



# POL 252-B: International Politics

Fall 2019 / MWF 1:30-2:20pm / Bomberger 228

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Course website: <http://www.jkarreth.net/pol252-f19.html>

This syllabus will be updated regularly. Please use the most recent version at  
[www.jkarreth.net/pol252-f19.html](http://www.jkarreth.net/pol252-f19.html).

## Course description

This course introduces students to the field of international relations—the study of the interactions between the various actors that participate in international politics, including 7.7 billion people, 195 countries (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 will broaden your understanding of the world and appreciate different experiences of and 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 will also familiarize yourself with relevant data and become better able to make intelligent judgments about international affairs and how they affect you.

You will also have an opportunity to work on your communication skills, both in speaking and writing. Through class discussions, essays, and simulations, you will be asked to express ideas clearly, advance logical arguments on behalf of a particular point of view, and negotiate with others.

## Specific learning outcomes

This course focuses on the complex relationship between the individual and society and 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);
- critically evaluate how inequalities around power, race, and gender have shaped international 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 core course that **examines global interconnections**, this course engages the question *How should we live together?* with emphasis on how peoples of different cultures, societies, regions, and countries form and transmit the values, attitudes, beliefs, and behaviors that distinguish them. Special attention is given to those cultures whose origins and development lie outside the United States and Western Europe. 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.

As a course practicing **social scientific inquiry**, this course addresses the question *How can we understand the world?* using mostly empirical approaches to international politics, with some discussion of normative questions as well. The course is designed to get students to practice the types of questions and approaches that scholars of international politics use to understand the world. The course will highlight the underlying assumptions, advantages, and limitations of empirically-based inquiry (including quantitative and qualitative methods) and contrast it to normative approaches to international 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. *World Politics: Interests, Interactions, Institutions*. New York: W.W. Norton.

The Ursinus campus bookstore store carries the 4<sup>th</sup> edition of this book. Students can also use the 3<sup>rd</sup> or 2<sup>nd</sup> editions of this book. Reading assignments and all tests in this class can be completed based on the 2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup> edition of the book. Where page numbers differ between editions, the syllabus will list them by editions explicitly.

Readings from this book are labeled “WP” in this syllabus. All other readings on the syllabus are provided on Canvas and in a course reader that students can order in the first week of class. If you use an e-book or PDF files of readings, please bring notes to class. Laptops & tables **cannot be used** during class time.

## 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.

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, let's talk individually early on in the semester 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.

### What you should know about the workload for this class

This is a highly interactive and fast-paced course. **You need to schedule at least 10<sup>a</sup> 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.** The 10 hours per week spent on this course outside the classroom are also required to complete the work needed for a four-credit course at Ursinus College.

<sup>a</sup>The number of 10 hours per week is based on the specifics of assignments and reading load for this course; I calculated it using the *Course Workload Estimator* from Rice University's Center for Teaching Excellence.

**Safety valve:** you can miss three 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. Four or more absences result in a failing grade for the course. For the purpose of your grade, there is no difference between "excused" and "unexcused" absences. **If 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 more than one day, notify the Ursinus Institute for Student Success to request accommodations for this course. Contact the Director of Disability Services, Shammah Bermudez, at [sbermudez@ursinus.edu](mailto:sbermudez@ursinus.edu) or 484-762-4329.

## 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 (25 points)
2. short informal writing assignments in class (25 points)
3. your reading notes (10 points)
4. points earned in classroom games and simulations (40 points)

A rubric is posted on Canvas. I will post a preliminary participation grade after 4 weeks and update it after 8 weeks. You may also inquire about your participation grade at any time.

**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)

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 on the assigned required reading and on current events. Details and quiz dates can be found on Canvas. **Quizzes not taken by the deadline (usually 8am 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. Map quiz (5% of your course grade)

During the first few weeks of class, all students complete a series of map quizzes outside of class. Instructions can be found on Canvas.

