our constructive proposals rebuffed, it is our only alternative.
Historical Perspective

Like many of the nations that gathered in Rome in 1998 for the negotiations to create a permanent International Criminal Court, the United States arrived with the firm belief that those who perpetrate genocide, crimes against humanity, and war crimes must be held accountable — and that horrendous deeds must not go unpunished.

The United States has been a world leader in promoting the rule of law. From our pioneering leadership in the creation of tribunals in Nuremberg, the Far East, and the International Criminal Tribunals for the former Yugoslavia and Rwanda, the United States has been in the forefront of promoting international justice. We believed that a properly created court could be a useful tool in promoting human rights and holding the perpetrators of the worst violations accountable before the world — and perhaps one day such a court will come into being.

A Flawed Outcome

But the International Criminal Court that emerged from the Rome negotiations, and which will begin functioning on July 1 will not effectively advance these worthy goals.

First, we believe the ICC is an institution of unchecked power. In the United States, our system of government is founded on the principle that, in the words of John Adams, "power must never be trusted without a check." Unchecked power, our founders understood, is open to abuse, even with the good intentions of those who establish it.

But in the rush to create a powerful and independent court in Rome, there was a refusal to constrain the Court’s powers in any meaningful way. Proposals put forward by the United States to place what we believed were proper checks and balances on the Court were rejected. In the end, despite the best efforts of the U.S. delegation, the final treaty had so many defects that the United States simply could not vote for it.

Take one example: the role of the UN Security Council. Under the UN Charter, the UN Security Council has primary responsibility for maintaining international peace and security. But the Rome Treaty removes this existing system of checks and balances, and places enormous unchecked power in the hands of the ICC prosecutor and judges. The treaty created a self-initiating prosecutor, answerable to no state or institution other than the Court itself.

In Rome, the United States said that placing this kind of unchecked power in the hands of the prosecutor would lead to controversy, politicized prosecutions, and confusion. Instead, the U.S. argued that the Security Council should maintain its responsibility to check any possible excesses of the ICC prosecutor. Our arguments were rejected; the role of the Security Council was usurped.

Second, the treaty approved in Rome dilutes the authority of the UN Security Council and departs from the system that the framers of the UN Charter envisioned.

The treaty creates an as-yet-to-be defined crime of “aggression,” and again empowers the court to decide on this matter and lets the prosecutor investigate and prosecute this undefined crime. This was done despite the fact that the UN Charter empowers only the Security Council to decide when a state has committed an act of aggression. Yet the ICC, free of any oversight from the Security Council, could make this judgment.

Third, the treaty threatens the sovereignty of the United States. The Court, as constituted today, claims the authority to detain and try American citizens, even though our democratically-elected representatives have not agreed to be bound by the treaty. While sovereign nations have the authority to try non-citizens who have committed crimes against their citizens or in their territory, the United States has never recognized the right of an international organization to do so absent consent or a UN Security Council mandate.
Fourth, the current structure of the International Criminal Court undermines the democratic rights of our people and could erode the fundamental elements of the United Nations Charter, specifically the right to self defense.

With the ICC prosecutor and judges presuming to sit in judgment of the security decisions of States without their assent, the ICC could have a chilling effect on the willingness of States to project power in defense of their moral and security interests.

This power must sometimes be projected. The principled projection of force by the world’s democracies is critical to protecting human rights — to stopping genocide or changing regimes like the Taliban, which abuse their people and promote terror against the world.

Fifth, we believe that by putting U.S. officials, and our men and women in uniform, at risk of politicized prosecutions, the ICC will complicate U.S. military cooperation with many friends and allies who will now have a treaty obligation to hand over U.S. nationals to the Court — even over U.S. objections.

The United States has a unique role and responsibility to help preserve international peace and security. At any given time, U.S. forces are located in close to 100 nations around the world conducting peacekeeping and humanitarian operations and fighting inhumanity.

We must ensure that our soldiers and government officials are not exposed to the prospect of politicized prosecutions and investigations. Our President is committed to a robust American engagement in the world to defend freedom and defeat terror; we cannot permit the ICC to disrupt that vital mission.

**Our Efforts**

The President did not take his decision lightly.

After the United States voted against the treaty in Rome, the U.S. remained committed and engaged—working for two years to help shape the court and to seek the necessary safeguards to prevent a politicization of the process. U.S. officials negotiated to address many of the concerns we saw in hopes of salvaging the treaty. The U.S. brought international law experts to the preparatory commissions and took a leadership role in drafting the elements of crimes and the procedures for the operation of the court.

While we were able to make some improvements during our active participation in the UN Preparatory Commission meetings in New York, we were ultimately unable obtain the remedies necessary to overcome our fundamental concerns.

On December 31, 2000, the previous administration signed the Rome Treaty. In signing President Clinton reiterated “our concerns about the significant flaws in the treaty,” but hoped the U.S. signature would provide us influence in the future and assist our effort to fix this treaty. Unfortunately, this did not prove to be the case.

On April 11, 2002, the ICC was ratified by enough countries to bring it into force on July 1 of this year. Now we find ourselves at the end of the process. Today, the treaty contains the same significant flaws President Clinton highlighted.

**Our Philosophy**

While we oppose the ICC we share a common goal with its supporters - the promotion of the rule of law. Our differences are in approach and philosophy. In order for the rule of law to have true meaning, societies must accept their responsibilities and be able to direct their future and come to terms with their past. An unchecked international body should not be able to interfere in this delicate process.

For example: When a society makes the transition from oppression to democracy, their new government must face their collective past. The state should be allowed to choose the method. The government should decide whether to prosecute or seek national reconciliation. This decision should not be made by the ICC.

If the state chooses as a result of a democratic and legal process not to prosecute fully, and instead to grant conditional amnesty, as was done in difficult
case of South Africa, this democratic decision should be respected.

Whenever a state accepts the challenges and responsibilities associated with enforcing the rule of law, the rule of law is strengthened and a barrier to impunity is erected. It is this barrier that will create the lasting goals the ICC seeks to attain. This responsibility should not be taken away from states.

International practice should promote domestic accountability and encourage sovereign states to seek reconciliation where feasible.

The existence of credible domestic legal systems is vital to ensuring conditions do not deteriorate to the point that the international community is required to intercede.

In situations where violations are grave and the political will of the sovereign state is weak, we should work, using any influence we have, to strengthen that will. In situations where violations are so grave as to amount to a breach of international peace and security, and the political will to address these violations is non-existent, the international community may, and if necessary should, intercede through the UN Security Council as we did in Bosnia and Rwanda.

Unfortunately, the current framework of the Rome treaty threatens these basic principles.

**We Will Continue To Lead**

Notwithstanding our disagreements with the Rome Treaty, the United States respects the decision of those nations who have chosen to join the ICC; but they in turn must respect our decision not to join the ICC or place our citizens under the jurisdiction of the court.

So, despite this difference, we must work together to promote real justice after July 1, when the Rome Statute enters into force.

The existence of a functioning ICC will not cause the United States to retreat from its leadership role in the promotion of international justice and the rule of law.

The United States will:

- Work together with countries to avoid any disruptions caused by the Treaty, particularly those complications in US military cooperation with friends and allies that are parties to the treaty.
- Continue our longstanding role as an advocate for the principle that there must be accountability for war crimes and other serious violations of international humanitarian law.
- Continue to play a leadership role to right these wrongs.
- The armed forces of the United States will obey the law of war, while our international policies are and will remain completely consistent with these norms.
- Continue to discipline our own when appropriate.
- We will remain committed to promoting the rule of law and helping to bring violators of humanitarian law to justice, wherever the violations may occur.
- We will support politically, financially, technically, and logistically any post-conflict state that seeks to credibly pursue domestic humanitarian law.
- We will support creative ad-hoc mechanisms such as the hybrid process in Sierra Leone – where there is a division of labor between the sovereign state and the international community—as well as alternative justice mechanisms such as truth and reconciliation commissions.
- We will work with Congress to obtain the necessary resources to support this global effort.
- We will seek to mobilize the private sector to see how and where they can contribute.
- We will seek to create a pool of experienced judges and prosecutors who would be willing to work on these projects on short-notice.
- We will take steps to ensure that gaps in United States’ law do not allow persons wanted or indicted for genocide, war crimes,
or crimes against humanity to seek safe haven on our soil in hopes of evading justice.

And when violations occur that are so grave and that they breach international peace and security, the United States will use its position in the UN Security Council to act in support of justice.

We believe that there is common ground, and ask those nations who have decided to join the Rome Treaty to meet us there. Encouraging states to come to face the past while moving into the future is a goal that no one can dispute. Enhancing the capacity of domestic judiciaries is an aim to which we can all agree. The United States believes that justice would be best served in creating an environment that will have a lasting and beneficial impact on all nations across the globe. Empowering states to address these challenges will lead us to a more just and peaceful world. Because, in the end, the best way to prevent genocide, crimes against humanity, and war crimes is through the spread of democracy, transparency and rule of law. Nations with accountable, democratic governments do not abuse their own people or wage wars of conquest and terror. A world of self-governing democracies is our best hope for a world without inhumanity.

For more information, visit:
Introduction TO International Relations

Unit II: Infrastructure
What is Infrastructure?

Infrastructure is the FOUNDATION upon which societies are built. The state of a nation’s infrastructure determines what is POSSIBLE for that nation to achieve.

Infrastructure is:
- the basic physical and organizational structures needed for the operation of a society or enterprise
- the services and facilities necessary for an economy to function.

