# Colloquium on

# Problems in International Security

Political Science BC 3118

Spring 2023

Tues. 10:10-12noon, location TBA

**Prof. Kimberly Marten**

Email: km2225@columbia.edu

Office hours: online most Mondays, 2-4pm

Sign up for office hours on my Barnard Google calendar: https://tinyurl.com/yju8awsv

(Please make sure your own Google calendar is open and set to US East Coast time. The default on Apple devices is California time, and if you use that you’ll show up when I’m not online!

My Columbia Zoom room is wait-room enabled, so there's no need for an extra code.

Join Zoom Meeting

<https://columbiauniversity.zoom.us/j/2128545115>

**Course Description and Objectives**

The theme for this year’s course centers on Russia’s February 2022 invasion of Ukraine and the broader international and global security issues related to, and provoked by, the war. While we cannot cover the full gamut of relevant topics in the time available, this colloquium begins to approach these issues by analyzing selected current and recent events, using theories drawn from social science and the policy world. The course’s primary goals are to use examples of current international security issues to develop students’ ability to analyze and critique competing cause-and-effect arguments, and to pose their own causal arguments based on independent research of the existing secondary-source literature.

**Student Learning Outcomes**

Students who complete this course successfully will be able to:

* Demonstrate knowledge of key social science and policy debates about analytic and logical issues in international security.
* Demonstrate factual knowledge of selected historical and current cases where these debates are reflected in real-world events.
* Read critically to assess the explanatory value of competing perspectives and theories.
* Apply contending theories from the social science literature to analyze, compare, and evaluate selected historical and current events, in class discussions and written assignments.
* Synthesize facts and arguments across cases in order to reason critically and argue creatively in class discussions and written assignments.
* Independently design, research, and write a substantial paper of approximately 25 pages that explores, and takes a stance on, a significant debate in the social science and/or policy literature.

**Assignments and Expectations**

Most classes will begin with a brief lecture by Prof. Marten, and will then be discussion-based, sometimes broken up into smaller groups. Students are **required to attend all course meetings**, to participate regularly in class discussions, and to demonstrate through this participation that they have completed the assigned readings before class is held. Readings have been chosen because they are written by subject-matter experts who make significant arguments in ongoing policy debates. One objective of the course is to encourage **students to develop habits of constructive criticism** as a basis for building their own convincing independent arguments.

If a student is not able to attend a particular course meeting, Prof. Marten must be notified in advance if at all possible. An **alternate assignment** (a one-page written answer to one of the discussion questions for the day) must be completed to receive credit for discussion participation for that day. **All students are allowed to miss one course session for any reason without a makeup assignment being turned in,** except that attendance at the last two research presentation classes is **required** (except in the case of unforeseen emergency).

**All written assignments will be submitted on the “Assignments” page on Courseworks**. All uploaded files must be in either Word or PDF format. **Twice** during the semester, each student will write **a short (3- to 5-page) argumentative essay** on some aspect of the assigned weekly readings, due before the start of class that week so that the paper is not influenced by our class discussion. Students will choose the sessions for their essays after the first day of class. (You may choose to discuss all of the readings for a given week, or to focus on just one or two significant readings.) These papers should summarize the relevant points from the selected reading (with page citations) to demonstrate that you have read and understood it thoroughly; and should then make a **cohesive and well-supported independent argument**. Your argument might involve critiquing aspects of the reading itself (remembering that a good critique points out strengths as well as weaknesses); comparing an argument in one reading to another (which might include something discussed earlier in the semester or even in another class); explaining what the reading suggests about solutions to some current policy problem; etc. Prof. Marten will distribute discussion questions before the class meeting, and you are welcome to use one of her questions for your paper if you like. As long as the paper both makes a strong and well-supported argument, and demonstrates that the assigned reading has been done in depth, you have creative license to approach this assignment however you like. A major purpose of these assignments is to allow Prof. Marten to assess the quality of your writing and analysis before the major paper is due, to suggest ways to improve. **Late argumentative essays will not be accepted at all**, because they are not to be influenced by class discussion. Therefore if you must miss a deadline for a critique paper, you will need to sign up to do a different, later critique paper instead.