### 4. Policy Advocacy (10% of your course grade)

Throughout the semester, we hold policy presentations to investigate in more depth some key issues in international politics from a global perspective. Your task is to advocate for a particular policy from the point of view of a given country's government, citizens, or another relevant group. You will sign up for a topic by September 6 and submit a memo one week in advance of the presentation. Your assignment grade is based on the quality of your memo and your arguments and your performance during the presentation. More information about the format of this assignment can be found on Canvas. You **must revisit and practice your presentation as a group at an appointment at the Center for Writing and Speaking** at least four days before your presentation date.

### 5. Short assignments (20% of your course grade)

During the semester, you will complete at least three and up to five short assignments that help you practice different skills. The first three assignments are mandatory. Due dates for the assignments are noted in the syllabus, and instructions for each assignment are posted on Canvas. Plan 3-5 hours of time to complete each short assignment.

**Safety valve:** Students are welcome to complete assignments 4 or 5 to improve their grade. For this part of the class, students will earn the average of the highest three grades

### 6. Research papers (25% of your course grade)

You will write two research papers on a specific question in international relations. The paper needs to establish a clear argument and back it up with evidence. The first paper will work predominantly with qualitative evidence; the second paper will use quantitative data. Each paper must be 2000 words long and cite references (not included in the word count). Further guidelines can be found on Canvas. Plan about 15 hours to complete each paper.

**Safety valve: Revision and grade bump.** You may submit a first draft of either paper 1 or 2 to a writing fellow one week before the deadline and receive a grade for the revised version only, plus a half-letter grade bump if you include a memo on how your meeting with a writing fellow helped you improve your work.

### 7. Exams (25% of your course grade)

The midterm exam (10% of your course grade) will test your knowledge of the course material and on current events up to that point. This exam will use mostly multiple choice and short answer questions; no outside resources are allowed. The final exam (15% of your course grade) 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 own notes (but not books, articles, or other materials). It will consist of multiple choice and essay questions. You cannot take this exam early. **If you know you cannot be here during exam week, 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.

Assignment	Points		
In-class participation	100	A	1050 - 930.0
Pre-class quizzes	100	A-	929.999 - 900.0
Map quiz	50	B+	899.999 - 870.0
Policy advocacy	100	B	869.999 - 830.0
Short assignments	200	B-	829.999 - 800.0
Research papers	250	C+	799.999 - 770.0
Midterm exam	100	C	769.999 - 730.0
Final exam	150	C-	729.999 - 700.0
Total	1050	D+	699.999 - 670.0
		D	669.999 - 630.0
		D-	629.999 - 600.0
		F	599.999 - 0

**Late assignments.** All written assignments (short assignments, data analysis assignment, paper) are due at 9pm 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.** Ursinus College is committed to ensuring equal access and providing reasonable accommodations for students with disabilities. Students requesting academic accommodations must meet with the Director of Disability Services, located within the Ursinus Institute for Student Success on the lower level of Wismer.

At the beginning of each semester, qualifying students must meet with the Shammah Bermudez to reinstate accommodations and pick up their accommodations letters. Students are also responsible for presenting their letters to the course faculty member. If you have any questions, contact the Director of Disability Services, Shammah Bermudez, at [sbermudez@ursinus.edu](mailto:sbermudez@ursinus.edu) or 484-762-4329.

Information on the Accommodation Process and Documentation Guidelines can be found on the [Disability Services Webpage](#). Disability Documentation Guidelines are posted there under [documentation requirements](#).

Additional resources regarding dining accommodations, medical leave of absence and service animal policies, campus safety are posted at <https://www.ursinus.edu/offices/ursinus-institute/students-with-disabilities/>.

**Religious observance.** I will make every effort to accommodate religious observances and obligations. You are asked to bring any possible conflicts with deadlines or assignments to my attention at the beginning of the semester.

**Names.** Course rosters are provided to the instructor with the student's legal name, but I will gladly honor your request to address you by your preferred name or gender pronoun. Please advise me of your preference early in the semester so that I may make appropriate changes to my records. Please be patient with me as I learn all students' names and pronouns. I encourage you to correct me when/if I make a mistake (i.e., call you by the wrong name/pronoun or mispronounce your name).

