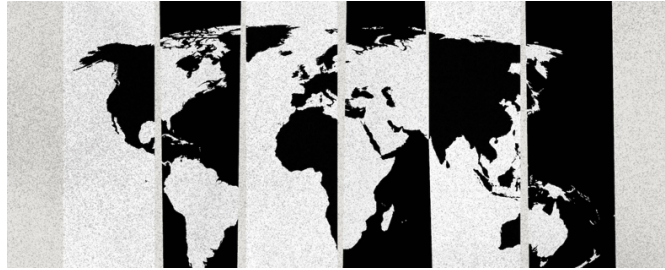


University of Alabama
Department of Political Science

PSC 421-1 Fall 2023
Race and International Relations



Time: Tuesdays and Thursdays, 11 am to 12:15pm

Location: 119 ten Hoor Hall

Prof. Hazbun

whazbun@ua.edu

Office Hours:

Tuesdays and Thursdays: 12:30 pm to 2:30 pm in ten Hoor 309 (or via Zoom).

Mondays and Wednesdays: 9 am to 2pm via zoom.

=> Please schedule at <https://calendly.com/whazbun/officehours>

This course considers how the lens of “race” might offer different ways to understand aspects of global politics, US foreign policy, and the development of international relations (IR) as a field of academic knowledge within the United States. We begin by explaining what we mean by the socially constructed notion of race and survey different ideas about how it might be relevant to understanding the history of global politics and contemporary international relations. Drawing on the scholars of the so-called “Howard School of IR,” we explore scholarship that highlights structures of hierarchies in the international system. We then consider the relationship between the domestic struggle for civil rights and US foreign policy during the Cold War, diverse African American perspectives on US foreign policy, the politics of migration and mobility, and the future of global order. We conclude by considering proposals to reform, expand, and/or “decolonize” the field of international relations.

Writing proficiency in International Relations is required for passing this course. The course will focus on writing coherent, logical, and carefully edited augmentative

essays. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

Student Learning Outcomes:

- Students will have demonstrated higher-level critical thinking skills, such as analysis and synthesis.
- Students will have demonstrated an ability to write coherent, logical and carefully written prose at a level expected of upper-division students.
- Students will be familiar with the role ideas about race and racial hierarchy have played in defining the field of international relations in the United States.
- Students will be familiar with the diverse ideas, IR scholarship, and careers of a range of African-American scholars, intellectuals, and diplomats.
- Students will have acquired experience with collegial and thoughtful participation in class discussions and making and listening to student presentations.

COURSE REQUIREMENTS

Attendance, participation, and quizzes (30%)

This course is a collective learning exercise that requires participation and engagement. Every week we will have a session devoted to discussion of readings and will begin with a quiz on the readings.

Five (5) Micro-essays (50%)

Students will write **5 micro-essays** of about **500 words** each. As a writing course, the central goal will be focus on learning to write coherent, logical, and carefully edited prose. These essays should offer a reaction to, critique of, or extension of the reading or address a discussion question and be structured in the following order: 1. Clear statement of a central argument or claim (short paragraph), 2. Reasons & Evidence (a few short paragraphs), 3. Implications of the claim (short paragraph). Each essay should have an informative title, no subheads, and include specific (direct or indirect) reference to arguments, reasons, or evidence from the readings (cite using the [in-text](#)

[author date method](#)). See the "Guidelines for Writing" memo posted on Blackboard for a rubric for the grading of micro-essays.

You must submit one micro-essay every two weeks (or topic). In the schedule below, for the assignments **1 to 5** you will need to submit an essay for the **A or B** topic. The essay is due by 8am on the discussion day for that topic (see the date in **bold** or **[]** on Blackboard). Each essay will be graded. We expect your essays should become stronger throughout the course. Essays will usually be graded with comments (on Blackboard) within 48 hours of submission. If interested, student may submit revised essays within 5 days from the time each are graded. Essay grades will only be revised if all comments are addressed.

Final Project (20%)

The final project requires a 3 to 5 minute presentation (this may be a prerecorded video) given the last week of course (**December 5 or 7**) AND a **1000 to 1500 word essay** due **December 15**. This project should consist of a statement (argument or claim) about something important you learned in the class. It could be an extension of a micro-essay or a broader reflection about a topic addressed in the class. In any case, both the presentation and paper should follow the structure of the micro-essays (1. Statement of argument, 2. Reasons & Evidence, 3. Implications). See the "Guidelines for Writing" memo posted on Blackboard for a rubric for the grading of the final project essays.

READINGS

All readings will be offered in pdf format and posted on [Blackboard](#).