Two Types of Infrastructure

Physical

Non-physical

Physical Infrastructure

1. Transportation
2. Utilities
3. Communication technologies

Transportation

Land
Examples: Roads, Railways, Mass Transit

Air
Examples: Airports, Air navigational systems

Sea
Examples: Canals, Harbors, Seaports
Importance of Transportation Infrastructure

Trade: Moving people and goods
- Example: Kazungula Ferry: Zambian/Botswana border

Security/Disaster Relief
- The US interstate highway system’s official name is the Dwight D. Eisenhower National System of Interstate and Defense Highways
- Paris was planned to help the French government deal with frequent insurrections

Utilities

Energy
- Examples: electrical power grids, powerplants (wind, solar, coal, nuclear, water), gas and petroleum pipelines, refineries

Water
- Examples: wastewater treatment plants, water reservoirs

Waste Disposal
- Examples: sewage system, garbage disposal

Communications

- Telephones (land lines, mobile networks, etc.)
- Television
- Internet
- Satellites
- Postal Service

Non-physical Infrastructure

Legal
Financial
Healthcare
Education
Social Welfare

Legal System

Establishes the Rule of Law:
- People need to believe that the law matters and are enforced
- Examples:
  - Courts
  - Correctional system
  - Law Enforcement

Importance of Utilities

- 1.1 billion people in developing countries have inadequate access to water, and 2.6 billion lack basic sanitation.
- This means that:
  - 3.5 million people die each year from water-related disease; 84% are children.
- Millions of women and children spend hours every day collecting water. This is time not spent working at an income-generating job, caring for family members or attending school.
- 443 million school days are lost each year due to water-related illness.
Healthcare System

Clinics, Hospitals (Physical)
Personnel (Non-physical)
• Doctors
• Nurses
• Health practitioners

Health technology
• MRI
• CT Scans
• Pharmaceuticals

Financial System

• Banking System
• Monetary System

Educational System

School Buildings (physical)
Personnel (non-physical)
• Teachers, Administrators

Instructional needs
• Textbooks, Computers, Boards, Paper

Social Welfare System

Welfare Services
Unemployment Benefits

Difficult Decisions

• Scarcity: There is a limited amount of money and resources that can be allocated
• Countries must prioritize its infrastructure needs
• What happens when a country doesn’t keep investing in its infrastructure?

American Infrastructure

What do you think this image means?
2013 Report Card

- The American Society of Civil Engineers (ASCE) gave American infrastructure a D+ in their annual report card
- What if you brought home a D+ on your report card?

Changing Infrastructure for Changing Societies

What would change infrastructure needs?

1. Technological innovation
2. Population growth
3. Changes in the economy (sectoral shifts, industrialization)

Shanghai, China 2010

Shanghai, China 1990

Orange County, California

Orange County, California

When did these Orange County locations become incorporated?

- 1886: Santa Ana
- 1906: Newport Beach
- 1953: Estancia
- 1965: UC Irvine
- 1971: Irvine
- 1991: Laguna Hills

Orange County Population:

- 1960: 703,925
- 2013: 3.1 million
Key Terms

1. **Communications:** The technology employed in transmitting messages.

2. **Educational System:** The organizations needed in order to provide education to the population.

3. **Financial System:** Organizations that decide how money is exchanged and stored.

4. **Healthcare System:** The physical and non-physical organizations that concern themselves with the health of the population.

5. **Industrialization:** The movement from an agrarian society to the development of a society that is more reliant on manufacturing.

6. **Infrastructure:** The basic physical and organizational structures needed for the operation of a society or enterprise.

7. **Legal System:** Organizations that establish and enforce the rule of law.

8. **Non-Physical Infrastructure:** Organizational structures such as education and laws needed for the operation of a society or enterprise.

9. **Scarcity:** Concept that resources are limited in supply.

10. **Social Welfare System:** The organizations that provide assistance to needy individuals and families.

11. **Technological Innovation:** The process through which new or improved technologies are developed and brought into widespread use.

12. **Transportation:** A system of means of transporting people or goods, through land, air, or sea.

13. **Utilities:** Public services provided to the public, such as electricity, gas, water, and waste disposal.
Workshop:
Building a Nation
Related PowerPoint: Infrastructure

**Objective(s):**
- To simulate the infrastructure decision-making process that a government has to consider in order to address the needs of its nation

**Outline:**
I. [Day 1] Review Concept of Infrastructure (5 minutes)
II. Infrastructure Game (35 minutes)
III. [Day 2] Group Presentations (30 minutes)
IV. Post-Game Debrief (10 minutes)

**Materials:**
- *Country A-H profiles*
- *Budget Allocation Worksheet*
- *Infrastructure Options List*

**Key to Script:**
- *Italicized words indicate role/action.*
- *Bolded sentences are questions to be posed to class.*
- Normal print indicates words to be spoken aloud.
Workshop Script:

Part I: [Day 1] Review Concept of Infrastructure

Intern A:
- Infrastructure: The foundation upon which societies are built. The state of a nation’s infrastructure determines what is possible for that nation to achieve.
- Review the two types of infrastructure: physical and non-physical.
  - Physical Infrastructure: transportation, utilities, and communication technologies
  - Non-Physical Infrastructure: legal, financial, health, education, and social welfare systems
- What do you think would happen without these structures?
- A country establishing infrastructure can be thought of as a person going shopping. You have different needs and priorities. For example, you may want to eat turkey for dinner tonight, or want some snacks to accompany your studying. However, there are limitations that prevent you from getting everything you want. For example, you might have a credit limit or a limited amount of cash in your wallet.
- A country has similar needs and priorities. For example, it may want to expand its trade routes by building more airports but, like you at the supermarket, the country has restrictions. Every country has to work around its own budget.
- Today, you will experience the complex decision-making process that advisors and government officials go through in order to make resolutions about their country’s infrastructure.

Part II: Infrastructure Game

In Groups:
- Assign the groups to a nation (8).
- Each member of the team is an advisor (or advisors) of designated aspects of infrastructure. The aspects of infrastructure are:
  - Transportation
  - Communication
  - Military System
  - Utilities
  - Education
  - Health
  - Legal
  - Public Safety
- Each student on the team should refer to the Nation Sheet for their assigned country’s description so they can consider their nation’s needs and priorities. On the bottom of each of these sheets, the teams will find the budget their nation has to address its infrastructure needs.
• Countries are not equal in terms of wealth. Consequently, each nation will have a different budget. Each nation must make investments in its infrastructure that does not exceed its allocated budget.
• Present student recommendations to the group, and facilitate a dialogue regarding what each advisor thinks their country should spend on their aspect of infrastructure.
• Distribute the “Infrastructure Options List”
  o The sheet has all infrastructure options listed with spaces allotted for how much money the team wants to spend on that aspect of infrastructure.
  o Be prepared to explain why you decided to allot that amount of money into that particular piece of infrastructure, among others.
  o Remind students that the total amount spent cannot not exceed their budget.
  o Fill out the bottom of the “Budget Allocation Sheet” with how much you will spend on each aspect of the infrastructure.
  o Interns should check their math when the group is done.

Part III: [Day 2] Group Presentations

 بصورة
• If needed, allow teams additional time to complete “Budget Allocation Sheet”.
• Each team will present their decisions to the class.
• After each team presentation, the class, interns, and teacher should ask questions about why certain choices were made.

Part IV: Post-Game Debrief

 بصورة
• Intern B:
  o All countries (A-H) are real countries. Can you identify which real country yours is? (Give them a few moments to discuss this).
    o Country A: India
    o Country B: Italy
    o Country C: Iraq
    o Country D: Japan
    o Country E: Nicaragua
    o Country F: Somalia
    o Country G: California
    o Country H: Cuba
  o The costs of the infrastructure items are arbitrary. They were constructed on the basis of relative cost (i.e. a space station would cost more than 50,000 km of paved roads).
• The budgets of each country were arbitrary as well. In reality, Country F – Somalia would have very low freedom in purchasing infrastructure. Its “real” total GDP is 5.8 billion dollars! This is why in our imaginary world, Somalia was given foreign aid.

• The real GDP of countries (in US Dollars):
  ○ Country A: India: 2.09 trillion
  ○ Country B: Italy: 1.82 trillion
  ○ Country C: Iraq: 169.5 billion
  ○ Country D: Japan: 4.12 trillion
  ○ Country E: Nicaragua: 12.22 billion
  ○ Country F: Somalia: 5.8 billion
  ○ Country G: California: 2.45 trillion
  ○ Country H: Cuba: 77.15 billion
COUNTRY A

The Land

- **Population Compared to Land Mass:** Your nation has a population of more than 1 billion people in an area of 3 million square kilometers. Your country is slightly larger than 1/3 the size of the United States with four times the population. Your country is the second most populated nation in the world.
- **Region:** Southern Asia
- **Geographic Description:** Large peninsula with extensive coastline. 50% of your land is arable and can support agricultural development.
- **Natural Disasters:** The southern region of your country is subject to tropical monsoons. Your country experiences droughts, flash floods, earthquakes, and severe thunderstorms.

The People

- **Life Expectancy:** 68 years
- **Literacy Rate:** 63% (can read and write at the age of 15)
- **Below Poverty Rate:** 30% of the population lives on less than $2 per day.
- **Health Risks:** A large portion of your country’s population suffers from food or waterborne diseases; bacterial diarrhea; malaria; rabies. 0.3% of your population has AIDS.
- **Economy:** Your country is traditionally rural but has developed large metropolitan areas (large cities) that have become technological service hubs which support many global corporations. 49% of your population is agrarian (works on farms).
- **Major Religions:** Hindu: 81%, Muslim: 13%, Christian: 2%

Challenges

- Limited access to clean water.
- Unreliable electricity sources.
- Internal unrest between ethnic and religious factions.
- Few or weak labor laws to protect workers from exploitation. Human trafficking and internal forced labor (people indebted forced to work for way below living wages) are commonplace.
- Largest producer of legal and illegal drugs (opium basis for heroine/legal pain killers).

**YOUR INFRASTRUCTURE BUDGET:** $420 billion
COUNTRY B

The Land

- **Population Compared to Land Mass**: 62 million people in an area of 300,000 square kilometers. Your country is slightly larger than Arizona with two-thirds of the U.S. population. Your country is the twenty-fourth most populated nation in the world.
- **Region**: Europe
- **Geographic Description**: Your nation is a large peninsula with an extensive coastline. 23% of your land is arable and can support agricultural development.
- **Natural Disasters**: Your country is subjected to landslides, mudflows, avalanches, volcanic eruptions, flooding, and earthquakes. Rising sea levels are eroding certain major cities in the southern part of the country.