**Classroom interactions.** In this class, we will work to promote an environment where everyone feels safe and welcome, even during uncomfortable conversations. The topics we will address can be political, personal, controversial, and provocative. As we explore these ideas, every voice in the room has something of value to contribute to group discussion. Because the group will represent a diversity of individual beliefs, backgrounds, and experiences, every participant must show respect for all others. You are encouraged to not only take advantage of opportunities to express your own ideas, but also to learn from the information and ideas shared by other students. Participation is crucial to the success of this classroom experience. Your insights, questions and comments will be useful not only to yourself and to your instructor, but to your fellow students as well.

**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 without penalty for two days without losing any points,
2. you can miss three 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, and
4. you may submit optional short assignments 4 and 5 to improve your grade.

**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.”<sup>1,2,3</sup> Please bring reading notes and books to class. Cell phones must be stored away and silenced during class.

**Digital Access and Equality** Digital devices are essential for success in college. In this course, you need digital devices to access readings, complete and submit assignments, complete online quizzes, and to coordinate with other students regarding group projects. I recognize that some students are unable to afford the cost of purchasing digital devices and that other students rely on older, more problem-prone devices that frequently break down or become unusable. I also recognize that those technology problems can be a significant source of stress for students. Given those challenges, I encourage students to contact me if they experience a technology-related problem that interferes with their work in this course. This will enable me to assist students in accessing support.

I also encourage students to be aware of the many technology-related resources that Ursinus College provides, including:

- Free on-campus wireless internet (Wifi) access through the “Ursinus Secure” network.
- Free software (including Microsoft Office) for download and for cloud-based use.
- Free unlimited, secure online storage through OneDrive (a great way to back up files automatically).
- Free support with issues related to Ursinus technology (e.g., email, Canvas, Wifi, printing, device setup, etc.).
- Free in-person tech support at Tech Support at the IT support desk in the Myrin Library.
- Students may borrow laptops for specific use from Tech Support.<sup>4</sup>

<sup>1</sup>Fried, Carrie B. 2008. “In-Class Laptop Use and Its Effects on Student Learning.” *Computers and Education* 50: 906-914.

<sup>2</sup>Carter, 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.” *SEI Discussion Paper #2016.02*. (<https://goo.gl/75xH1m>)

<sup>3</sup>Dynarski, Susan M. 2017. “For better learning in college lectures, lay down the laptop and pick up a pen.” *Brookings Institution Report*. (<http://brook.gs/2hKV7gk>).

<sup>4</sup>Parts of this statement are borrowed from <https://scatter.wordpress.com/2018/12/03/the-new-digital-divide-on-college-campuses/>.

## Authors

The image below compiles photos of the authors of all required and suggested readings to give you a sense of the faces behind what you read throughout the semester.



## Schedule

This schedule will be updated prior and during the semester. Please visit <http://www.jkarreth.net/pol252-f19.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 to complete before today's class. Quizzes on a given date will cover this reading. You can find required readings on Canvas or the reader that is available for purchase at the beginning of the semester.
- S** This lists a **suggested** additional (but not required) reading for today's topic. These readings are posted on Canvas, or you can find them through the Ursinus library website.
- A** This lists a special class **activity** for today's meeting. Keep your debriefing notes for the final exam.
- P** This lists an opportunity to earn additional **participation** credit. Attend the event and submit written reflection on Canvas. Reflection prompts are on Canvas.

Assignments and events are listed in boxes.

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### *Introduction*

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#### Day 1 (Monday, August 26)

How *do* we live together?

- B** Read this syllabus and bring your questions about it.
  - R** WP xxiv-xxviii (provided on Canvas).
  - A** Hobbes game.
- After class**, complete syllabus quiz on Canvas by 11:59pm.

#### Day 2 (Wednesday, August 28)

Is the world order changing?

- R** Haass, Richard. 2017. *A World in Disarray*. New York: Penguin. pp. 1-14. (provided on Canvas)
  - R** WP, chapter 1 (first half).
  - B** Complete quiz on Canvas.
- After class**, map quiz round 1 due at 11:59pm.