OTHER MATERIALS

We will watch segments of documentaries. You are welcome to watch the full films for more background:

W.E.B. Du Bois: A Biography in Four Voices (PBS, 1996, 1hr 55min)

<https://www.kanopy.com/en/ua/video/175454>

Ralph Bunche: An American Odyssey (William Greaves, 2001, 1hr 57min)

<https://www.kanopy.com/product/ralph-bunche-american-odyssey>

The American Diplomat (PBS, 52 minutes)

<https://www.pbs.org/wgbh/americanexperience/films/american-diplomat/>

COURSE OVERVIEW

	TOPIC	Dates (Bold =essay due)	Assign-ments
1.	Introduction: Geopolitics and the "Color Line"	Aug. 24	
2.	IR Theory, Hierarchy, and the Question of Race	Aug. 29, 31	1A
3.	Race in World Politics: An Overview	Sept. 5, 7	1B
4.	W.E.B. Du Bois & "The African Roots of War" (1915)	Sept. 12, 14	2A
5.	Ralph Bunche & "A World View of Race" (1936)	Sept. 19, 21	2B
6.	Merze Tate & the American Century (1943)	Sept. 26, 28	3A
7.	Humanity and Empire in IR Scholarship	Oct. 3, 5	3B
8.	Civil Rights and the Cold War	Oct. 10, 12, 17	4A
9.	African Americans and US Foreign Policy	Oct. 19, 24, 31	4B
<i>No Class Nov. 2</i>			
11.	Migration, Refugees, and Mobility	Nov. 7, 9	5A
12.	The Politics of Global Order	Nov. 14, 16	5B
<i>Thanksgiving Break</i>			
13.	Implications for the Future	Nov. 28, 30	
14.	Presentations and Discussion Final Presentation in class (can be pre-recorded)	Dec. 5, 7	
	Final Project Due	December 15	

Weekly Course Structure

In general, the **Tuesday session** of each week will consist of an overview of the readings with a focus on explaining their context and the arguments/claims offered. Students should come familiar with the readings and prepare questions to ask.

The **Thursday session** (or else the date listed in **bold** or **[]** on Blackboard) will often begin with a short quiz and be focused on discussion. On some weeks we will have a guest (usually via Zoom) for a Q&A session for part of the class (about 30-45 mins).



[Howard University's Dr. Merze Tate lecturing in India]

WEEKLY SCHEDULE AND READINGS

1. Introduction: Geopolitics and the "Color Line" Aug. 24

W. E. B. Du Bois, "The Color Line Belts the World," *Collier's* Vol. 38, No. 4 (October 20, 1906): 30.

A. J. Grant, et al. *An Introduction to the Study of International Relations*, (Macmillan, 1916), pp. 141-142.

2. IR Theory, Hierarchy and the Question of Race Aug. 29, 31

Kelebogile Zvobgo and Meredith Loken, "Why Race Matters in International Relations," *Foreign Policy* (Summer 2020): 11-13.

George H. Blakeslee, "Introduction," *The Journal of Race Development* Vol. 1, No. 1 (July 1910): 1-4.

Quito Swan, "Review of Robert Vitalis, *White World Order, Black Power Politics: The Birth of American International Relations* (Cornell, 2015)," *H-Diplo* (August 2016), pp. 1-3.

3. Race in World Politics: An Overview Sept. 5, 7

Robbie Shilliam, "Race in World Politics," in John Baylis, Steve Smith, and Patricia Owens (eds.), *The Globalization of World Politics* (Oxford, 2019), pp. 287-302.

4. W.E.B. Du Bois and "The African Roots of War" (1915) Sept. 12, 14

Zachariah Mampilly, "The Du Bois Doctrine: Race and the American Century," *Foreign Affairs* Vol. 101, No. 5 (Sept/Oct. 2023): 156-167.

W. E. B. Du Bois, "The African Roots of War," *Atlantic Monthly* (May 1915): 707-714.

Recommended:

Interview with Chad L. Williams on a lost masterwork by W.E.B. Du Bois

Watch: *W.E.B. Du Bois: A Biography in Four Voices*,

<https://www.kanopy.com/en/ua/video/175454>

5. Ralph Bunche and "A World View of Race" (1936) Sept. 19, 21

Zachariah Mampilly, "The Divided Diplomat: Ralph Bunche and the Contradictions of Liberal Order," *Foreign Affairs* Vol. 102, No. 2 (March/April 2023): 156-161.

Ralph J. Bunch, *A World View of Race* (Washington, D.C.: The Associates in Negro Folk Education, 1936), pp. 1-10, 25-65, 92-96.