Students will also write **a longer research paper** of approximately 25 double-spaced pages on a topic chosen in consultation with Prof. Marten, using qualitative methods (i.e., not statistics) to examine **one or several case-studies** in depth. The goals of the paper are three-fold: (1) to provide a thorough review of a well-chosen literature, where there is a debate about some causal question related to international security questions; (2) to collect in-depth evidence about one or more case(s), in order to analyze which of the competing theories explains outcomes best; and (3) to reach an independent conclusion about the causal debate, based on the case(s). **While the ultimate goal may be to make either a prediction about future events, or a policy proposal about what should be done now, the paper must be centered on analyzing something that has already happened.** Given constraints in timing and skill-levels, there is no expectation that students do primary-source research, unless they wish to do so. The evidence used, in other words, can come from high-quality secondary sources.

The process of writing this research paper—not merely the final result—is the heart of the course, and students should plan to spend significant time throughout the semester conceptualizing and rethinking the topic and research strategy as the semester progresses. The frustrations of rigorous research are part of the learning experience of the course. Students will turn in a carefully written and preliminary research **topic statement** (one page, of approximately three paragraphs) by **11:59pm on Sunday Feb. 6** (we will discuss them in class on Tuesday Feb. 7); and a substantial **research proposal** (of at least three pages, including a revised topic statement if necessary) with an **annotated draft bibliography** of at least 15 high-quality sources by **11:59pm on Sunday, March 26.** Separate handouts will describe the expectations of each of these assignments. The final paper is due on the last day of spring semester classes, by **11:59pm on Monday, May 1**.

In addition, each student will make an oral presentation to the class about their research on one of our last two days of class, **Tuesday Apr. 18 or 25**. There are two additional out-of-class required meetings with Barnard Speaking Fellows that must be scheduled separately, to practice the art of giving a presentation (a small-group introduction to making presentations, and an individual presentation coaching session). The grade for the presentation, worth 5% of the course grade, will be based on demonstrated seriousness of purpose in attending these required sessions, and preparing and giving the presentation.

**Senior Capstone Requirements**

In addition to the above requirements, all seniors who have designated this colloquium to

fulfill their Senior Capstone requirement will be assigned **peer partners**, with whom they are expected to consult throughout the semester about their major paper assignment. Capstone seniors will hold an additional meeting in Prof. Marten’s office (mutually convenient time TBA) where peer partners will discuss and provide constructive mentoring and feedback on the topic research proposal. There is also a **final online poster** (preferably a one-page PDF) describing the student’s research project that is required by the department (department due date TBA). The poster itself will not be graded, but the completion of a poster is required to receive a "Pass" for the senior requirement. The page describing the poster and providing examples of past work is here: <https://polisci.barnard.edu/senior-poster-requirement>. Capstone seniors are expected to make their PDF poster available for permanent display on our department website, unless there is a special reason for avoiding publicity.

**Evaluation**

Weekly discussion participation: 15%

Two short critique papers on assigned course readings: 10% each (20% total)

Initial one-page topic statement for longer paper: 5%

Three-page research proposal: 10%

Annotated bibliography: 5%

Oral presentation of research paper and participation in Speaking Fellows sessions: 5%

Finished 25-page paper: 40%

**Barnard Honor Code**

Approved by the student body in 1912 and updated in 2016, the Code states: “We, the students of Barnard College, resolve to uphold the honor of the College by engaging with integrity in all of our academic pursuits. We affirm that academic integrity is the honorable creation and presentation of our own work. We acknowledge that it is our responsibility to seek clarification of proper forms of collaboration and use of academic resources in all assignments or exams. We consider academic integrity to include the proper use and care for all print, electronic, or other academic resources. We will respect the rights of others to engage in pursuit of learning in order to uphold our commitment to honor. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.”

All assignments in this class are to be completed in accordance with the Barnard Honor Code, with expectations outlined in the following paragraph. Any student who violates the Honor Code will face dean’s discipline at her or his home college, and will earn a failing grade on the assignment.

Students affirm that all work turned in is their own, and that they have fully and accurately cited every written source, including web-based sources and unpublished sources (such as prior student papers), used in their writing. **Students must avoid cutting and pasting** from source materials, to ensure that the wording used is their own; if the words of others are used, they must be placed in quotation marks. If you are taking notes on readings by cutting and pasting, please remember to put these snippets in quotes, so that you remember when you go back to look at them that the wording is not your own. **“Plagiarism” is the use of someone else’s words or ideas without proper attribution.** It is, at its core, the act of falsely implying or claiming credit for intellectual work that someone else did. **Use of an AI text generator when an assignment does not explicitly ask or allow for it is plagiarism.** All students receive in-depth briefings on plagiarism and proper citation techniques as part of their introductory days at Barnard and Columbia; any student who has any remaining questions about proper citation technique or about how to avoid plagiarism should discuss these questions and concerns with Prof. Marten before turning in the assignment in question. Plagiarism is often committed as an act of desperation under pressure. **If you ever feel so pressured on an assignment that you are tempted to plagiarize, please contact Prof. Marten instead.** Together we can work out a fair extension on a deadline, to ease your panic. **All written assignments will automatically be put through turnitin.com to check for plagiarism.**