**P** Thursday, August 29, 4:30pm: *Discussing the environment with U.S. Representative Madeleine Dean*. Musser Auditorium, Pfahler Hall.

#### Day 3 (Friday, August 30)

Watch "VICE Special Report: A World in Disarray" part 2 (46:10–82:48)

- R** WP, chapter 1 (second half).
- After class**, complete a short reflection on the film on Canvas.
- After class**, map quiz round 2 due at 11:59pm.



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**Thinking Systematically about International Politics**

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### Day 4 (Monday, September 2)

What explains patterns in World Politics?

- R** WP, chapter 2.
- B** Complete quiz on Canvas.
- After class**, map quiz round 3 due at 11:59pm.

### Day 5 (Wednesday, September 4)

Realism: What is the consequence of international anarchy?

- R** pp. 68–80 in Mingst, Karen A., Heather Elko McKibben, and Ivan M. Arreguín-Toft. 2019. *Essentials of International Relations*. New York: W.W. Norton.
- R** pp. 22, 149-150 in Tate, Merze. 1942. *The Disarmament Illusion: The Movement for a Limitation of Armaments to 1907*. New York: Macmillan.
- B** Complete quiz on Canvas.
- S** Thucydides. 631 BC. The Peloponnesian War, Book 5, Chapter 17: "Melian Dialogue."
- A** Balance of power game.
- After class**, map quiz round 4 due at 11:59pm.

### Day 6 (Friday, September 6)

Rethinking realism: is conflict inevitable?

- R** Tickner, J. Ann. 1988. "Hans Morgenthau's Principles of Political Realism: A Feminist Reformulation." *Millennium* 17 (3): 429–440.
- S** Bunche, Ralph. 1950. "Human Relations and World Peace." Commencement address at Gustavus Adolphus College.
- B** Complete quiz on Canvas.
- After class**, map quiz round 5 due at 11:59pm.

**R** Saturday, September 7: Short assignment 1 due (podcast reflection).

### Day 7 (Monday, September 9)

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

- R** pp. 81–86 in Mingst, Karen A., Heather Elko McKibben, and Ivan M. Arreguín-Toft. 2019. *Essentials of International Relations*. New York: W.W. Norton.
- B** Complete quiz on Canvas.
- S** Recommended for research paper 1: Nemeth, Stephen C. et al. 2014. "Ruling the Sea: Managing Maritime Conflicts through UNCLOS and Exclusive Economic Zones." *International Interactions* 40 (5): 711–736.
- S** Martin, Lisa L. 2004. "Self-Binding." *Harvard Magazine* September-October.
- S** Milner, Helen. 1991. "The Assumption of Anarchy in International Relations Theory: A Critique." *Review of International Studies* 17 (1): 67–85.
- A** Prisoner's Dilemma game.

## Day 8 (Wednesday, September 11)

Constructivism: Does it matter who you are?

- R** pp. 86–92 in Mingst, Karen A., Heather Elko McKibben, and Ivan M. Arreguín-Toft. 2019. *Essentials of International Relations*. New York: W.W. Norton.
- B** Complete quiz on Canvas.
- S** Wendt, Alexander. 1992. "Anarchy is what States Make of it: The Social Construction of Power Politics." *International Organization* 46 (2): 391–425.
- S** Shah, Timothy S. and Monica Duffy Toft. 2009. "Why God is Winning." *Foreign Policy*, October 19.

**R** Wednesday, September 11: Sign up for policy advocacy presentations.

**P** Wednesday, September 11, 7pm: *Finding the Good News on Energy and Environment, with Richard Alley, Ph.D.* Olin Auditorium.

## Day 9 (Friday, September 13)

Do sex and gender play a role in world politics — and if so, how?