** Note: Q and A with Zachariah Mampilly (via Zoom) on Thursday. **

Recommended:

Watch: "Ralph Bunche: An American Odyssey".

<https://www.kanopy.com/en/ua/video/139733>

6. Merze Tate and the American Century (1943) Sept. 26, 28

Joshua Boucher, "Henry Luce, The American Century (1941)."

Maurice Woodard, "Merze Tate," *Political Science and Politics* (January 2005): 101-2.

Merze Tate, "The War Aims of World War I and World War II and Their Relation to the Darker Peoples of the World," *The Journal of Negro Education* Vol. 12, No. 3 (Summer, 1943), pp. 521-532.

Recommended:

"Watch: "How America Became a Superpower"

https://www.youtube.com/watch?v=BShvYeyMm_Y

The Atlantic Charter (1941), Roosevelt's Four Freedoms (1941)

7. Humanity and Empire in IR Scholarship Oct. 3, **5**

Martha Finnemore, "Constructing Norms of Humanitarian Intervention," in Peter J. Katzenstein (ed.) *The Culture of National Security*, (Columbia, 1996), pp 153-185.
Robert Vitalis, "The Graceful and Generous Liberal Gesture: Making Racism Invisible in American International Relations," *Millennium* Vol. 29, No. 2 (2000): 331-356.

* Note: Q and A with Robert Vitalis (via Zoom) on Thursday, Oct. 5. **

8. Civil Rights and the Cold War Oct. 10, 12, **17**

Mary L. Dudziak, *Cold War Civil Rights: Race and the Image of Democracy*, (Princeton, 2000), pp. 152-202, 239-242, 249-254.

Ted Widmer, "The challenge of imperialism," *Boston Globe*, July 15, 2007 (about Senator Kennedy's support for Algerian independence).

October 12, special guest [Timmy Davis](#), US Ambassador to Qatar, will discuss working in the US foreign service and US diplomacy today. [Cancelled]

9. African-Americans and US Foreign Policy Oct. 19, 24, **31**

Naima Green-Riley and Andrew Leber, "Whose War Is It Anyway? Explaining the Black-White Gap in Support for the Use of Force Abroad," *Security Studies* (July 19, 2023): 1-35.

Robert S. Browne, "The Freedom Movement and the War in Vietnam," *Freedomways* (Fall 1965): 467-480.

Clarence Lusane, "What Color is Hegemony? Powell, Rice and the New Global Strategists," *New Political Science* Vol. 27, No. 1 (March 2005): 23-41

Oct 24: In class: Watch [The American Diplomat](#) (PBS, 52 minutes)

Note that Midterm Break is October 26 - October 27

*** No Class Nov. 2 ***

(Dr. Hazbun will be attending meeting of the Middle East Studies Association)

Begin to work on ideas for Final Project/Prepare next two weeks readings.

11. Migration, Refugees, and Mobility Nov. 7, 9

Andrew S. Rosenberg, "Measuring Racial Bias in International Migration Flows," *International Studies Quarterly* 63 (2019): 837-845.

Isabela Dias, "The Chinese Exclusion Act May Be in the Past, But Racism Still Drives Most Immigration Policies: How Western countries created the immigrants they reject today," *Mother Jones*, August 11, 2022.

Andrew Rosenberg, Presentation at the University of Tennessee. April 13, 2022. [View presentation from minute 7 to 42.](#)

Recommended:

Andrew S. Rosenberg, *Undesirable Immigrants: Why Racism Persists in International Migration* (Princeton, 2022).

12. The Politics of Global Order Nov. 14, 16

Samuel P. Huntington, "The Clash of Civilizations?" *Foreign Affairs* Vol. 72, No. 3 (Summer 1993): 22-49.

G. John Ikenberry, "The Future of the Liberal World Order," *Foreign Affairs* Vol. 90, No. 3 (May/June 2011): 56-73.

Amitav Acharya, "After Liberal Hegemony: The Advent of a Multiplex World Order," *Ethics & International Affairs* Vol. 31, No. 3 (2017): 271-285.

Recommended:

Alexander Barder, "Civilizational Conflict as Race War From the 1990s to the Global War on Terror" in *Global Race War: International Politics and Racial Hierarchy* (Oxford, 2021).

Watch: Edward Said *On Orientalism: "The Orient" Represented in Mass Media* (40 mins) <https://www.kanopy.com/en/ua/video/41538>

** Note: Q & A with Alex Barder (via Zoom) on Thursday, Nov. 16. **

Thanksgiving Break

13. Implications for the Future Nov. 28, 30

What are the implications of what we have learned for the future of IR?

