

POL 252-A: Introduction to International Relations

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Please use the most recent version at www.jkarreth.net/pol252a.html.

Course description

This course introduces students to the field of international relations—the study of the interactions among the various actors that participate in international politics, including almost 7.1 billion people, 195 countries (according to the U.S. Department of State, which doesn't include Taiwan or territories like Bermuda, Greenland, Palestine and Puerto Rico, which are governed by other countries) and thousands of non-state actors, from transnational advocacy groups like the Red Cross to international organizations like the United Nations to terrorist groups like al Qaeda.

By completing the requirements for this course, you should broaden your understanding of the world and appreciate different perspectives on global issues and debates. You will be expected to think critically about the arguments and opinions you read and hear. Some of these will challenge assumptions and viewpoints that you have. The goal is not to convert you to a particular political perspective but rather to stimulate you to clarify and understand your own values. In doing so, you should also be better able to make intelligent judgments about international affairs.

Specific learning outcomes

As a Social Science class, this course focuses on the complex relationship between the individual and society and more particularly on the interdependent relationship between individuals, states and the international system. Upon completion of the course, students should be able to:

- Demonstrate an understanding of the defining concepts, theories and methods used in the study of international relations;
- Demonstrate critical familiarity with key concepts in the different areas of international relations (conflict & security, international organizations, international political economy, international law, human rights, and environmental politics);
- understand the strategic and interactive nature of international relations;

- develop a method for efficiently keeping track of international events;
- identify and present empirical data on key developments in international relations.
- evaluate the material trade-offs and ethical dimensions associated with different international policy choices; and
- present a cogent and effective oral and written argument in favor of a particular policy choice or point of view.

As a Global Diversity class, this course also covers issues that deal in a comparative way with cultures originating outside the United States or Western Europe. As such, upon completion of this class, students should be able to:

- consider multiple perspectives on international relations, including the views of non-western countries and groups;
- understand the role of non-western countries and peoples in global politics; and
- discuss how the history, culture, politics, and economy of non-western countries and peoples affect their views on global politics.

Course materials

One full book is required for this seminar and available at the Ursinus bookstore and other sources:

- Frieden, Jeffrey A., David A. Lake, and Kenneth A. Schultz. 2016. *World Politics: Interests, Interactions, Institutions. Third edition.* New York: W.W. Norton.

You may also purchase the e-book version. The syllabus refers to page numbers from the third edition of this book using the acronym WP.

All other relevant readings (articles and book chapters/excerpts) are posted on Canvas.

Requirements and assignments

Although an introductory course, POL 252 is reading and labor intensive. Most of your time outside the classroom will be spent reading, thinking about the class material, and preparing coursework. It is imperative that you plan your schedule to allow yourself adequate time to complete the readings ahead of class time. At the same time, however, you should not necessarily try to read every word and you may need to skim longer readings. Skimming is an important skill to learn (if you haven't already) that will allow you to identify the main points in the texts efficiently. I provide tips on how to skim and how to take notes on Canvas.

POL 252 is also a discussion-based course that demands your regular attendance and full participation. You need to come to class ready and willing to discuss the readings and the issues that they raise. You will be expected not only to share your opinions with others but also to demonstrate that you have read and thought about the assigned texts. Quality participation also involves engaging with your classmates, listening carefully and critically to the views that they express. It can be especially challenging for some people to participate in large class discussions; if this applies to you, please come talk to me about strategies for becoming more comfortable speaking in class.

Attendance & preparation (required to pass this course)

In keeping with a strong liberal arts tradition that encourages active learning and complete participation in the education process, Ursinus College expects students to attend class. Not attending class will result in a failing grade.

What you should know about this class

This is a highly interactive and fast-paced course. **You need to schedule at least 8 hours per week outside the classroom on this class for readings, assignments, and class preparation.** This course also requires you to complete varying tasks each week. You will need to plan ahead and make time for your classwork in your regular schedule. **Check Canvas every weekday for deadlines and assignments.**

Safety valve: you can miss two class meetings **for any reason (no questions asked)** without an explanation, and it will not affect your grade. Save these for illness, emergencies, and planned absences. Three absences reduce your overall course grade by a half-letter grade. Four absences result in a failing grade. For the purpose of your grade, there is no difference between “excused” and “unexcused” absences. **In the event that you experience a significant health problem or other issue** that may prevent you from performing adequately in your academic work and/or attending class for a number of days, **you must notify the Ursinus Institute for Student Success.** The Ursinus Institute can be reached at ursinusinstitute@ursinus.edu or 610-409-3400.