The People

- **Life Expectancy**: 82 years
- **Literacy Rate**: 99% (can read and write at the age of 15)
- **Below Poverty Rate**: 30% of the population lives on less than $2 per day
- **Economy**: 24% industrial, 2% agriculture
- **Major Religions**: Christian 80%

Challenges

- **A divided population**: There is an unequal distribution of wealth between North and South. This has led to a dynamic cultural conflict between the two regions.
- **Deeply embedded organized crime**: The Mafias exert much influence in the Southern region.
- **Poor financial system**: People in the South lend money on trust. Banking and traditional economic mechanisms work well in the North.
- **High tax burdens and corruption**: Citizens pay high fees to the government, which is built on underground businesses and services.

YOUR INFRASTRUCTURE BUDGET: $500 billion


**COUNTRY C**

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### The Land

- **Population Compared to Land Mass:** 33 million people in an area of 440,000 square kilometers. Your country size and relative population is similar to that of California. It has the 40th largest population in the world.
- **Region:** Middle East
- **Geographic Description:** Your nation shares common borders with six countries and has a small outlet to the ocean. Two rivers cross the entire length of the nation. Only 9% of your land is arable and can support agricultural development.
- **Natural Disasters:** Your country frequently suffers dust storms, sandstorms, and floods.

### The People

- **Life Expectancy:** 71 years
- **Literacy Rate:** 79% (can read and write at the age of 15)
- **Health Risks:** Less than 0.1% of your population has AIDS.
- **Economy:** 16% of the population is unemployed. 22% of the economy is agricultural. Oil is the primary export (84% of your trade is based on this natural resource).
- **Major Religions:** Muslim: 99% (Shia 63% Sunni 35%), Christian 0.8%

### Challenges

- As a result of a war, Country C recently had most of its telecommunication networks, oil pipelines, schools, and medical centers destroyed.
- Government services and networks are disconnected and being questioned by the population.
- Inadequate supplies of potable water.
- One third of the population has migrated to bordering nations with the hope of being able to return to the country under stable conditions.

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**YOUR INFRASTRUCTURE BUDGET: $300 billion**
COUNTRY D

The Land

- **Population Compared to Land Mass:** Your nation has a population of 127 million people in an area of 380,000 square kilometers. In terms of landmass, California is 1.1 times the size of Country D.
- **Region:** East Asia
- **Geographic Description:** A string of islands surrounded by bodies of water. 11% of your land is arable and can support agricultural development. You have limited natural resources.
- **Natural Disasters:** Your country frequently suffers earthquakes, typhoons, and tsunamis. There are many active and dormant volcanoes.

The People

- **Life Expectancy:** 84 years
- **Literacy Rate:** 99% (can read and write at the age of 15)
- **Below Poverty Rate:** 16%
- **Economy:** 5th largest economy in the world. 91% percent of the population lives in cities. You import 60% of your food. Your country has one of the world’s largest shipping fleets. 4% of your population works in agriculture, 26% in industry, and 70% in service.
- **Major Religions:** Shintoism/Buddhism: over 80%, Christianity: 2%

Challenges

- **2011:** Massive destruction in the northeastern region caused by 9.0 magnitude earthquake. The effects of the earthquake were felt around the world. Residents are still recovering from the disaster.
- **Very high population density.**
- **You import most of your food. This makes your country’s economy extremely dependent on trade.**
- **Few natural resources except for fish.**
- **Your country has a low birth rate and an aging population. The working population is unable to keep up with the rate at which workers retire. The independent population faces challenges as it shrinks while the dependent population continues to increase. A large job gap exists; jobs are not being filled.**
- **Country D is also dependent on immigrant workers for simple jobs. This has resulted in an increased crime rate and thus resentment from the local people.**

YOUR INFRASTRUCTURE BUDGET: $1 trillion ($1000 billion)
COUNTRY E

The Land

- **Population Compared to Land Mass:** Your nation has a population of 6 million people in an area of 130 square kilometers (slightly larger than the State of New York).
- **Region:** Central America
- **Geographic Description:** This country links two major continents (connector country). It has two coastlines facing the Atlantic and Pacific Oceans. Two large freshwater bodies of water run through this small nation. 15% of your land is arable and can support agricultural development.
- **Natural Disasters:** Frequent earthquakes, volcanoes, landslides, and hurricanes

The People

- **Life Expectancy:** 73 years
- **Literacy Rate:** 78% (can read and write at the age of 15)
- **Below Poverty Rate:** 43%
- **Health Risks:** Major concerns include food and water borne diseases, such as: bacterial diarrhea, hepatitis A, and typhoid. Country E has a swampy area along the coast that attracts mosquitoes and other disease-carrying insects.
- **Economy:** Your country is a major exporter of coffee beans and bananas. You are also rich in the following minerals: gold, iron, zinc, copper, and tungsten.
- **Religions:** Christianity (Roman Catholic: 59%; Evangelical: 22%; Moravian 2%)

Challenges

- A large portion of your population lives in extreme poverty.
- Country E has a long history of dictatorships and guerilla civil wars. With a weak central government, your country’s natural resources have been exploited by other nations.

YOUR INFRASTRUCTURE BUDGET: $95 billion
COUNTRY F

The Land

- **Population Compared to Land Mass:** Your nation has a population of 10.5 million people in an area of 638,000 square kilometers (slightly smaller than Texas).
- **Region:** Eastern Africa
- **Geographic Description:** Bordered by three nations with a coastline adjacent to the Indian Ocean. It is uniquely positioned because it borders the most essential ocean route between Asia, Europe and the Middle East. Your land is primarily desert – only 2% is arable.
- **Climate:** Northeast monsoon (December to February), moderate temperatures in north and hot in south; southwest monsoon (May to October), torrid in the north and hot in the south, irregular rainfall, hot and humid periods (tangambili) between monsoons.
- **Natural Disaster:** Semi-arid land with recurring droughts and dust storms.

The People

- **Life Expectancy:** 52 years
- **Literacy Rate:** 38% (can read and write at the age of 15)
- **Health Risks:** HIV/AIDS rate 0.5%; High degree of water and food borne diseases.
- **Economy:** Shortage of a skilled labor force. 7% of your population works in industry and service and 59% works in agriculture (your country is largely an agriculture-based society). Cows are your major livestock. You are a major exporter of bananas, livestock, fish, and charcoal.
- **Wireless Communication:** Highest rate of internet use on the African continent.
- **Major Religion:** Sunni Muslim (official religion of country)

Challenges

- Large nomadic population (nomadic: groups of people who tend to travel and change settlements – no permanent home.) Thus, many have no fixed home and move according to the seasons from place to place in search of food, water, and grazing land.
- You lack a permanent national government, legal system, and monetary system. Law enforcement is non-existent and crime rates soar high.
- Education is mostly private.

Your Infrastructure Budget: $40.5 billion

Note: Your budget would be $0.5 billion, but your country recently received an aid package of $40 billion from U.S. Aid.
COUNTRY G

The Land

- **Population Compared to Land Mass:** Your nation has a population of 38 million in an area a little over 400,000 square kilometers.
- **Region:** North America
- **Geographic Description:** Your nation consists of a long ocean coastline and a large central valley ideal for agriculture. The country has an ideal climate for farming. You are a home to many major producers of fruits, vegetables, dairy products, and wine. There are 18 national forests in your country. Your country is also rich in natural resources such as: timber, petroleum, cement, and natural gas. You are a major supplier of these.
- **Natural Disasters:** Earthquakes and seasonal fires are commonplace. You also occasionally suffer from water shortages.

The People

- **Life Expectancy:** 80 years
- **Literacy Rate:** 80% (can read and write at the age of 15)
- **Below Poverty Rate:** 15% of the population lives on less than $2 per day
- **Health Risks:** 0.1% of the population has AIDS
- **Economy:** You have the 8th largest economy in the world. Country G earns $45 billion dollars in agricultural sales. The average per capita income in your country is $45,000. Much of your country’s revenue derives from international trade, tourism, technology (electronics and computers), and the entertainment industry. Many nations invest in your industries. Some of the largest investors include: Japan, China, United Kingdom, Germany, and France. You are a major exporter of technology (aerospace, computers, electronics, transportation, non-electrical machinery), agriculture, and chemicals.
- **Major Religions:** Protestant 36%, Roman Catholic 31%, Mormon 2%, Judaism 2%, Buddhist 2%, Islam 0.5%
- **Ethnicities:** Caucasian 74%, African American 7%, Asian 14%, Latino 38% and two or more races 4%
- **Languages spoken:** 39 (English, Spanish, Chinese, Vietnamese, Portuguese, French)

Challenges

- Frequent earthquakes and seasonal fires
- Water shortage
- Rise in unemployment rate
- Declining academic performance in public schools
- Budget problems (excessive spending)
- Aging infrastructure

YOUR INFRASTRUCTURE BUDGET: $200 billion
COUNTRY H

The Land

- **Population Compared to Land Mass**: Your nation has a population of 11 million people in an area of 111,000 square kilometers (about the same size as the state of Tennessee). Your country has an emigration rate of 0.003%. Many opt to leave the nation. Consequently, population is declining.
- **Region**: Caribbean
- **Geographic Description**: You are an island-nation within 100 miles of a large super power. 32% of your land is arable and can support agricultural development.
- **Natural Disasters**: Your eastern region is subject to hurricanes. Droughts are also common.