Students are encouraged to consult with each other to get feedback as they are writing their major research papers and the intermediary assignments associated with the research papers, but no collaboration is allowed when writing the short papers on the assigned readings. All students may use the Barnard Writing Center with no restrictions.

**The use of laptops in class is prohibited,** with the exception of students who receive official disability office accommodations. There is overwhelming scientific evidence that taking lecture notes by hand increases student learning and knowledge retention. Please plan to take notes on the readings and bring the notes with you (for example, as a printout or in a paper notebook) to refer to in our discussions. For the final presentation, students should plan to use the classroom computer and projector, with slides either on a web-based application or a USB drive brought to class.

**Center for Accessibility Resources & Disability Services (CARDS) Statement**

If you believe you may encounter barriers to the academic environment due to a documented disability or emerging health challenges, please feel free to contact me and/or the Center for Accessibility Resources & Disability Services (CARDS). Any student with approved academic accommodations is encouraged to contact me during office hours or via email. If you have questions regarding registering a disability or receiving accommodations for the semester, please contact CARDS at (212) 854- 4634, cards@barnard.edu, or learn more at <http://barnard.edu/disabilityservices>. CARDS is located in 101 Altschul Hall.

**Barnard Wellness Statement**

It is important for undergraduates to recognize and identify the different pressures, burdens, and stressors you may be facing, whether personal, emotional, physical, financial, mental, or academic. We as a community urge you to make yourself—your own health, sanity, and wellness—your priority throughout this term and your career here. Sleep, exercise, and eating well can all be a part of a healthy regimen to cope with stress. Resources exist to support you in several sectors of your life, and we encourage you to make use of them. Should you have any questions about navigating these resources, please visit these sites:

* <http://barnard.edu/primarycare>
* [http://barnard.edu/counseling](http://barnard.edu/counsel)
* <http://barnard.edu/wellwoman/about>
* [Stressbusters Support Network](http://health.columbia.edu/files/healthservices/pdf/alice_Stressbusters_Support_Network.pdf)

**Course Schedule**

**Note:** All readings are available online; no book purchases are necessary. The easiest way to access them is through the “Modules” function on Courseworks. Please read items in the order they are listed; that will help make clear which issues in each reading are important. Brief news reports will be added to the required reading list as events unfold, and substitutions in more substantive readings may occur as new work is published.

**Jan. 17: Thinking theoretically about the causes of Russia’s war in Ukraine.**

 **Open web:**

Jonathan Masters, “Ukraine: Conflict at the Crossroads of Europe and Russia,” Council on Foreign Relations Backgrounder, updated Oct. 11, 2022, <https://www.cfr.org/backgrounder/ukraine-conflict-crossroads-europe-and-russia>

**Courseworks files:**

Jack S. Levy, “Theories of Interstate and Intrastate War: A Levels of Analysis Approach,” in Chester A. Crocker, Fen Osler Hampson, and Pamela Aall, eds., *Turbulent Peace: The Challenges of Managing International Conflict* (Washington: U.S. Institute of Peace, 2001), pp. 2-37.

**Jan. 24. NATO enlargement and its consequences.**

 **CLIO:**

Rajan Menon and William Ruger, “NATO Enlargement and U.S. Grand Strategy: A Net Assessment,” *International Politics* 57 (2020): 371-400.

 **Courseworks Files:**

Kimberly Marten, “NATO Enlargement: Evaluating its Consequences in Russia,” in *Evaluating NATO Enlargement: From Cold War Victory to the Russia-Ukraine War*, ed. James Goldgeier and Joshua R. Shifrinson (Palgrave, 2023, in press). Note that this is an update of an article published in the same journal special issue as the Menon/Ruger piece above, and is in dialogue with it.