1. In-class participation (10% of your course grade)

You as a student are the most important part of this seminar; your active participation in a civil manner is necessary to succeed in this course. Participation (out of 100 points) is graded based on (1) your contributions in class, (2) short informal writing assignments in class, and (3) your reading notes. A detailed rubric is posted on Canvas. You can ask me about your participation grade at any time. Missing a class day reduces your grade by 5 points.

Safety valve: You may choose to not participate on a day (or be absent that day) without penalty for two days without losing any points.

2. Pre-class quizzes (10% of your course grade)

Once or twice every week, short pre-class quizzes on Canvas test your comprehension of the material you had to prepare for class on that day. These quizzes are usually administered online on Canvas **before class** and consist of multiple choice and short answer questions. Details and quiz dates can be found on Canvas. **Quizzes not taken by the deadline (usually 3:15pm before class) will earn 0 points.**

Safety valve: Your lowest four quiz grades are dropped. Your overall quiz grade is the average of all remaining quizzes.

3. Debate (10% of your course grade)

Throughout the semester, we hold six debates to investigate in more depth some key controversies in international relations. You will sign up for a topic by January 31 and submit a pre-debate memo in advance of the debate. Your debate grade is based on the quality of your memo, your arguments and your debating performance. More information about the format of this assignment can be found on Canvas. You **must meet with me in person** at least two weeks before your debate date.

4. Short assignments (20% of your course grade)

During the semester, you will complete 3 out of 5 short assignments that help you practice different skills. Due dates for the assignments are noted in the syllabus. Instructions for each assignment are posted on Canvas. Plan 3-5 hours of time to complete each short assignment.

5. Data assignment (10% of your course grade)

In Week 11, after working through a tutorial in class, you will complete a data analysis assignment to explore a key question in international relations. Topics and instructions are posted on Canvas. Plan up to 10 hours to complete this assignment.

6. Essays (25% of your course grade)

You will write two short analytical papers on two specific questions in international relations. Each paper has the function of establishing a clear argument and backing it up with evidence. The papers must be 3 single-spaced pages long and cite references. I will provide prompts for each paper; further guidelines can be found on Canvas.

Safety valves: Your paper with the highest score will automatically count 15% of your overall course grade, with the remaining paper counting 10%. You also have the opportunity to submit a revised version of one of your papers within one week of receiving my comments. If you take this opportunity, this revised version will count 20% of your overall course grade (with the remaining paper counting 5%). The revised version must include a short memo detailing which changes you made and why.

7. Final exam (open-note; 15% of your course grade)

On May 10, from 1 pm–4pm, a final exam will test your knowledge of the content we explored throughout the semester. This exam is cumulative, but it is an **open-note exam**: you are encouraged to bring your notes (but not books, articles, or other materials). You cannot take this exam early. **If you know you cannot be here for the exam on this date, do not take this class.**

Grading

Rubrics for all assignments are posted on Canvas. The course grade consists of the components below, sums to 100, and converts into letter grades as stated below.

In-class participation	10%	A	100 - 93.0	C+	79.999 - 77.0
Quizzes	10%	A–	92.999 - 90.0	C	76.999 - 73.0
Debate	10%	B+	89.999 - 87.0	C–	72.999 - 70.0
Short assignments	20%	B	86.999 - 83.0	D+	69.999 - 67.0
Data assignment	10%	B–	82.999 - 80.0	D	66.999 - 63.0
Essays	25%			D–	62.999 - 60.0
Final exam	15%			F	59.999 - 0
Total	100%				

Late assignments. All written assignments (short assignments, data analysis assignment, essays) are due at 11:59pm on their due date unless otherwise noted. The individual assignment grade (out of 100) will drop by 5 points for every calendar day the assignment is submitted after the due date.

Course policies

Disability accommodations. I am committed to a fair and equitable learning environment. Reasonable accommodations will be provided for students with documented physical and/or learning disabilities who are eligible to receive accommodations under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you believe you have a disability requiring accommodation in this class, please notify Shammah Bermudez at the Center for Academic Support (Myrin Library, lower level, 484-762-4329, sbermudez@ursinus.edu). His office will contact me to make appropriate accommodations.