The People

- **Life Expectancy**: 78 years of age
- **Literacy Rate**: 99.8% (can read and write at the age of 15)
- **Below Poverty Rate**: Not Available. Level of income is relatively low. Many basic commodities are limited. The selection of “stuff” is limited. Food rationing and housing shortages are commonplace.
- **Health Risks**: 0.1% of your population has AIDS. Dengue fever (spread by flies), bacterial diarrhea, and hepatitis A are also common.
- **Economy**: Government-controlled economy. 78% of the population works for the state. Agriculture: 4%, Industry: 22%, Services: 74%. Main exports include the following: doctors (skilled medical practitioners), medical products, fish, coffee beans, and cigars.
- **Major Religions**: 85% Catholic, Protestants, Jews, and Santeria

Challenges

- A transfer point between drugs producers in South America and drug users in North America.
- Government leadership has been centered in the hands of one individual. The question of a smooth transition of power is looming over the nation.
- Deforestation and air pollution are impacting this island nation.
- Extreme censorship and control over the population.

**YOUR INFRASTRUCTURE BUDGET: $200 billion**
## Education Advisor

You are the Education Advisor to Country _____.

Your total infrastructure budget is ________________.

Budget Allocations:

<table>
<thead>
<tr>
<th>Education</th>
<th>Proposed Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Buildings (equipped with desks, chairs, blackboards)</td>
<td></td>
</tr>
<tr>
<td>• Elementary (K-8):</td>
<td></td>
</tr>
<tr>
<td>• High school (9-12):</td>
<td></td>
</tr>
<tr>
<td>• University:</td>
<td></td>
</tr>
<tr>
<td>Technology (multimedia equipment, computer lab):</td>
<td></td>
</tr>
<tr>
<td>Administrative needs (central faculty):</td>
<td></td>
</tr>
</tbody>
</table>

**Total Requested Allocation:**

## Health Advisor

You are the Health Advisor to Country _____.

Your total infrastructure budget is ________________.

Budget Allocations:

<table>
<thead>
<tr>
<th>Health</th>
<th>Proposed Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitals (including medical supplies, equipment, etc.):</td>
<td></td>
</tr>
<tr>
<td>Medical school:</td>
<td></td>
</tr>
<tr>
<td>Center for Disease Control (CDC):</td>
<td></td>
</tr>
</tbody>
</table>

**Total Requested Allocation:**
Public Safety Advisor

You are the Public Safety Advisor to Country ______ .

Your total infrastructure budget is _________________________ .

<table>
<thead>
<tr>
<th>Public Safety</th>
<th>Proposed Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police (including vehicles, police stations, equipment):</td>
<td></td>
</tr>
<tr>
<td>Fire department (including vehicles, fire stations, equipment):</td>
<td></td>
</tr>
</tbody>
</table>

**Total Requested Allocation:**

Legal Advisor

You are the Legal Advisor to Country ______ .

Your total infrastructure budget is _________________________ .

<table>
<thead>
<tr>
<th>Legal</th>
<th>Proposed Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Court</td>
<td></td>
</tr>
<tr>
<td>Prison</td>
<td></td>
</tr>
<tr>
<td>Law school</td>
<td></td>
</tr>
</tbody>
</table>

**Total Requested Allocation:**

Communications Advisor

You are the Communications Advisor to Country ______ .

Your total infrastructure budget is _________________________ .

<table>
<thead>
<tr>
<th>Communications</th>
<th>Proposed Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone network (including mobile phones):</td>
<td></td>
</tr>
<tr>
<td>Cable television network:</td>
<td></td>
</tr>
<tr>
<td>Internet backbone:</td>
<td></td>
</tr>
<tr>
<td>Communication satellite:</td>
<td></td>
</tr>
</tbody>
</table>

**Total Requested Allocation:**
**Transportation Advisor**

You are the Transportation Advisor to Country ______.

Your total infrastructure budget is _________________________.

Budget Allocations:

<table>
<thead>
<tr>
<th>Transportation</th>
<th>Proposed Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>50,000 km. of paved roads:</td>
<td></td>
</tr>
<tr>
<td>50,000 km. of highways:</td>
<td></td>
</tr>
<tr>
<td>50,000 km. of railroads:</td>
<td></td>
</tr>
<tr>
<td>Bridge construction:</td>
<td></td>
</tr>
<tr>
<td>Airports (including air navigational systems)</td>
<td></td>
</tr>
<tr>
<td>• Domestic:</td>
<td></td>
</tr>
<tr>
<td>• International:</td>
<td></td>
</tr>
<tr>
<td>Seaports (including lighthouses)</td>
<td></td>
</tr>
<tr>
<td>• Domestic:</td>
<td></td>
</tr>
<tr>
<td>• International:</td>
<td></td>
</tr>
<tr>
<td>50,000 km. of bicycle paths:</td>
<td></td>
</tr>
<tr>
<td>Space center:</td>
<td></td>
</tr>
</tbody>
</table>

**Total Requested Allocation:**

---

**Military Advisor**

You are the Military Advisor to Country ______.

Your total infrastructure budget is _________________________.

<table>
<thead>
<tr>
<th>Military</th>
<th>Proposed Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Military base (including Navy, Army, Air Force)</td>
<td></td>
</tr>
<tr>
<td>Advanced weapon system:</td>
<td></td>
</tr>
<tr>
<td>Military school:</td>
<td></td>
</tr>
</tbody>
</table>

**Total Requested Allocation:**
**Utilities Advisor**

You are the Utilities Advisor to Country ______.

Your total infrastructure budget is ________________________.

<table>
<thead>
<tr>
<th>Utilities</th>
<th>Proposed Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clean water supply:</td>
<td></td>
</tr>
<tr>
<td>Sewage and drainage system:</td>
<td></td>
</tr>
<tr>
<td>Flood control system:</td>
<td></td>
</tr>
<tr>
<td>Electrical power system</td>
<td></td>
</tr>
<tr>
<td>• Natural gas pipeline:</td>
<td></td>
</tr>
<tr>
<td>• Hydropower plants:</td>
<td></td>
</tr>
<tr>
<td>• Nuclear power plants:</td>
<td></td>
</tr>
<tr>
<td>Irrigation:</td>
<td></td>
</tr>
<tr>
<td><strong>Total Requested Allocation:</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Total Infrastructure Costs**

<table>
<thead>
<tr>
<th>Advisor</th>
<th>Proposed Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education:</td>
<td></td>
</tr>
<tr>
<td>Health:</td>
<td></td>
</tr>
<tr>
<td>Public Safety:</td>
<td></td>
</tr>
<tr>
<td>Legal:</td>
<td></td>
</tr>
<tr>
<td>Communications:</td>
<td></td>
</tr>
<tr>
<td>Transportation:</td>
<td></td>
</tr>
<tr>
<td>Military:</td>
<td></td>
</tr>
<tr>
<td>Utilities:</td>
<td></td>
</tr>
<tr>
<td><strong>Total Requested Allocations:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Infrastructure Budget:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Remaining Infrastructure Budget (subtracting allocations):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>PHYSICAL INFRASTRUCTURE</strong></td>
<td><strong>NON-PHYSICAL INFRASTRUCTURE</strong></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td><strong>Transportation</strong></td>
<td><strong>Education</strong></td>
</tr>
<tr>
<td>50,000 km of paved roads</td>
<td>School buildings [equipped with desks, chairs, blackboards]</td>
</tr>
<tr>
<td>50,000 km of highway</td>
<td>- Elementary [incl. K-8]</td>
</tr>
<tr>
<td>50,000 km of railroads</td>
<td>- High school [incl. 9-12]</td>
</tr>
<tr>
<td>Bridge construction</td>
<td>- University</td>
</tr>
<tr>
<td>Airport [incl. air navigational systems]</td>
<td>Technology</td>
</tr>
<tr>
<td>- Local</td>
<td>Administrative needs: central facility</td>
</tr>
<tr>
<td>- International</td>
<td></td>
</tr>
<tr>
<td>Seaport [incl. lighthouses]</td>
<td></td>
</tr>
<tr>
<td>- Local</td>
<td></td>
</tr>
<tr>
<td>- International</td>
<td></td>
</tr>
<tr>
<td>50,000 km of bicycle paths</td>
<td></td>
</tr>
<tr>
<td>Space center</td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td><strong>Health</strong></td>
</tr>
<tr>
<td><strong>Cost (in billions of dollars)</strong></td>
<td>Hospital [incl. medical supplies, equipment]</td>
</tr>
<tr>
<td>Telephone network</td>
<td>Medical school</td>
</tr>
<tr>
<td>Cable television network</td>
<td>Center for Disease Control (CDC)</td>
</tr>
<tr>
<td>Internet backbone</td>
<td></td>
</tr>
<tr>
<td>Communication satellite</td>
<td></td>
</tr>
<tr>
<td><strong>Military System</strong></td>
<td><strong>Legal</strong></td>
</tr>
<tr>
<td><strong>Cost (in billions of dollars)</strong></td>
<td>Court</td>
</tr>
<tr>
<td>Military base [incl. Navy, Army, AF]</td>
<td>Prison</td>
</tr>
<tr>
<td>Advanced weapon system</td>
<td>Law school</td>
</tr>
<tr>
<td>Military school</td>
<td></td>
</tr>
<tr>
<td><strong>Utilities</strong></td>
<td><strong>Public Safety</strong></td>
</tr>
<tr>
<td><strong>Cost (in billions of dollars)</strong></td>
<td>Police [incl. vehicles, police stations, equipment]</td>
</tr>
<tr>
<td>Clean water supply</td>
<td>5 per 20 million people</td>
</tr>
<tr>
<td>Sewage and drainage system</td>
<td></td>
</tr>
<tr>
<td>Flood control system</td>
<td>Fire [incl. vehicles, fire stations, equipment]</td>
</tr>
<tr>
<td>Electrical power supply</td>
<td></td>
</tr>
<tr>
<td>- Natural gas pipeline</td>
<td></td>
</tr>
<tr>
<td>- Hydropower plants</td>
<td></td>
</tr>
<tr>
<td>- Nuclear power plants</td>
<td></td>
</tr>
<tr>
<td>Irrigation system</td>
<td></td>
</tr>
<tr>
<td>2.5, serving 5,000 people at a time</td>
<td></td>
</tr>
<tr>
<td>2.5, serving 20,000 people</td>
<td></td>
</tr>
<tr>
<td>2.5, serving 2,000 people</td>
<td></td>
</tr>
<tr>
<td>5, serving 1,000 people</td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td></td>
</tr>
</tbody>
</table>
INTRODUCTION TO INTERNATIONAL RELATIONS

Unit III: Foreign Policy
Overview

- Review: States, Nations, and Nation-States
- Foreign Policy Basics
  - What is Foreign Policy?
  - The National Interest
  - Sphere of Influence
  - Hard and Soft Power
  - Non-state Actors
- Case Study Analysis: East China Sea ADIZ (Air Defense Identification Zone)

Review: States, Nations, and Nation-States

- **State**: a territorial political entity
  - Examples: United States, Vatican City, the United Kingdom (of Great Britain and Northern Ireland)
- **Nation**: a cultural and/or ethnic entity; a large group of people with a common language, culture, history, ethnicity, descent, or religion
  - Examples: Cherokee, Kurds, Scotland
- **Nation-State**: a state predominantly inhabited by one nation
  - Examples: Egypt, Albania, Finland
- **Multinational State**: a state inhabited by multiple major nations
  - Examples: South Africa, Russia, the United Kingdom

What is Foreign Policy?