David A. Lake, "White Man's IR: An Intellectual Confession," *Perspectives on Politics* Vol. 14, No. 1 (2016): 1-11.

Fiona B. Adamson, "Pushing the Boundaries: Can We "Decolonize" Security Studies?" *Journal of Global Security Studies* Vol. 5, No. 1 (2020): 129-135.

Recommended:

Bianca Freeman, D.G. Kim, and David A. Lake, "Race in International Relations: Beyond the 'Norm Against Noticing,'" *Annual Review of Political Science* Vol. 25 (2022): 175-196

No essays this week. Be prepared to explain topic of your final project.

14. Presentations and Discussion Dec. 5, 7

All students will present their Final Project presentations. *These can be either live in class or pre-recorded and edited on video. Please send files or links to files by 10 am Tuesday Dec. 5. These presentations are like "drafts" of the final project and a chance to work out ideas before final drafting of the essay.*

Group B on Tuesday

Group A on Thursday

Office Hours

My office hours are Tuesdays and Thursdays, 12:30 pm to 2:30 pm in ten Hour 309 (or via Zoom) and Mondays and Wednesdays, 9 am to 2pm via zoom. Please schedule at <https://calendly.com/whazbun/officehours>. Also, I will generally be available to meet and take questions in the classroom (119 ten Hour) for up to 10 minutes after class. Ideally, every student should visit office hours (in person or via Zoom) at least once during the term to discuss final project, career goals, advice on writing, etc...

Grading Policy

I am not sure grades are usually a very good measure of education and learning as it is often better to attempt hard challenges and experiment with creativity than master the easiest version of tasks. Thus, I do my best to use grades to reflect relative effort

and performance in relationship to the challenges undertaken. Every assignment will have a letter grade. Final letter grade averages will be calculated using the breakdown noted above (See COURSE REQUIREMENTS) and the following % scale and cut off levels below:

Letter Grade	% Points	Cut off
A+	98	97+
A	95	94+
A-	92	90+
B+	88	87+
B	85	84+
B-	82	80+
C	75	70+
D	65	60+
F	50	0+

Attendance Policy

As a seminar, in class participation is expected at every session. Attendance will often be taken, but mostly to assist the instructor learning names. Attendance is especially appreciated for discussion sessions, presentations, and guest speakers, but students should not attend if ill (especially with something contagious) or not able to fully participate (due to mental health or other challenges). Feel free to discuss any such issues during office hours. Attendance is only one component of the participation grade; Less frequent but thoughtful engagement counts more than frequent but passive attendance. More than three unexcused absences and/or frequent lateness will negatively impact the participation grade.

Policy on Missed and Late Coursework

I attempt to be flexible within reason and fairness to others. Instructor reserves the right to penalize unexcused late coursework 1/3 a grade.

Generative AI Tools Policy

We are living through an era when much of our technologically driven life will be rapidly transformed, for better and worse, by the expanding use of Generative AI. At this point, I cannot claim to know how best to integrate or else ban its use or how it might be useful or harmful to your education and development of critical skills. **For**

the purpose of your writing, I do not want to see text that appears generated by IA. These tools draw on material from the public internet and often reproduce substantial text from other sources, which means they can result in *plagiarism* (even if the material is cited as generated by AI). Worse, such tools often produce (made up) incorrect statements and/or reproduce false, biased, or offensive material.

Some might, however, find AI tools useful to help guide research, correct and improve spelling, grammar, and word choice. Be warned, of course, that when used for research these tools risk introducing falsehoods or and incomplete understanding of concepts. I welcome learning about your views and experiences as we adapt to its use. The goal of this class is to develop a strong sense of clear, concise argumentative writing and the development of your own voice in writing. I expect these skills to assist you in future writing and eventually be better able to use future writing tools.

Students who use generative AI tools should use footnotes to indicate any ideas or arguments developed through these tools and incorporate the subsequent statement at the end of their in their assignments: "For this assignment's preparation, the author(s) have utilized [Generative AI Tool Name], a language model created by [Generative AI Tool Provider]. Within this assignment, the [Generative AI Tool Name] was used for purposes such as [e.g., brainstorming, research, grammatical correction, paraphrasing, citation,]."

Writing Center

As a writing course, students are encouraged consult the Writing Center as a means help get started or else sharper your writing. Go to www.writingcenter.ua.edu to register for an account, view available appointment times, or choose a tutor by specialty. They offer in-person appointments in Lloyd Hall M-Th, 9-6 and Fridays, 9-3; drop-in hours on the 1st floor of Gorgas library Sun-Th 7-9 pm and online consultations (Zoom and asynchronous), Sun-Fri.