If you wish to discuss academic accommodations for this course, please inform me as soon as possible.

While I will make every effort to accommodate valid requests, students should not expect that, if they do poorly on an assignment, to claim, at that time, the need of an accommodation. This statement is to preclude that problem, and allow people with a need for accommodations to be treated fairly and appropriately.

Religious observance. I will also make every effort to accommodate religious observances and obligations. You are asked to bring any possible conflicts to my attention as soon as possible. Students should not expect that, if they do poorly on an assignment, to claim, at that time, the need of an accommodation. This statement is to preclude that problem, and allow people with a need for accommodations to be treated fairly and appropriately.

Classroom interactions. Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to this standard may be subject to disciplinary procedures. Professional courtesy and sensitivity are especially important with respect to topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity, gender expression, age, disability, class, and nationality. Course rosters are provided to the instructor with the student's legal name, but I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Academic honesty. All students at Ursinus College are responsible for knowing and adhering to the academic integrity policy of our institution. Please familiarize yourself with this policy at (<https://www.ursinus.edu/student-life/handbook/academic-policies/academic-honesty/>). Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. **The policy also prohibits submitting material that you previously submitted in another course.** If you are involved in plagiarism, the penalty will be failure in the course and you will be reported to the College. In this one regard there are no second chances. If you are not sure if something violates standards—ask. If you are not sure whether to cite or not to cite—cite.

Emergencies and absences. Missing a deadline results in penalties as specified above, regardless of the reason for absence or late submission. However,

1. you may choose to not participate on a day (or be absent that day) without penalty for two days without losing any points.
2. you can miss two class meetings for any reason (no questions asked) without an effect on your grade.
3. your four lowest quizzes are automatically dropped from your grade.
4. you may submit a revised version of one of your essays; see details above.

No electronic devices in the classroom. Laptops and tablets cannot be used during class meetings. Studies have shown that "laptop use is negatively associated with student learning and it poses a distraction to fellow students."^{1,2} Please bring reading notes and your textbooks to class. Cell phones must be stored away during class.

Important dates

- January 28: Short assignment 1 due
- January 31: Sign up for debates
- February 11: Short assignment 2 due
- February 25: Paper 1 due
- March 4: Short assignment 3 due
- March 25: Paper 2 due

¹Fried, Carrie B. 2008. "In-Class Laptop Use and Its Effects on Student Learning." *Computers and Education* 50: 906-914.

²Carter, Susan P., Kyle Greenberg, and Michael Walker. 2016. "The Impact of Computer Usage on Academic Performance: Evidence from a Randomized Trial at the United States Military Academy." *SEII Discussion Paper #2016.02*. (<https://goo.gl/7SxH1m>)

- April 8: Data analysis assignment due
- April 22: Short assignment 4 due
- April 29: Short assignment 5 due
- May 10, 1pm–4pm: Final exam

Schedule

This schedule will be updated prior and during the semester. Please visit <http://www.jkarreth.net/pol252a.html> for the most recent information on deadlines and readings. Each day typically has three or four elements:

- B** This lists an activity or task to complete **before** today's class.
- R** This lists the **required** reading for today's class.
- S** This lists a **suggested** additional (but not required) reading for today's topic.
- A** This lists a special class activity for today's meeting. Keep your debriefing notes for the final exam.

Specific assignments and events are listed in boxes.

Introduction

Day 1 (Wednesday, January 18)

How does the world work? Some problems in search of an answer.

- B** Read this syllabus and bring your questions about it.
 - R** WP xx-xxvii.
 - A** Hobbes game.
- After class**, complete syllabus quiz on Canvas before 8pm.

Day 2 (Friday, January 20)

What shaped today's world?

- B** Complete quiz on Canvas.
- R** WP 2-40.

Day 3 (Monday, January 23)

How does world politics work?

- B** Complete quiz on Canvas.
- R** WP 42-80.

Theorizing International Relations

Day 4 (Wednesday, January 25)

Why should we be interested in the structure of the international system?