- R** pp. 92–101 in Goldstein, Joshua S. and Jon C.W. Pevehouse. 2017. *International Relations*. Boston: Pearson.
- R** Zalewski, Marysia. "Feminist International Relations: making sense..." in Shepherd, Laura J. (ed.). 2015. *Gender Matters in Global Politics: A Feminist Introduction to International Relations*. New York: Routledge.
- B** Complete quiz on Canvas.
- S** True, Jacqui. 2017. "Feminism and Gender Studies in International Relations Theory." in *Oxford Research Encyclopedia of International Studies*. Oxford: Oxford University Press.
- S** Enloe, Cynthia. 1989. "Gender Makes the World Go Round." Chapter 1 in *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*. Berkeley: University of California Press.
- S** Tickner, J. Ann. 1988. "Hans Morgenthau's Principles of Political Realism: A Feminist Reformulation." *Millennium* 17 (3): 429–440.
- 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>)
- S** Thomas, Jakana L. and Bond, Kanisha D. 2015. "Women's Participation in Violent Political Organizations." *American Political Science Review* 109 (3): 488–506.

## Day 10 (Monday, September 16)

What role has race played in the theory and practice of international politics?

- R** Henderson, Errol. 2013. "Hidden in plain sight: racism in international relations theory." *Cambridge Review of International Affairs* 26 (1): 71–92.
- B** Complete quiz on Canvas.
- S** Du Bois, W. E. B. 1925. "Worlds of Color." *Foreign Affairs* 3 (3): 423–444.
- S** Fairchild, Halford H. 1994. "Frantz Fanon's the Wretched of the Earth in Contemporary Perspective." *Journal of Black Studies* 25 (2): 191–199.

- S** Vitalis, Robert. 2000. "The Graceful and Generous Liberal Gesture: Making Racism Invisible in American International Relations." *Millennium* 29 (2): 331–356.
- S** Barkawi, Tarak and Laffey, Mark. 2006. "The postcolonial moment in security studies." *Review of International Studies* 32 (2): 329–352.

### **Day 11 (Wednesday, September 18)**

Who gets to write IR, and whose voices get heard?

- R** Levin, Dov H. and Trager, Robert F. 2019. "Things You Can See From There You Can't See From Here: Blind Spots in the American Perspective in IR and Their Effects." *Journal of Global Security Studies* 4, no. 3 (1): 345–357.
- R** Hudson, Valerie M. et al. 2009. "The heart of the matter: The security of women and the security of states." *International Security* 33 (3): 7–45.
- B** Complete quiz on Canvas.
- S** Knight, Sarah Cleeland. 2019. "Even Today, a Western and Gendered Social Science: Persistent Geographic and Gender Biases in Undergraduate IR Teaching." *International Studies Perspectives* 20 (3): 203–225.
- S** Hendrix, Cullen S. and Vreede, Jon. 2019. "US Dominance in International Relations and Security Scholarship in Leading Journals." *Journal of Global Security Studies* 4 (3): 310–320.

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*Is War Inevitable?*

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**Day 12 (Friday, September 20)**

Why do states go to war?

- R WP, chapter 3.
- B Complete quiz on Canvas.

R Friday, September 20: final opportunity to discuss first draft of research paper 1 with a writing fellow (to earn bonus points).

R Saturday, September 21: Short assignment 2 due (IR theory handout).

**Day 13 (Monday, September 23)**

Do wars happen by mistake? Does mistrust cause wars?

- R WP, chapter 3.
- B Complete quiz on Canvas.
- A Brinkmanship game.

**Day 14 (Wednesday, September 25)**

Review of the bargaining model of war

- R WP, chapter 3.
- R Reiter, Dan. 2003. "Exploring the Bargaining Model of War." *Perspectives on Politics* 1 (1): 27–43.

**Day 15 (Friday, September 27)**

Bargaining in practice!

- R WP, chapter 3.
- A Donut wars.

R Saturday, September 28: final draft of research paper 1 due.

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***Domestic Politics: Cause or Consequence of International Politics?***

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**Day 16 (Monday, September 30)**

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

**R** WP, chapter 4.

**R** pp. 158-159 in Tate, Merze. 1942. *The Disarmament Illusion: The Movement for a Limitation of Armaments to 1907*. New York: Macmillan.