Foreign policy is a government’s strategy for interacting with other state and non-state actors

- Usually created by the head of the government (executive) and the foreign minister
  - United States: President and Secretary of State (State Department)
- Overlaps with domestic policy
  - War on Drugs, Global War on Terror (GWOT)
- Result of globalization
  - “3 D’s: Defense, Diplomacy, Development”

The National Interest

National Interest: a highly debated concept that guides a country’s military, economic, and political goals

- Highly subjective
- Constantly changing
  - Cold War Containment, GWOT, Pivot to Asia
- Contradictory interests
  - Classical conundrum: security versus freedom

Hard Power

**Hard Power** is the use of military strength or economic incentives to directly coerce a country into a desired course of action

“The ability to use the carrot and the stick of economic and military might to make others follow your will” - Joseph Nye

- Carrots
  - Foreign aid
  - Removal of trade barriers
  - Promise of military protection
- Sticks
  - Use of military force
  - Economic sanctions
  - Coercive diplomacy
**Soft Power**

<table>
<thead>
<tr>
<th>Soft Power is the ability to indirectly influence other states through cultural and ideological means</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Power is the ability to influence others to get them to do what you want. There are three major ways to do that: one is to threaten them with sticks; the second is to pay them with carrots; the third is to attract them or co-opt them, so that they want what you want” – Joseph Nye</td>
</tr>
<tr>
<td>• Based on a country’s cultural influence and reputation in the international community</td>
</tr>
<tr>
<td>• Relatively new term coined in 2004</td>
</tr>
</tbody>
</table>

**Non-State Actors**

- While sovereign states are the primary actors in foreign policy, non-state actors have become increasingly influential in recent times.
- Examples:
  - Multi-national corporations
  - Insurgent/rebel groups
  - Non-governmental organizations

**ADIZ ‘Crisis’**

- On November 2013, China implemented an East China Sea Air Defense Identification Zone (ADIZ).
- ADIZ: an area in which identification, location, and control of aircraft over land and water is required for national security.
- The new ADIZ was met with outrage in Japan.
- South Korea expands its ADIZ to overlap China’s.
- The U.S. signaled its disapproval of the new ADIZ.
  - U.S. flew two B-52 bombers through China’s ADIZ without prior notification.

**South China Sea ADIZ**

- In June 2016, China announced an ADIZ over the South China Sea.
- The U.S. says it will not take sides, but has sent military ships and planes near disputed islands to ensure access to shipping and air routes.
- Both sides have accused each other of “militarizing” the South China Sea.

**Background: East & South China Sea Disputes**

- China and Japan both claim possession of the Senkaku/Daioyu Islands.
- Territorial disputes in East and South China Seas.
- Nationalism in Japan and China.
- Presence of oil and natural gas in the region.
- U.S. ‘Pivot to Asia’.

**Analysis**

- What historical, political, social, and economic factors were involved in China’s decision?
- What might this signal about China’s national interests?
- Why did Japan respond the way it did?
- Why did the U.S. respond with a display of hard power?
Other Questions to Consider

- Is the ADIZ an example of hard power or soft power?
- Do you believe it was China’s right as a sovereign state to establish an ADIZ?
- Was the U.S. response appropriate?
Key Terms

1. **State**: Often used interchangeably with government, the state is a set of political institutions that exercises authority over a given territory.

2. **Nation**: A group of people who believe themselves to be united by some set of characteristics (examples: religion, ethnicity, nationality, culture, etc.) who want their own government.

3. **Nation-State**: An area (territory) defined by specific borders, inhabited by people who share a common culture (although the population can be ethnically diverse) and who are governed by a central government.

4. **Multinational State**: A state inhabited by multiple major nations.

5. **Foreign Policy**: Consists of strategies and ideologies chosen by the state to safeguard its national interests and to achieve its goals in international relations.

6. **National Interest**: A country’s goals and ambitions—military, economic, and political.

7. **Hard Power**: The national power that comes from military strength or economic sanctions.

8. **Soft Power**: Power that comes from economic or cultural means; allows nations to exert their influence without using military means.

9. **Non-State Actors**: Represent interests and exert influence on issues but do not exhibit the distinguishing state characteristics of legal sovereignty and control of territory and people (examples can range from NGOs to churches and multinational corporations to terrorist groups).
Workshop: Foreign Policy Toolkit

Related PowerPoint: Foreign Policy

**Objective(s):**
- To brainstorm various goals of foreign policy
- To explore the tools used to accomplish foreign policy goals
- To apply foreign policy tools to come up with solutions to real-world situations

**Outline:**
I. [Day 1] Four Corners Activity (15 minutes)
II. Aims of Foreign Policy (10 minutes)
III. Foreign Policy Tools (15 minutes)
IV. [Day 2] Foreign Policy Scenarios (40 minutes)

**Materials:**
- *Foreign Policy Tools PowerPoint*
- *Assignment from the White House*
- *United States Committee on Foreign Relations Worksheet*
- *Foreign Policy Scenarios (4)*
- *Foreign Policy Articles (4)*

**Key to Script:**
- *Italicized words indicate role/action.*
- *Bolded sentences are questions to be posed to class.*
- Normal print indicates words to be spoken aloud.
Workshop Script:

Part I: [Day 1] Four Corners Activity

Intern A:
- Read statements aloud and have students show their position (strongly agree, agree, disagree, strongly disagree) by standing in a particular corner of the room. Ask for opinions from each corner. After, give real world examples, and see if students still agree with their original response.
  1. The U.S. should support people who rise up to fight for democracy against dictators and repressive regimes in their countries.
     - Example: The U.S. should support North Korean citizens to rise up against the oppressive North Korean government.
  2. American foreign policy should be focused on international relief efforts and humanitarian aid in troubled regions.
     - Example: The U.S. should spend 20% of its national budget on international relief efforts and humanitarian aid in troubled regions.
  3. The U.S. should intervene when there is evidence of genocide, ethnic cleansing, or other crimes against humanity occurring in other countries.
     - Example: The U.S. should intervene in South Sudan as ethnic cleansing is under way using starvation, gang rape, and burning villages.
  4. To protect American workers we should make it more difficult for countries that promote cheap labor and poor working conditions to sell their products in our country.
     - Example: To protect American workers, the U.S. should cease trade negotiations with developing countries and raise its own tariffs to ensure citizens buy American goods.
  5. The U.S. should do more to enforce environmentally friendly policies with the countries that they do trade with.
     - Example: The U.S. should hold China to stricter environmental policies in order to establish more trade relations.

Part II: Aims of Foreign Policy

Intern B:
- How are these decisions ultimately reached?
- These goals are based on nation’s core beliefs and principles.
- What are the U.S.’s primary goals?
• Have students give suggestions for U.S. international goals. Write student responses on the board. After eliciting suggestions, review “United States: Foreign Policy Goals” [slide 2] on “Foreign Policy Tools” PowerPoint.
• [Slide 3] These goals make up the U.S.’s foreign policy. Foreign policy refers to a state’s international goals and the strategies it uses to achieve these goals.

Part III: Foreign Policy Tools

INTERN C & D:
• [Slide 4] How does the U.S. achieve these goals? They use four main strategies (tools):
  ○ Diplomacy
  ○ Trade
  ○ Military Force
  ○ Foreign Aid
• Present remainder of “Foreign Policy Tools” PowerPoint.
• If time remains, move on to Day 2 activity and review “Assignment from the White House.”

Part III: [Day 2] Foreign Policy Scenarios

INTERN A:
• Review foreign policy tools.
  ○ Example question: Which foreign policy tool describes this situation: a nation allocates funds to assist a country racked by natural disasters?
• After the review, assign students the task of serving on the United States Committee on Foreign Relations. Read “Assignment from the White House” together as a class.
• Divide students into four groups and assign each a scenario to solve:
  ○ Bahkan and Nuclear Power (Iran and Nuclear Power)
  ○ Molkistan-Delladova Conflict (Russia-Ukraine Conflict)
  ○ War, Drought, and Famine in Nadas (War, Drought, and Famine in Sudan)
  ○ Alturan Drug War (Mexican Drug War)
• In groups, have students read scenarios and complete “United States Committee on Foreign Relations” Worksheet.
• After students have completed the worksheet, have each group stand before Congress (classmates) and the President (Site Supervisor) to present their recommendations on how to best address the situation. Be sure groups summarize the situation and emphasize which tools they would use.
• After each presentation, classmates may ask questions about each committee’s recommendations.
• After all arguments have been heard, the Secretary of State (Interns) will give updates on what the U.S. actually did to address each foreign policy scenario.
  ○ Articles about real-world scenarios are provided for intern reference.
Goals of U.S. Foreign Policy

1. Promote democracy and political freedom
2. Keep our nation and people safe from enemies
3. Protect our allies from enemies and domestic terror
4. Promote capitalism and free markets
5. Promote U.S. economic prosperity
6. Protect our economy from unfair trade
7. Advance human rights around the world
8. Protect the global environment
9. Cooperate in maintaining international laws governing the behavior of nations
10. Maintain international peace

Foreign Policy Tools

• Foreign Policy is conducted under four primary strategies:
  • Diplomacy
  • Trade
  • Military Force
  • Foreign Aid

These strategies are used to achieve a state’s international goals.