 **Open web:**

 Kimberly Marten, “Did NATO’s geographic enlargement create or exacerbate a security dilemma for Russia?” essay contribution to H-Diplo/ISSF Policy Roundtable XII-1 on NATO Expansion in Retrospect, Oct. 19, 2020, <https://networks.h-net.org/node/28443/discussions/6590537/h-diploissf-policy-roundtable-xii-1-nato-expansion-retrospect>

**Jan. 31. Ethnic identity, history, and war.**

 **Open web:**

Jeffrey Mankoff, “Russia’s War in Ukraine: Identity, History, and Conflict,” CSIS Report, Apr. 22, 2022, <https://www.csis.org/analysis/russias-war-ukraine-identity-history-and-conflict>

 **CLIO:**

V. P. Gagnon, “Ethnic Nationalism and International Conflict: The Case of Serbia,” *International Security* 19, no. 3 (Winter 1994/95): 130-166.

Stuart J. Kaufman, “Symbolic Politics or Rational Choice? Testing Theories of Extreme Ethnic Violence,” *International Security* 30, no. 4 (Spring 2006): 45-86.

**Sunday, Feb. 6: Initial 1-page topic statement for the research paper due on Courseworks.**

**Feb. 7. Research discussion day.** The purpose of today’s class is twofold:

1. To discuss the variety of source materials available to students both on the open web and via CLIO that will be useful in their research projects;
2. To discuss causality (cause and effect relationships) in the social sciences, and the design of case study projects that test various causal explanations against each other. Each student’s Jan. 29 submission of a research topic will be examined and supportively critiqued by the class using this causality framework, in order to help students make their final research papers stronger and more convincing. The research proposal reading for today, while old, presents an example of how to organize a case study research project.

 **Courseworks files:**

--“Finding a good paper topic” handout.

 --"Useful organizational structure for a causal research paper” handout.

 --“High quality sources on international security issues” handout.

--Kimberly Marten Zisk, “Lending Troops: Canadian Peacekeeping in Comparative Perspective,” Canadian Studies Research Grant Program Proposal, Sept. 1998.

**Feb. 14. Status concerns and war.**

 **CLIO:**

Fyodor Lukyanov, “Putin’s Foreign Policy: The Quest to Restore Russia’s Rightful Place,” *Foreign Affairs* 95, no. 3 (May/June 2016): 30-37.

 Joslyn Barnhart, “Status Competition and Territorial Aggression: Evidence from the Scramble for Africa,” *Security Studies* 25, no. 3 (2016): 385-419.

 Jonathan Renshon, “Status Deficits and War,” *International Organization* 70, no. 3 (Summer 2016): 513-50.

**Feb. 21. The China-Taiwan conflict.**

 **Open web:**

Lindsay Maizland, “Why China-Taiwan Relations Are So Tense,” Council on Foreign Relations Backgrounder, Aug. 3, 2022, <https://www.cfr.org/backgrounder/china-taiwan-relations-tension-us-policy-biden>

 Benjamin Brimelow, “An invasion isn't the only threat from China that Taiwan and the US have to worry about,” BusinessInsider.com, June 16, 2021, <https://www.businessinsider.com/taiwan-and-us-also-face-risk-of-china-blockading-taiwan-2021-6>

 Jeffrey W. Hornung, “Ukraine’s Lessons for Taiwan,” *War on the Rocks*, March 17, 2022, <https://warontherocks.com/2022/03/ukraines-lessons-for-taiwan/>

Thomas Corbett, Ma Xiu, and Peter W. Singer, “What Is China Learning from the Ukraine War?” Defense One, Apr. 3, 2022, <https://www.defenseone.com/ideas/2022/04/what-lessons-china-taking-ukraine-war/363915/>

 Michael Spirtas, “Ukraine’s Dream Could Be Taiwan’s Nightmare,” *War on the Rocks*, Oct. 28, 2022, <https://warontherocks.com/2022/10/ukraines-dream-could-be-taiwans-nightmare/>

 CLIO:

 Jude Blanchette and Ryan Haas, “The Taiwan Long Game: Why the Best Solution Is No Solution,” *Foreign Affairs* 102, no. 1 (Jan./Feb. 2023): 102-114.