**B** Complete quiz on Canvas.

**Day 17 (Wednesday, October 2)**

Review session for midterm exam.

**Day 18 (Friday, October 4)**

**Midterm exam.**

**S** Study guide on Canvas.

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**International Organizations: Stabilizing or Worthless?**

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**Day 19 (Monday, October 7)**

Do alliances make the world more stable?

- R** WP chapter 5 (part 1, on alliances).
- B** Complete quiz on Canvas.
- 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.

**Day 20 (Wednesday, October 9)**

What are international institutions worth? Evaluating the United Nations.

- R** WP chapter 5 (part 2, on the UN).
- S** Bunche, Ralph. 1950. "Some reflections on peace in our time." Nobel Lecture, delivered in Oslo, Norway. URL: [https://oac.cdlib.org/view?docId=hb829010b7&brand=oac4&doc.view=entire\\_text](https://oac.cdlib.org/view?docId=hb829010b7&brand=oac4&doc.view=entire_text)
- B** Complete quiz on Canvas.

**Day 21 (Friday, October 11)**

- A** Policy advocacy 1: Should the United States maintain its commitment to NATO?

**R** Saturday, October 12: Short assignment 3 due (presentation follow-up).

**Fall break on October 14**

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***Political Violence, International Cooperation, and the International Order***

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### **Day 22 (Wednesday, October 16)**

Why do civil wars happen?

- R** WP, chapter 6.
- B** Complete quiz on Canvas.
- S** Thomas, Jakana L., Reed, William, and Wolford, Scott. 2016. "The Rebels' Credibility Dilemma." *International Organization* 70 (3): 477–511.

### **Day 23 (Friday, October 18)**

Sanctions and repression

- R** Klotz, Audie. 1995. "Norms reconstituting interests: global racial equality and U.S. sanctions against South Africa." *International Organization* 49 (3): 451–478.
- S** Nordås, Ragnhild and Davenport, Christian. 2013. "Fight the Youth: Youth Bulges and State Repression." *American Journal of Political Science* 57 (4): 926–940.
- S** Powers, Kathy L. and Proctor, Kim. 2016. "Victim's Justice in the Aftermath of Political Violence: Why Do Countries Award Reparations?" *Foreign Policy Analysis* 13 (4): 787–810.

### **Day 24 (Monday, October 21)**

- A** Policy advocacy 2: What is the best way to stop civil wars? The view from South Sudan.

**P** Tuesday, October 22, 4:30pm: *Race & the University: A Roundtable*. Bear's Den.

### **Day 25 (Wednesday, October 23)**

What are the risks and opportunities of cyber tools in international politics?

- R** Listen to this podcast: *Displaced* S2E02, "The future of war: Autonomous weapons, AI, and cyberwarfare." Available at <https://goo.gl/t5EKVt>.
- B** Complete quiz on Canvas.
- S** Hennessey, Susan. 2017. "Deterring Cyberattacks: How to Reduce Vulnerability." *Foreign Affairs* 96 (6): 39–46.
- S** Liao, Rebecca. 2017. "How Blockchain Could Shape International Trade: Financing the Supply Chain." *Foreign Affairs*, August 18.
- S** Rid, Thomas. 2013. "Cyberwar and Peace: Hacking Can Reduce Real-World Violence." *Foreign Affairs* 92 (6): 77–87.
- S** Linnell, 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.

**S** LeVine, Steve, 2018. "AI is the new battleground in geopolitics". *axios.com*. <https://goo.gl/3QmYio>.

**P** Wednesday, October 23, 7pm: *The Impact of Climate Change on Appalachian Communities, with Ashlee Woodard Henderson*. Olin Auditorium.

## **Day 26 (Friday, October 25)**

**A** Affinity mapping: How can we best solve international coordination problems?



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*International Political Economy*

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**Day 27 (Monday, October 28)**

Why do countries trade?

- R WP, chapter 7.
- B Complete quiz on Canvas.

**Day 28 (Wednesday, October 30)**

How is international trade organized?

- R WP, chapter 7.
- B Complete quiz on Canvas.