Diplomacy

The act of dealing with other nations, usually through negotiation and discussion between representatives of nations. If successful, the end result is the creation of a treaty or agreement.

- Usually the first and most preferred step in foreign policy
- Allows nations to maintain good relations and reach a compromise while working together

Diplomacy in Action

• Montreal Protocol
  • The treaty limited the use of chlorofluorocarbons in order to address the depletion of the ozone layer
  • Considered one of the most successful stories of international cooperation
  • Signed by all 197 countries

Foreign Policy

Refers to a state’s international goals and the strategies it uses to achieve these goals
Trade

- Exchange of goods and services across international borders
- Economic sanctions are used to penalize another country with trade barriers and restrictions in order to coerce them to make political changes

**Example:** In the 1990s, the United States leveled sanctions against North Korea, citing repeated severe human rights violations. These sanctions continue to be enforced today.

Military Force

- Military force is used when all other methods of foreign policy have been exhausted
  - It is a disruptive force to international relations, the economy, and to the lives of citizens in the conflict

Military Force in Action

- The United States launched a war in Iraq in 2003
  - After the terrorist attack on September 11, 2001, the United States decided to take military action against Iraq
    - The rationale was that Iraq possessed weapons of mass destruction that were a major threat to the security of the U.S.
    - The U.S. War in Iraq resulted in the capture and sentencing of Iraqi dictator Saddam Hussein, hundreds of thousands of displaced Iraqi people, thousands of deaths of U.S. troops, and political turmoil in the region

Foreign Aid

- States often help each other to improve relations and achieve their own foreign policy objectives through foreign aid
  - Goals of using foreign aid as a tool:
    - Strengthen military allies
    - Signal of diplomatic approval
    - Extend cultural influence
  - Recipients include:
    - Developing countries
    - Countries of strategic importance
    - Countries recovering from war

Types of Foreign Aid

- **Military Aid:** used to assist a country in its defense efforts
  - Provide military equipment or technology
  - Give technical advice or training
- **Economic Aid:** states donate or loan money to other states to promote economic development and combat poverty
- **Emergency Humanitarian Aid:** aid given following natural or man-made disasters (such as famine, disease, or war)

Foreign Aid in Action

The United States is the world’s largest donor, giving away approximately $34 billion a year

![Graph showing countries receiving foreign aid](image)
Case Study: Syrian Civil War

- President Assad came into power July 17, 2000 and was considered a progressive reformer at the time.
- However, with the Arab Spring revolutions in 2011, President Assad issued strict crackdowns on Syrian protestors who wanted to see reform in the nation.
- Corruption grew, the Syrian economy was in terrible shape, and the Syrian people were angry.
  - Rebel armies formed to fight the Assad regime resulting in civil war.
  - Approximately 400,000 Syrian people have been killed.
  - The United Nations has condemned Assad for human rights violations.
  - Assad has also been accused of using chemical weapons against his people (which is a war crime).

Which tools would you use to address the conflict in Syria?

Tools of Foreign Policy in Syria: Diplomacy

- The United States first tried to contact the Syrian government to attempt a ceasefire.
  - In 2011, the U.S. shut down its embassy in Damascus and recalled its stationed diplomats citing recent violence as the cause.
  - In 2012, President Barack Obama called for Syrian President Bashar Al-Assad to step down.
  - However, diplomacy did not stop President Assad in his attempts to crush the rebellion.

Tools of Foreign Policy in Syria: Trade

- The U.S. tightened existing sanctions in response to the escalation of violence in Syria in hopes that Assad would comply to their demands.
  - This crippled the Syrian economy.
  - The government of Syria is also excluded from receiving U.S. aid and may not purchase any military weaponry from the U.S.
  - U.S. foreign investors may not make any business transactions with the Syrian government.

Tools of Foreign Policy in Syria: Military Force

- A U.S.-led coalition has launched airstrikes against ISIS targets in Syria, but it is not authorized to target Assad’s forces.
- The U.S. will send up to 500 special operation forces to Syria to train and advise moderate rebel forces fighting ISIS.

Tools of Foreign Policy in Syria: Foreign Aid

- The U.S. has provided over $6 billion in humanitarian assistance (food, water, shelter, medical supplies) to Syrian refugees affected by the conflict.
- The U.S. also sends weapons and ammunition to support moderate Syrian rebel groups.
Dear Global Citizen,

As a student enrolled in Global Connect, you have been exposed to globalization and international relations. You have studied the world and learned to think critically about global issues. These skills are valuable beyond the classroom, and are applicable in many areas of your life.

Today, you have been assigned to the United States Committee on Foreign Relations and asked to review a specific global issue. With your knowledge of the United States Foreign Policy Goals, you have been entrusted to make recommendations to the president about the global issue under review and how to best address the problem. Be sure to emphasize which foreign policy tool (diplomacy, trade, military force, foreign aid) would be most effective in achieving your goal and solving the issue under matter. The goals of United States foreign policy are reproduced here for your convenience:

1. Promote democracy and political freedom
2. Keep our nation and people safe from enemies
3. Protect our allies from enemies and domestic terror
4. Promote capitalism and free markets
5. Promote U.S. economic prosperity
6. Protect our economy from unfair trade
7. Advance human rights around the world
8. Protect the global environment
9. Cooperate in maintaining international laws governing the behavior of nations
10. Maintain international peace

When your recommendation is complete, members of Congress (your classmates) will ask questions about the presenting committee’s recommendations. After all arguments have been heard, the Secretary of the State will give updates to the global issues.

Thank you for your service and for doing all you can to shape a better tomorrow for our great Nation.

With great appreciation,

[Signature]

The President of the United States of America
United States Committee on Foreign Relations

1. Provide a brief summary of the situation.

2. Which tool(s) will your committee use to address the situation?

3. Provide 2-3 recommendations to the President to alleviate the situation.
Bahkan and Nuclear Power

Bahkan is one of several oil-dependent regions of the Greater East. The vast majority of the country’s wealth is reliant on the sale of natural oil and gas reserves. In 1957, the country began to make strides towards reducing this reliance, and launched a nuclear power program with the United States. Over time however, the country produced more highly-enriched uranium products, the material needed to make a nuclear weapon. In response to this violation of the Nuclear Non-Proliferation Treaty, the United Nations Security Council led the world in imposing economic sanctions on Bahkan in 2006. These sanctions, among other things, banned the sale of the country’s oil to Western states in an effort to force the country to pull back on its nuclear aims. As expected, these sanctions were highly effective, and over the course of the last 10 years have severely weakened Bahkan’s economy. Today, the country is more willing than ever to make concessions to its nuclear programs in order to escape the sanctions.
Landmark deal reached on Iran nuclear program

By Jethro Mullen & Nic Robertson, Published: July 14, 2015

After arduous talks that spanned 20 months, negotiators have reached a landmark deal aimed at reining in Iran's nuclear program.

The agreement, a focal point of U.S. President Barack Obama's foreign policy, appears set to reshape relations between Iran and the West, with its effects likely to ripple across the volatile Middle East.

Representatives of Iran, the United States and the other nations involved in the marathon talks held a final meeting in Vienna on Tuesday.

Obama will hold a press conference on Wednesday in the East Room of the White House to address questions on the agreement.

The president praised the deal on Tuesday morning, saying the agreement met the goals he had in place throughout negotiations.

"Today after two years of negotiation the United States together with the international community has achieved something that decades of animosity has not: a comprehensive long-term deal with Iran that will prevent it from obtaining a nuclear weapon," Obama said from the White House, with Vice President Joe Biden at his side.

"This deal is not built on trust. It's built on verification," Obama said Tuesday.

Iranian President Hassan Rouhani also praised the deal, speaking after Obama finished, as televisions in Iran broadcast the U.S. President's statement live, translated into Farsi.

"Negotiators have reached a good agreement and I announce to our people that our prayers have come true," Rouhani said in a live address to the nation following Obama.

The essential idea behind the deal is that in exchange for limits on its nuclear activities, Iran would get relief from sanctions while being allowed to continue its atomic program for peaceful purposes.

After news of the deal emerged, Yukiya Amano, the chief of the International Atomic Energy Agency, said he had signed a "roadmap" with the Iranian government "for the clarification of past and present outstanding issues regarding Iran's nuclear program."

What's in the deal

The deal reduces the number of Iranian centrifuges by two-thirds. It places bans on enrichment at key facilities, and limits uranium research and development to the Natanz facility.

The deal caps uranium enrichment at 3.67 percent and limits the stockpile to 300 kg, all for 15 years.

Iran will be required to ship spent fuel out of the country forever, as well as allow inspectors from the IAEA inspectors certain access in perpetuity. Heightened inspections, including tracking uranium mining and monitoring the production and storage of centrifuges, will last for up to 20 years.

The U.S. estimates that the new measures take Iran from being able to assemble its first bomb within 2-3 months, to at least one year from now.

Far from over

But the deal between Iran and world powers, brokered during lengthy negotiations in a Vienna hotel, is far from the end of the story.

The accord is expected to face fierce opposition from Republicans in the U.S. Congress, as well as
from Israeli Prime Minister Benjamin Netanyahu, a longstanding critic of the negotiations.

"From the initial reports we can already conclude that this agreement is a historic mistake for the world," Netanyahu said Tuesday. "Far-reaching concessions have been made in all areas that were supposed to prevent Iran from obtaining nuclear weapons capability."

For his part, Obama called Netanyahu on Tuesday to discuss the deal. According to a White House statement, Obama reassured the Israeli leader of his administration's "stalwart commitment to Israel's security."

"The President told the Prime Minister that today's agreement on the nuclear issue will not diminish our concerns regarding Iran's support for terrorism and threats toward Israel," the statement said.