**Feb. 28. Thinking about nuclear escalation.**

 **Open web:**

Center for Arms Control and Non-Proliferation, “Fact Sheet: The Basics of Nuclear Weapons,” July 21, 2012, <https://armscontrolcenter.org/fact-sheet-the-basics-of-nuclear-weapons/>

William Alberque, “Russia is unlikely to use nuclear weapons in Ukraine,” International Institute for Strategic Studies (London) blog, Oct. 10, 2022, <https://www.iiss.org/blogs/analysis/2022/10/russia-is-unlikely-to-use-nuclear-weapons-in-ukraine>

 Alan Robock, et al., “How an India-Pakistan nuclear war could start—and have global consequences,” *Bulletin of the Atomic Scientists* 75, no. 6 (2019): 273-279, <https://climate.envsci.rutgers.edu/pdf/IndiaPakistanBullAtomSci.pdf>

 **CLIO:**

Austin Long and Brendan Rittenhouse Greene, “Stalking the Secure Second Strike: Intelligence, Counterforce, and Nuclear Strategy,” *Journal of Strategic Studies* 38, no. 1-2 (2015): 38-73.

Fiona S. Cunningham and M. Taylor Fravel, “Dangerous Confidence? Chinese Views on Nuclear Escalation,” *International Security* 44, no. 2 (Fall 2019): 61-109.

**Mar. 7. Thinking about cyber escalation.**

 **Background:**

 **Courseworks files:**

“Cyber Operations Take Several Forms,” fig. 2 of Nathaniel Fick, et al., *Confronting Reality in Cyberspace: Foreign Policy for a Fragmented Internet*, Council on Foreign Relations Independent Task Force Report 80, July 2022, p. 11

 **Open web:**

Council on Foreign Relations Cyber Operations Tracker <https://www.cfr.org/cyber-operations/>. Please click around this website and follow your interests, to understand the history of various cyber attacks carried out by and against states.

**CLIO:**

Erica D. Lonergan, “The Cyber-Escalation Fallacy: What the War in Ukraine Reveals About State-Backed Hacking,” ForeignAffairs.com, Apr. 15, 2022.

 **Open web:**

Nadiya Kostyuk and Erik Gartzke, “Why Cyber Dogs Have Yet to Bark Loudly in Russia’s Invasion of Ukraine,” *Texas National Security Review* 5, no. 3 (Summer 2022): 113-126.

 **Courseworks files:**

 Andy Greenberg, “Russia’s New Cyberwarfare in Ukraine Is Fast, Dirty, and Relentless,” Wired.com, Nov. 10, 2022.

 **Open web:**

 Jason Healey and Robert Jervis, “The Escalation Inversion and Other Oddities of Situational Cyber Stability,” *Texas National Security Review* 3, no. 4 (Fall 2020): 30-53, <https://tnsr.org/2020/09/the-escalation-inversion-and-other-oddities-of-situational-cyber-stability/>

**Mar. 14. Spring break, no class meeting.**

**Mar. 21. International sanctions and their effectiveness.**

 **Open web:**

Jonathan Masters, “What Are Economic Sanctions?” Council on Foreign Relations Backgrounder, Aug. 12, 2019, <https://www.cfr.org/backgrounder/what-are-economic-sanctions>

 **CLIO:**

Daniel W. Drezner, “How Not to Sanction,” *International Affairs* 98, no. 5 (Sept. 2022): 1533-1552.

 **Open web:**

 Rebecca M. Nelson, “The Economic Impact of Russia Sanctions,” U.S. Congressional Research Service Report, Dec. 13, 2022, <https://crsreports.congress.gov/product/pdf/IF/IF12092>

 Jeffrey A. Sonnenfeld et al., “Business Retreats and Sanctions Are Crippling the

Russian Economy,” Yale School of Management Chief Executive Leadership Institute, Aug. 2, 2022, <https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4167193> [please note that you can download a PDF of the paper]

 Supantha Mukherjee and Alexander Marrow, “Russian mobile calls, internet seen deteriorating after Nokia, Ericsson leave,” Reuters, Dec. 21, 2022, <https://www.reuters.com/business/media-telecom/russian-mobile-calls-internet-seen-deteriorating-after-nokia-ericsson-leave-2022-12-21/>

**Sunday, March 26. 3-page research proposal, and bibliography, due on Courseworks.**

**Mar. 28. Energy trade dependence as a weapon.**

 **Open web:**

David Hughes, “Europe is facing an energy crisis as Russia cuts gas. Here’s why,” PBS.org, Sept. 6, 2022, <https://www.pbs.org/newshour/world/europe-is-facing-an-energy-crisis-as-russia-cuts-gas-heres-why>