- B** Complete quiz on Canvas.
- R** Chapter 5 in Waltz, Kenneth N. 1979. *Theory of International Politics*. New York, NY: Addison-Wesley.
- S** Morgenthau, Hans. "A Realist Theory of International Politics." In Morgenthau, Hans. 1948. *Politics Among Nations: The Struggle for Power and Peace*. New York: Knopf.

Day 5 (Friday, January 27)

Tutorial: Keeping track of international news

Saturday, January 28: Short assignment 1 due (news report).

Day 6 (Monday, January 30)

Realism: What is the consequence of anarchy?

- B** Complete quiz on Canvas.
- R** Mearsheimer, John. 2001. "Anarchy and the Struggle for Power." In Mearsheimer, John. 2001. *The Tragedy of Great Power Politics*. New York: Norton.
- S** Thucydides. 631 BC. The Peloponnesian War, Book 5, Chapter 17: "Melian Dialogue."
- A** Balance of power game.

Tuesday, January 31: Sign up for debates.

Day 7 (Wednesday, February 1)

(Neo)Liberalism and Institutionalism: Is real cooperation possible and if so, how?

- B** Complete quiz on Canvas.
- R** Martin, Lisa L. 1992. "Interests, Power, and Multilateralism." *International Organization* 46 (4): 765–792.
- S** Martin, Lisa L. 2004. "Self-Binding." *Harvard Magazine* September-October.
- S** Keohane, Robert O. 1998. "International Institutions: Can Interdependence Work?" *Foreign Policy* 110:82–96.
- A** Prisoner's Dilemma game.

Day 8 (Friday, February 3)

Constructivism: Does it matter who you are?

- R** Flockhart, Trine. "Constructivism and Foreign Policy." In Smith, Steve, Amelia Hadfield, and Tim Dunne, eds. 2012. *Foreign Policy: Theories, Actors, Cases* New York: Oxford University Press.
- S** Wendt, Alexander. 1992. "Anarchy is what States Make of it: The Social Construction of Power Politics." *International Organization* 46 (2): 391–425.

Day 9 (Monday, February 6)

Feminism: Is world politics gendered and if so, how?

- B** Complete quiz on Canvas.
- R** Tickner, J. Ann. 1988. "Hans Morgenthau's Principles of Political Realism: A Feminist Reformulation." *Millennium* 17 (3): 429–440.
- R** Busby, Joshua, and Hurlburt, Heather. 2017. "Do women matter to national security? The men who lead U.S. foreign policy don't think so." *Washington Post*, February 2. (<http://wpo.st/Pm2Z2>)
- S** Youngs, Gillian. 2004. "Feminist International Relations: A Contradiction in Terms? Or: Why Women and Gender Are Essential to Understanding the World 'We' Live in." *International Affairs* 80 (1): 75–87.
- S** O'Reilly, Marie. 2016. "Feminist foreign policies are gaining popularity, and increasing the peace." *Public Radio International – The World*. (<http://www.pri.org/node/155183>)

Day 10 (Wednesday, February 8)

What does the rise of China mean for world politics?

B Complete quiz on Canvas.

R WP 590-600.

R two of the following articles—

1. Mearsheimer, John. 2014. "Can China Rise Peacefully?" *The National Interest* October 25. (<http://nationalinterest.org/node/10204>)
2. Ikenberry, G. John. 2008. "The Rise of China and the Future of the West: Can the Liberal System Survive?" *Foreign Affairs* 87 (1): 23–37.
3. Larson, Deborah Welch. 2015. "Will China be a New Type of Great Power?" *The Chinese Journal of International Politics* 8 (4): 323.
4. Hudson, Valerie M. and den Boer, Andrea. 2005. "Missing Women and Bare Branches: Gender Balance and Conflict." *Environmental Change and Security Program Report*, no. 11: 20–24.
5. Sjoberg, Laura. 2009. "Gendering power transition theory." In Sjoberg, Laura. ed. 2009. *Gender and International Security: Feminist Perspectives*. New York: Routledge.

Day 11 (Friday, February 10)

How might race influence theorizing about international relations?

R Henderson, Errol. 2013. "Hidden in plain sight: racism in international relations theory." *Cambridge Review of International Affairs* 26:71–92.

S Vitalis, Robert. 2000. "The Graceful and Generous Liberal Gesture: Making Racism Invisible in American International Relations." *Millennium* 29 (2): 331–356.