Congress has 60 days to review the agreement, giving its opponents plenty of time to dig into the details and challenge the Obama administration's position.

In Tehran, the deal will need the clear backing of Iran's supreme leader, Ayatollah Ali Khamenei, to fend off any objections from hardliners suspicious of an accord with the United States after decades of hostility and mistrust.

Rouhani said on Twitter that the deal shows that "constructive engagement works."

"With this unnecessary crisis resolved, new horizons emerge with a focus on shared challenges," he tweeted.

**Key players celebrated deal**

Speaking ahead of the session, Iranian Foreign Minister Mohammad Javad Zarif called the deal a "historic moment," although he cautioned that it was "not perfect."

Lead negotiators on both sides addressed the press in a joint statement from Vienna on Tuesday morning as well.

U.S. Secretary of State John Kerry praised the Iran nuclear deal reached early Tuesday morning, saying from Vienna that the agreement is a step toward peace and a step away from conflict.

"This is the good deal that we have sought," Kerry said at a press conference, adding that "contrary to the assertions of some," this deal has "no sunset."

Secretary John Kerry ended his statement in Vienna praising Obama "who had the courage to launch this process, believe in it, support it, encourage it, when many thought the objective was impossible, and who led the way from the start to the finish."

EU foreign policy chief Federica Mogherini said Tuesday. She added, "Under no circumstances will Iran ever seek, develop or acquire nuclear weapons" and promised to release full details of the agreement on Tuesday.

There was even a moment of levity that drew some limited laughter from the press conference. When Zarif announced with a smile that he was about to read in Persian the same statement Mogherini had delivered in English, he added "Don't worry, it's the same thing."

Leaders of the Western nations involved in the talks have backed a deal as the best way to stop Iran from becoming a nuclear power.

Iran, meanwhile, has been eager to get rid of international economic sanctions that have been squeezing its economy.

"It's a good day for diplomacy, it's a good day for compromise, it's a good day for a new beginning between Iran -- a pivotal state in the Middle East - - and the United States," said Fawaz Gerges, professor of Middle East studies at The London School of Economics.

**Two years of negotiations**

It's an agreement roughly two years in the making.

Diplomats from the United States, the UK, France, China, Russia and Germany have been negotiating with the Iranians since 2013.

The official talks began after the election in Iran that year of Rouhani, widely seen as a reformer. He seemed open to warmer ties with the West and said he would work to end international sanctions.
Discussions in November 2013 led to an interim deal called the Joint Plan of Action that offered some sanctions relief in exchange for curbs on Iran's nuclear program, pending further talks toward a permanent solution.

Three months ago, negotiators made a further breakthrough, settling on a framework deal that established the broad principles for the final agreement.

The talks in recent weeks to reach a comprehensive deal had stretched way past their original deadline of June 30. As recently as late Monday, sticking points remained, including Iran's insistence on the lifting of an embargo on the sale of conventional weapons and missiles, multiple sources said.

For more information, visit:
http://www.cnn.com/2015/07/14/politics/iran-nuclear-deal/
The Molkistan-Delladova conflict began in November 2013, when the Delladovian government suspended trade negotiations with the European Union. These negotiations would have held Delladova to certain European Union standards, and the majority of the population was in support of taking this step. Many citizens resented the government for going against the wishes of the people.

Historically, Delladova declared independence from Molkistan in 1991, but the Delladovian government’s rejection to negotiate with the European Union resulted in speculations of Molkistani influences. Protestors and demonstrators took to the streets in a fight against corruption. Molkistan took an opportunity during this hectic period to “take back” Ladant, a small city home to majority ethnic Molkistani under Delladovian control. To support pro-Molkistani separatist groups and enhance their chances of getting Ladant back, Molkistan sent in an estimated 7,000 troops to the region and had around 40,000-50,000 troops at their eastern border.

Delladovians display varying reactions to the Molkistani presence in Ladant. Many welcome the presence - they want to adopt Molkistani influences and culture. Others think that it is better for Delladova to remain sovereign and independent from Molkistan. This crisis also extends into the Western world, involving both the United States and the United Kingdom. In 1994, Delladova gave up its nuclear weapons in return for reassurances by the U.S., the U.K., and Molkistan of protection and legitimacy of its borders. Molkistan has disregarded these assurances, but the U.S. and the U.K. say that they are still committed the promises they made to Delladova. Members of the international community have criticized Molkistan for its actions in Delladova and have also condemned Molkistan for violating international law and Delladovian sovereignty.
Up to Speed: What you need to know about the Russia-Ukraine standoff

By Jethro Mullen, Published: March 4, 2014

The upheaval in Ukraine has spiraled into an increasingly tense dispute between Russia and the West.

The United States and many European countries are demanding that Moscow scale back its deployment of troops in Ukraine's southern region of Crimea. But Russian President Vladimir Putin so far appears unfazed by the pressure.

By Russia's account, its soldiers are protecting the human rights of worried, vulnerable Russian speakers. But in the U.S. view, Russia is violating international law.

Caught in the middle is Ukraine's shaky new government.

With armed men are locked in an uneasy standoff in Crimea, the consequences could be deadly. And their effects may ripple out far beyond Ukraine's corner of Eastern Europe.

What is Russia trying to achieve?

Some commentators have suggested that Putin has overplayed his hand by sending troops into Crimea, creating a situation that will hurt both Ukraine and Russia. But others say it's a calculated move based on the assessment that the West will fail to come up with a strong, unified response.

"Putin's broader plan is to recreate some kind of 'Soviet Union lite,' a ring of countries under Moscow's control, with the goal of boosting Russia's geopolitical standing," Ulrich Speck, a visiting scholar at the Carnegie Europe think tank in Brussels, writes in an opinion article for CNN.

If Putin gets what he wants in Ukraine, Speck says it augurs badly for other neighboring countries with Russian populations. He points to Moscow's "de facto-annexation" of the Georgian regions of Abkhazia and South Ossetia after the war between Russia and Georgia in 2008.

"Beyond Ukraine, this conflict is also a defining moment for future Russian foreign policy," Speck says. "If Moscow succeeds in Ukraine, it will come to the conclusion that it can act like an empire."

What options are available to the U.S. and the West?

Washington is preparing potential sanctions that could freeze the overseas assets of Russian individuals and companies and impose travel bans on some Russian officials.

But for many of the measures to really bite, Obama needs to get key European allies on board, some of whom appear reluctant to take too hard a line on Russia.

The United States has already halted trade and investment talks and military-to-military engagements with Russia.

Questions remain over how broad the sanctions will be, and whether the United States can persuade its European allies to implement them.

"Inside the EU there is no unity about the proper reaction," says Speck.

One option for defusing the crisis, mentioned by U.S. Vice President Joe Biden, would be the deployment of international monitors in the Crimea to provide the protection to Russian citizens that Moscow says its troops are providing.
But Russia isn't showing any signs it intends to pull back its soldiers for the time being.

**Why doesn't the United States respond militarily?**

Nobody in Washington appears eager for a military confrontation with America's nuclear-armed former Cold War opponent. "The last thing anybody wants is a military option in this kind of situation," said Secretary of State John Kerry.

U.S. officials say they are trying to find a way to deescalate the situation in Ukraine rather than provoke a wider conflagration.

But the situation would become a more complicated if Russia moves troops beyond Crimea into other parts of Ukraine, risking an all-out war with Kiev.

Some people are suggesting measures that include a military element but don't go as far as direct confrontation.

Republican Sen. Lindsey Graham of South Carolina called for the revival of plans for a NATO missile defense shield in Poland that Russia had strongly opposed.

**What are the wider effects of the crisis?**

The standoff has had a significant effect in global markets, pushing up the price of oil. Russia is a key exporter of oil and natural gas.

But experts say the world's need for Russian energy supplies -- and Russia's need for the revenue generated -- should ensure the taps stay open throughout the crisis.

Concerns over Moscow's involvement in Ukraine has hurt Russia's currency, the ruble, as well as its stock markets.

The share prices of international companies that are heavily invested in Russia have also suffered.

Ukraine, meanwhile, is one of the world's top exporters of corn and wheat, whose prices could rise on concern those exports could come to a halt.

**What is Ukraine saying?**

Ukraine's Interim Prime Minister Arseniy Yatsenyuk, who has accused Moscow of declaring war, vowed that his government would not give up Crimea.

"Nobody will give Crimea away," he said. "There are no grounds for the use of force against civilians and Ukrainians, and for the entry of the Russian military contingent,"

Former Ukrainian Prime Minister Yulia Tymoshenko said that if diplomacy fails to persuade Moscow to withdraw its forces from the Ukrainian region of Crimea, the world should apply the "strongest means" on Russia.

Asked by CNN's Christiane Amanpour if she was calling for the West to use military force against Russia, Tymoshenko avoided giving a direct answer, saying she "cannot solve this issue."

Russia says that ousted Ukrainian President Viktor Yanukovych, whom Moscow still recognizes as the country's legitimate leader, requested that Russia send in military forces.

**What is the atmosphere like in Crimea?**

Reporters on the ground say the standoff is a strange one. Russian soldiers wearing no military insignia have taken up positions around the region. They have blockaded Ukrainian troops in their bases. But for the time being, the situation remains surprisingly calm.

It has been "a very low-key kind of invasion," CNN correspondent Diana Magnay reported Monday from Simferopol, the Crimean capital.

But Russian forces "have complete operational control of the Crimean peninsula," a senior U.S. administration official told CNN.

It appears that there is a "war of information" in the region "between those who watch Russian state TV and those who are getting their news from the West, none of them listening to the calls from Kiev for unity in this country," Magnay reported.