**Day 29 (Friday, November 1)**

How does trade affect international relations?

- R Gowa, Joanne and Mansfield, Edward D. 1993. "Power Politics and International Trade." *American Political Science Review* 87 (2): 408–420.

**Day 30 (Monday, November 4)**

The politics of international finance and economic crises

- R WP, chapter 8.
- B Complete quiz on Canvas.

**Day 31 (Wednesday, November 6)**

Why are some countries rich and others poor, and what does international politics have to do with it?

- R WP, chapter 10.
- S Woods, Ngaire and Narlikar, Amrita. 2001. "Governance and the Limits of Accountability: The WTO, the IMF, and the World Bank." *International Social Science Journal* 53 (170): 569–583.

**Day 32 (Friday, November 8)**

Special topic TBD

- R Saturday, November 9: Optional short assignment 4 due (trade policy).

**Day 33 (Monday, November 11)**

- A Policy advocacy 3: How can international economic flows help the poor? The view from Vietnam.

**P** Monday, November 11, 12pm: *Lunch with Janel Forsythe, UC '15, Project on Government Oversight.* Bomberger 128.

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***International Law and Human Rights***

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**Day 34 (Wednesday, November 13)**

Have human rights improved around the world? How do we know?

- R** WP, chapter 12.
- B** Complete quiz on Canvas.

**Day 35 (Friday, November 15)**

Workshop on your research paper #2.

- R** Reus-Smit, Christian and Snidal, Duncan. 2011. "Overview of International Relations: Between Utopia and Reality." In *The Oxford Handbook of Political Science*, ed. by Goodin, Robert E. New York, NY: Oxford University Press.
- B** Bring your reading notes.
- B** Please come prepared with your outline (from November 8) and graphs (from November 13).

**R** Friday, November 16: final opportunity to discuss first draft of research paper 2 with a writing fellow (to earn bonus points).

**Day 36 (Monday, November 18)**

- A** Policy advocacy 4: Which international actors can help protect human rights under duress? The view from the Philippines.

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*International Politics of the Environment*

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**Day 37 (Wednesday, November 20)**

Why is it so difficult for countries to collaborate on environmental policy? What are some political solutions to environmental problems?

**R** WP, chapter 13.

**R** Ostrom, Elinor et al. 1999. "Revisiting the Commons: Local Lessons, Global Challenges." *Science* 284 (5412): 278–282.

**B** Complete quiz on Canvas.

**S** Bernauer, Thomas. 2013. "Climate Change Politics." *Annual Review of Political Science* 16 (1): 421–448.

**S** Stokes, Leah C., Giang, Amanda, and Selin, Noelle E. 2016. "Splitting the South: China and India's Divergence in International Environmental Negotiations." *Global Environmental Politics* 16 (4): 12–31.

**S** Green, Jessica, et al. 2019. "Changing the Atmosphere in Political Science: Ten Key Political Questions about Climate Change". *Duck of Minerva*. URL: <https://duckofminerva.com/2019/08/changing-the-atmosphere-in-pol.html>.

**Day 38 (Friday, November 22)**

**A** Policy advocacy 5: Who should pay the cost for addressing climate change?

<b>R</b> Saturday, November 23: final draft of research paper 2 due.
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*International Politics in Action: Global climate simulation*

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**Day 39 (Monday, November 25)**

- R** Simulation brief (distributed on Canvas)
- A** Simulation: Introduction

**Thanksgiving break on November 27 and 29**

**Day 40 (Monday, December 2)**

- B** Complete pre-simulation reflection on Canvas.
- A** Simulation: Speeches and Negotiations

**Day 41 (Wednesday, December 4)**

- A** Simulation: Speeches and Negotiations

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*Conclusion and Final Exam*

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**Day 42 (Friday, December 6)**

Group reflection on simulation

Review session: What does the final exam look like?

**R** Saturday, December 7: Optional short assignment 5 due (treaty assessment).

**Thursday, December 12 at 1pm**

Final exam in Bomberger 228. Bringing notes and books is allowed and encouraged.