Saturday, February 11: Short assignment 2 due (IR theory handout).

Explaining War

Day 12 (Monday, February 13)

Tutorial: Thinking systematically about strategic interactions.

R WP 82-87.

Day 13 (Wednesday, February 15)

How does bargaining work?

B Complete quiz on Canvas.

R WP 88-105.

Wednesday, February 15, from 12pm–2pm: Job, Internship and Networking Fair in the Field House.

Day 14 (Friday, February 17)

Tutorial with special guest Talia Argondezzi: How to win friends and influence people... by building strong thesis statements in written and oral arguments.

R Instructions for Essay #1 on Canvas.

Day 15 (Monday, February 20)

Why does bargaining sometimes fail?

B Complete quiz on Canvas.

R WP 105-134.

Day 16 (Wednesday, February 22)

Bargaining in practice!

B Revisit your notes on WP 88-134.

A Donut wars.

Domestic Politics: The Flipside of International Relations

Day 17 (Friday, February 24)

The domestic politics of war

R WP 136-166.

Saturday, February 25: Paper 1 due.

Day 18 (Monday, February 27)

Are authoritarian leaders more dangerous? Are liberal democracies more reliable?

B Complete quiz on Canvas.

R WP 166-182.

International Organizations: Stabilizing or Worthless?

Day 19 (Wednesday, March 1)

Do alliances make the world more stable?

- B** Complete quiz on Canvas.
- R** WP 184-205.
- S** Leeds, Brett Ashley. 2003. "Do Alliances Deter Aggression? The Influence of Military Alliances on the Initiation of Militarized Interstate Disputes." *American Journal of Political Science* 47 (3): 427–439.
- S** Leeds, Brett Ashley, Mattes, Michaela, and Vogel, Jeremy S. 2009. "Interests, Institutions, and the Reliability of International Commitments." *American Journal of Political Science* 53 (2): 461–476.
- A** Debate 1: Should the United States continue to invest in NATO?

Day 20 (Friday, March 3)

What are international institutions worth? Evaluating the United Nations.

- R** WP 203-231.

Saturday, March 4: Short assignment 3 due (debate follow-up).

Day 21 (Monday, March 13)

What are international institutions worth? Evaluating the European Union.

- B** Complete quiz on Canvas.
- R** Eilstrup-Sangiovanni, Mette and Verdier, Daniel. 2005. "European Integration as a Solution to War." *European Journal of International Relations* 11 (1): 99–135.
- S** Jones, Nigel. 2016. "The EU does not preserve peace in Europe—instead it has brought us closer to war." *The Telegraph*. (<https://goo.gl/x9SsJK>)
- S** Williams, Andrew. 2016. "How valid is the claim that the EU has delivered peace in Europe?" *The New Statesman*. (<http://www.newstatesman.com/node/302209>)

Current Issues in International Security

Day 22 (Wednesday, March 15)

Nuclear weapons: are more better or worse? What is important for U.S. nuclear policy in the near future?

- B** Complete quiz on Canvas.
- R** International Security Studies Forum. 2016. "Policy Roundtable 1-4 on U.S. Nuclear Policy." (<https://wp.me/p2Insd-11k>)

Day 23 (Friday, March 17)

Diplomacy in action: How does the Iran deal work?

- R** Samore, Gary et al. 2015. "Decoding the Iran Nuclear Deal: Key Questions, Points of Divergence, Pros and Cons, Pending Legislation, and Essential Facts." *Belfer Center for Science and International Affairs, Harvard Kennedy School*. (<https://goo.gl/EjIL9u>)

Day 24 (Monday, March 20)

Why do civil wars happen?

- B** Complete quiz on Canvas.
- R** WP 234-264.

Day 25 (Wednesday, March 22)

How can civil wars be stopped?

- B** Complete quiz on Canvas.
- R** Walter, Barbara F. 2009. "Bargaining Failures and Civil War." *Annual Review of Political Science* 12 (1): 243–261.
- S** Fisher, Max. 2016. "Straightforward Answers to Basic Questions About Syria's War." *New York Times*. September 18. (<https://goo.gl/GixBcN>)
- S** Fisher, Max. 2016. "Syria's Paradox: Why the War Only Ever Seems to Get Worse." *New York Times*. August 26. (<https://goo.gl/ppHRkT>)
- A** Debate 2: Should the United States have intervened in the Syrian civil war in 2013?