For more information, visit: http://www.cnn.com/2014/03/04/world/europe/ukraine-up-to-speed/
War, Drought, and Famine in Nadus

Nadus is a historically war-ravaged country that has experienced some form of political, economic, or religious conflict nearly every year since its independence in 1956. The state’s problems are rooted in its highly divided Northern and Southern regions which practice different religions and have differing levels of representation in the government. Several conflicts in the early 2000s as well as on-going civil war have left the country destroyed. Rebel groups have created mass infighting which led to government military response. Nadus’s president previously authorized the killing of many of these rebel groups and their supporters, which led the International Criminal Court to bring charges against him for genocide. Since the beginning of the fighting and killing, thousands of individuals have had to flee their homes and families in search of a better, more peaceful existence. Recent assessments by the UN found that the camps that many of these refugees are living in do not meet minimal living conditions. Thousands of people are malnourished, starving, sick, and living in squalor. A severe drought and famine has severely worsened the situation. Because of the continuous conflict, Nadus’s economy has plummeted with no signs of recovery. The government cannot take care of its displaced people and have yet to create a peace agreement between the many factions involved in the conflict.
Sudan

By Jonathan Adelman, Published: November 24, 2013

**Developments**

Recent UN and interagency assessments found nutrition, shelter, and water, sanitation, and hygiene (WASH) concerns, among other humanitarian needs, in South Kordofan State. The assessments also highlighted challenging operating conditions for relief actors in Sudan, largely due to ongoing Government of Sudan-imposed access constraints.

A USAID’s Office of U.S. Foreign Disaster Assistance (USAID/OFDA) partner temporarily suspended operations in South Darfur State’s Gereida Locality due to early-November intercommunal conflict, which resulted in civilian fatalities, armed robberies, and damage to property and crops. As of mid-November, the partner had resumed health, nutrition, and WASH activities in Gereida.

The USAID/OFDA-supported UN Humanitarian Air Service has facilitated the transport of humanitarian personnel and emergency food and other critical supplies to an estimated 40 locations across Sudan since January and continues to support emergency evacuations, as needed.

**Background**

Sudan continues to cope with the effects of conflict, economic shocks, and perennial environmental hazards, such as drought and flooding, while insecurity, access restrictions, and bureaucratic impediments limit the ability of relief agencies to respond effectively to humanitarian and recovery needs.

Since 2003, the complex emergency in the Darfur region of western Sudan has affected more than 4.7 million people, including more than 1.4 million internally displaced persons (IDPs) who remain in camps, according to the U.N. An upsurge in conflict among the Sudanese Armed Forces, armed opposition groups, militias, and ethnic groups displaced more people—both internally and as refugees to neighboring countries—in the first six months of 2013 than in 2011 and 2012 combined.

In Southern Kordofan and Blue Nile states, Sudan’s “Two Areas,” fighting that began in mid-2011 between the Government of Sudan and the Sudan People’s Liberation Movement-North continues. The conflict has severely affected or displaced more than 1.1 million people within the Two Areas and caused more than 234,000 people to flee to neighboring countries, mostly South Sudan, according to the U.N.

The United States has declared disasters in Sudan due to complex emergency each year since 1987. As the largest international donor of humanitarian aid in Sudan, the United States continues to provide impartial, needs-based assistance to all accessible areas and populations, including displaced and otherwise conflict-affected people, individuals living in IDP camps, local communities hosting IDPs, and formerly-displaced returnees.

*For more information, visit: [https://www.usaid.gov/crisis/sudan](https://www.usaid.gov/crisis/sudan)*
The Alturan Drug War is an ongoing war between the government of Altura and numerous drug cartels active in the nation. Although Alturan drug cartels have existed for decades, their power and dominance over illegal drug trade has increased dramatically in recent years. This has also caused an increase in violence and displacement, forcing many people to flee from their homes and fear for their lives. Furthermore, the Alturan people are frustrated with the government and police responses to the drug cartels. Evidence of bribery and corruption within the government and police has lessened trust between the authorities and Alturan citizens. There has also been concern about the government’s violation of human rights in their efforts to combat drug cartels (through suppression of free speech and violence against citizens).

Estimates set the death toll of the Alturan Drug War to be above 120,000 people killed by 2013 (not including the 27,000 people still missing). The Alturan Drug War has an international impact as well; the United States, Europe, Canada, Guatemala, and parts of West Africa are all experiencing the effects of expansion on the part of Alturan drug cartels. The cartels are expanding their drug markets in these areas causing an increase in drug use, violence, and gang activity.

The U.S. Department of Justice considers the Alturan drug cartels to be the “greatest organized crime threat to the United States.” The drug cartels have significant control over the illicit trade routes into the United States. According to the Department of Justice, the cartels also have a presence in major U.S. cities such as Los Angeles, Chicago, and Atlanta, as well as over 200 cities across the U.S. With the Alturan authorities fighting an uphill battle to suppress drug cartels, the international community is starting to raise major concerns about the global impact of these cartels.
Mexico's war on drugs: what has it achieved and how is the US involved?

Felipe Calderón launched the war after being elected in 2006, and since then the US has donated at least $1.5bn – but the biggest costs have been human

By Nina Lakhani & Erubiel Tirado, Published: December 8, 2016

Why did Mexico launch its war on drugs?

On 10 December 2006, the newly inaugurated president, Felipe Calderón, launched Mexico’s war on drugs by sending 6,500 troops into his home state of Michoacán, where rival cartels were engaged in tit-for-tat massacres as they battled over lucrative territory. The surge in violence had started in 2005, and a string of police and military operations by his predecessor Vicente Fox had failed to stem the bloodshed.

Calderón declared war eight days after taking power – a move widely seen as an attempt to boost his own legitimacy after a bitterly contested election victory. Within two months, around 20,000 troops were involved in operations across the country which initially attracted widespread support from communities tired of gun battles, gruesome execution-style murders and corrupt police.

What has the war cost so far?

The US has donated at least $1.5bn through the Merida Initiative since 2008 (another $1bn has been agreed by Congress), while Mexico has spent at least $54bn on security and defense since 2007. Critics say that this influx of cash has helped create an opaque security industry open to corruption at every level.

But the biggest costs have been human: since 2007, almost 200,000 people have been murdered and more than 28,000 reported as disappeared. In September 2014, 43 trainee teachers disappeared and are presumed to have been killed after they were attacked by corrupt police officers and handed over to drug gang members. The case – in which the Mexican army as well as corrupt politicians were implicated – has become emblematic of the violence perpetrated in heavily militarized zones.

Human rights groups have detailed a vast rise in human rights abuses by security forces who are under pressure to make arrests, obtain confessions and justify the war. Reports of torture by security forces increased by 600% between 2003 and 2013, according to Amnesty International.

As the cartels have fractured and diversified, other violent crimes such as kidnapping and extortion have also surged. In 2010, the Los Zetas cartel – founded by a group of Special Forces deserters – massacred 72 migrants who were kidnapped while trying to reach the US.

Hundreds of thousands of people have been displaced by violence, and self-defense or vigilante groups have emerged in several states including Guerrero, Oaxaca and Michoacán, as communities have taken up arms in an attempt to protect themselves. Some of those militias have in turn been targeted by state forces or co-opted by organized crime.

What has been achieved?

Improved collaboration between US and Mexican intelligence and security services has resulted in numerous high-profile arrests and drug busts. Officials say 25 of the 37 drug traffickers on Calderón's most wanted list have been jailed, extradited to the US or killed, although not all of
these actions have been independently corroborated. More than 110,000 tonnes of cocaine was decommissioned and almost 180,000 hectares (444,790 acres) of marijuana and poppies destroyed during Calderón’s term.

Since Calderón’s successor, Enrique Peña Nieto, took power in December 2012, 101 of his administration’s 122 most wanted capos are dead or in custody; again, not all the reported deaths and detentions have been independently corroborated.

The biggest victory – and most embarrassing blunder – under Peña Nieto’s leadership was the recapture, escape and another recapture of Joaquín “El Chapo” Guzmán, leader of the Sinaloa cartel. Guzmán is fighting extradition to the US, though this appears increasingly futile. Meanwhile, his rivals are making audacious moves to annex his lucrative routes, generating a new wave of violence in states such as Colima, Baja California and Sinaloa.

The crackdown and capture of kingpins has won praise from the media and US, but it has done little to reduce the violence or establish the rule of law.

**How has the war evolved?**

Under pressure from the authorities, some crime factions have splintered – only to regroup and re-emerge as smaller, often more ruthless groups.

Meanwhile, new battlegrounds have sprung up in previously peaceful states as military operations incited gangs to find new smuggling routes in rival territories.

Calderon’s policies have remained largely intact under Peña Nieto – even though the rhetoric changed significantly in an attempt to rehabilitate Mexico’s desperate image and attract foreign investment.

“Whereas the Calderón administration was obsessed with security, President Peña Nieto has been obsessed with not being obsessed with security,” the security expert David Shirk has said.

Under the current government, the security and defense budget has continued to rise, and so has the bloodshed. About 63,000 people were murdered in the first half of Peña Nieto’s term – 50% more than in Calderón’s first three years.

And huge quantities of drugs continue to make their way into the US. Drug consumption in the US – the world’s biggest market – continues to steadily rise with 24.6m recent users in 2013 – equating to 9.4% of the population over 12 years old, compared with 8.3% in 2002.

Drug trends tend to wax and wane, in part reflecting the focus of law enforcement efforts, so while cocaine use has gone down slightly down, marijuana, heroin and methamphetamines are on the upswing.

The legalization of marijuana in a growing number of US states will reduce demand from Mexico, but the rest of the market is booming. Mexican drug cartels are estimated to make between $19bn and $29bn annually from US drug sales.

**What role has the US played?**

The “war on drugs” doctrine is largely credited to President Richard Nixon, who created the Drug Enforcement Administration (DEA) in 1973 to declare “an all-out global war on the drug menace”. Since then, the US has spent more than $2.5tn battling this indeterminate enemy through prohibition and militarization. Over the past four decades, the US model has been exported to Latin America – most notably Colombia and Mexico.

Mexico’s decade-long war on drugs would never have been possible without the huge injection of American cash and military cooperation under the Merida Initiative. The funds have continued to flow despite growing evidence of serious human rights violations.

*For more information, visit:*

We hope you enjoyed this preview of

*Introduction to International Relations.*

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