Extra Credit

There may be opportunities for extra credit (up to ½ % added to final class average for each event) through attendance of events related to the topic of the class held outside of class time. Such events, either held in person on campus or on online, will be posted on Blackboard and/or be announced via email. To earn extra credit for each event, you must: 1) sign-in at the event (or register for Zoom events) and stay at least until the question period AND 2) Draft a ½ page statement about something you learned from the event. This must be emailed to me or handed in hard copy by the next class session.

Wellness Resources

College can be a stressful time. If you or someone you know is facing a challenging time or dealing with academic or personal stress, anxiety, depression, or other concerns, we strongly encourage and support you to seek assistance or to help friends find the care that they may need. For a list of resources see, [Campus Resource List for Students](#).

Also, if you are experiencing a personal crisis and need urgent assistance, you can also contact the following resources:

Counseling Center

- Monday-Friday during routine Center hours **(205) 348-3863**.
- Weekends, holidays, after-hours (contact UAPD at 205-348-5454 and ask to speak with the on-call counselor).
- You may also **text BAMA to 741-741** to text with a trained volunteer.

Women and Gender Resource Center

- Monday-Friday during routine Center hours (205-348-5040).
- Weekends, holidays, after-hours (contact UAPD at 205-348-5454 and ask to speak to the on-call advocate for the WGRC).

Safe Zone Resource Center

- *The Safe Zone Resource Center promotes equity and inclusion for LGBTQIA+ individuals at The University of Alabama.* <https://diversity.ua.edu/safe-zone/>

UA Office of Student Care and Well-Being

UA Student Center, Room 3500 bamacares@ua.edu 205-348-2461

Please be aware of these UA programs to assist with student needs:

- [Got Meals?](#) Program helps students who are experiencing food insecurity.
- [Report a Student of Concern](#) to let the office know about students who are exhibiting alarming or concerning behaviors.
- [Assistance Application](#) for short-term assistance (food, money, or technology).

Please note: Even if you do not currently feel you need such assistance it is important to recognize that there are students on this campus who do.

Immediate Crisis Support beyond UA

- [Trevor Lifeline](#): A LGBTQ crisis-intervention and suicide-prevention phone service available at 866-488-7386
- [Trans Lifeline](#): A crisis-intervention phone service staffed by trans people for trans people, available at 877-565-8860

Notification of Changes

The instructor will make every effort to follow the guidelines of this syllabus as listed; however, the instructor reserves the right to amend this syllabus as the need arises. In such instances, the instructor will notify students in class and/or via email (as well as on Blackboard) and will endeavor to provide reasonable time for students to adjust to any changes. Note that in a course that addresses ongoing events and invites guest speakers, changes to the schedule and required readings are likely.

Statement on Academic Misconduct

Students are expected to be familiar with and adhere to the official [Academic Misconduct Policy](#).

UAct Statement

The University of Alabama is committed to an ethical, inclusive community defined by respect and civility. The [UAct website](#) provides extensive information on how to report or obtain assistance with a variety of issues, including issues related to dating violence, domestic violence, stalking, sexual assault, sexual violence or other Title IX violations, illegal discrimination, harassment, hate or bias incidents, child abuse or neglect, hazing, threat assessment, retaliation, and ethical violations or fraud.

Statement On Disability Accommodations

The University of Alabama is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and need reasonable accommodation(s) to participate in this class, contact the Office of Disability Services (or ODS; 205-348-4285, ods@ua.edu, Houser Hall 1000, www.ods.ua.edu) as soon as possible. If you have been approved to receive accommodations through ODS, please meet with your instructor or College designee

during office hours or by appointment to review your accommodation letter and discuss how accommodations can be implemented in this course.

Severe Weather Protocol

Please refer to the Severe Weather Guidelines located on the [Office of Emergency Management website](#).

Pregnant Student Accommodations

Title IX protects against discrimination related to pregnancy or parental status. If you are pregnant and will need accommodations for this class, please review the University's FAQs on the [UAct website](#).

Religious Observances

Under the Guidelines for Religious Holiday Observances, students should notify the instructor in writing or via email during the first two weeks of the semester of their intention to be absent from class for religious observance. The instructor will work to provide reasonable opportunity to complete academic responsibilities as long as that does not interfere with the academic integrity of the course. See full guidelines at [Religious Holiday Observances Guidelines](#).