Day 26 (Friday, March 24)

Tutorial: Analyzing political data.

- R** TBA.

Saturday, March 25: Paper 2 due.

Day 27 (Monday, March 27)

What is the effect of terrorism on international relations?

- B** Complete quiz on Canvas.
- R** WP 264-288.

Day 28 (Wednesday, March 29)

How do states deal with threats from non-state actors?

- B** Complete quiz on Canvas.
- R** Stern, Jessica. 2015. "Obama and Terrorism." *Foreign Affairs* 71:62–71.
- A** Debate 3: Should the United States continue to use drones in its War on Terror?

Day 29 (Friday, March 31)

Is cyber warfare a new threat to international peace?

- R** Rid, Thomas. 2013. "Cyberwar and Peace: Hacking Can Reduce Real-World Violence." *Foreign Affairs* 92 (6): 77–87.
- R** Limnell, Jarno and Rid, Thomas. 2014. "Is Cyberwar Real: Gauging the Threats." *Foreign Affairs* 93 (2): 166–168.
- S** Kello, Lucas. 2013. "The Meaning of the Cyber Revolution: Perils to Theory and Statecraft." *International Security* 38 (2): 7–40.
- S** Gartzke, Erik. 2013. "The Myth of Cyberwar: Bringing War in Cyberspace Back Down to Earth." *International Security* 38 (2): 41–73.

International Political Economy**Day 30 (Monday, April 3)**

Why do countries trade?

- B** Complete quiz on Canvas.
- R** WP 290-313.

Day 31 (Wednesday, April 5)

How is international trade organized?

- B** Complete quiz on Canvas.
- R** WP 313-332.

Day 32 (Friday, April 7)

Is international trade fair and good for the poor?

- R** Irwin, Douglas A. "Developing Countries and Open Markets." In Irwin, Douglas A. 2015. *Free Trade under Fire, fourth edition*. Princeton, NJ: Princeton University Press.
- A** Discussion: Should Vietnam sign TPP?

Saturday, April 8: Data analysis assignment due.

Day 33 (Monday, April 10): No class meeting

No class meeting: National Model United Nations conference in New York City.

Day 34 (Wednesday, April 12)

Career options: Workshop with special guest Michele Poruban

- R** Applebaum, Yoni. 2016. "Why America's Business Majors Are in Desperate Need of a Liberal-Arts Education" *The Atlantic*. June 28. (<https://goo.gl/dr5MjE>)
- R** Courtney, Morgan. 2016. "To the Graduate Who Wants to Work in International Affairs." *The Development Set*. May 11. (<https://goo.gl/WpMA36>)

Day 35 (Friday, April 14)

Does foreign investment help developing countries?

- B** Complete quiz on Canvas.
- R** WP 340-378.

Day 36 (Monday, April 17)

What should the international community do about international development?

- B** Complete quiz on Canvas.
- R** WP 420-453.
- A** Debate 5: Is the World Bank an obstacle to economic development in poor countries?

Day 37 (Wednesday, April 19)

No class: Celebration of Student Achievement.

International Law

Day 38 (Friday, April 21)

Is international law worth the paper it is printed on?

- B** Complete quiz on Canvas.
- R** WP 456-488.

Saturday, April 22: Short assignment 4 due (trade policy).

Human Rights

Day 39 (Monday, April 24)

Can international institutions effectively protect human rights?

- B** Complete quiz on Canvas.
- R** WP 490-512.
- A** Debate 6: Should South Africa withdraw from the International Criminal Court?

Day 40 (Wednesday, April 26)

Early review session: What does the final exam look like?

- A** SPTQs administered in class

Day 41 (Friday, April 28)

Is there progress on human rights?

B Complete quiz on Canvas.

R WP 512-530.

Saturday, April 29: Short assignment 5 due (TAN network).

International Politics and the Environment

Day 42 (Monday, May 1)

Why is it so difficult for countries to collaborate on environmental policy?

B Complete quiz on Canvas.

R WP 532-564.

Conclusion

Day 43 (Wednesday, May 3)

What is the future of globalization?

R WP 601-625.

Final exam on Wednesday, May 10

1:00pm–4:00pm, Bomberger 202.