 Shruti Menon, “Ukraine crisis: Who is buying Russian oil and gas?” BBC News, Dec. 6, 2022, <https://www.bbc.com/news/world-asia-india-60783874>

Todd Prince, “A Test Of Endurance: Europe Faces A Chilling Couple Of Years, But Russia Stands To Lose The Energy Showdown,” Radio Free Europe/Radio Liberty, Jan. 2, 2023, <https://www.rferl.org/a/russia-europe-energy-showdown-gas-cold-ukraine-war/32204068.html>

 **CLIO:**

 Jessica Lovering and Håvard Halland, “Russia’s Nuclear Power Hegemony:

The West Is Dependent on Moscow for More Than Just Gas and Oil,” ForeignAffairs.com, June 8, 2022.

 **Open web:**

International Energy Agency, “Special Report on Solar PV Global Supply Chains,” Aug. 2022, <https://www.iea.org/reports/solar-pv-global-supply-chains>

 Ana Swanson and Chris Buckley, “Chinese Solar Companies Tied to Use of Forced Labor,” *New York Times*, Jan. 8, 2021, <https://www.nytimes.com/2021/01/08/business/economy/china-solar-companies-forced-labor-xinjiang.html>

**Apr. 4. The global grain trade and food security.**

 **Open web:**

Edward Wong and Ana Swanson, “How Russia’s War on Ukraine Is Worsening Global Starvation,” *New York Times*, Jan. 2, 2023,

<https://www.nytimes.com/2023/01/02/us/politics/russia-ukraine-food-crisis.html>

 Emily Benson and Elizabeth Duncan, “Food for Thought: How Should We Secure Global Trade in Agriculture?” Center for Strategic and International Studies (CSIS), Dec. 14, 2022, <https://www.csis.org/analysis/food-thought-how-should-we-secure-global-trade-agriculture>

 Aliakbar Enghiad, Danielle Ufer, Amanda M. Countryman, and Dawn D. Thilmany, “An Overview of Global Wheat Market Fundamentals in an Era of Climate Concerns,” *International Journal of Agronomy* 2017, <https://www.hindawi.com/journals/ija/2017/3931897/>

 Global Network against Food Crises, *2022 Global Report on Food Crises*, pp. 6-33 (“In Brief,” “The Global Network against Food Crises,” and chapter 1, “A Global Overview of Food Crises,” <https://docs.wfp.org/api/documents/WFP-0000138913/download/?_ga=2.64839599.1094469995.1672699527-1116518514.1672699527>

 Kirk Maltais, “Wheat, Soybean, Corn Prices Expected to Have Choppy 2023,” *Wall Street Journal*, Jan. 3, 2023, <https://www.wsj.com/articles/wheat-soybean-corn-prices-expected-to-have-choppy-2023-11672739086>

**Apr. 11. How do wars end?**

 **Courseworks files:**

Peter Ricketts, “How wars end,” *Prospect* (UK), Mar. 14, 2022.

 **CLIO:**

Joachim Krause, “How do wars end? A strategic perspective,” *Journal of Strategic Studies* 42, no. 7 (2019): 920-945.

 Katrina vanden Heuvel, “How to end the war in Ukraine? Sit down and talk. It’s time,” *Washington Post*, Nov. 15, 2022.

 Raphael S. Cohen and Gian Gentile, “What’s the Harm in Talking to Russia? A Lot, Actually,” ForeignPolicy.com, Nov. 22, 2022.

 Andrea Kendall-Taylor and Erica Frantz, “After Putin: Lessons from Autocratic Leadership Transitions,” *The Washington Quarterly* 45, no. 1 (2022): 79-96.

 **Open web:**

 Roger Cohen, “Security guarantees for Russia are an ‘essential’ part of any peace talks, Macron says,” *New York Times*, Dec. 4, 2022, <https://www.nytimes.com/2022/12/04/world/europe/macron-security-guarantees-russia.html>

 Niamh Cavanagh, “Elon Musk's 'peace plan' for Russia-Ukraine war explained,” Yahoo!News, Dec. 2, 2022, <https://news.yahoo.com/elon-musk-russia-ukraine-war-peace-plan-zelensky-putin-171641183.html>

 Shashank Bengali, “Hard-Line Positions by Russia and Ukraine Dim Hope for Peace Talks,” *New York Times*, Dec. 28, 2022, <https://www.nytimes.com/2022/12/28/world/europe/ukraine-russia-peace-talks.html>

**Apr. 18 and 25. Research paper presentations.**