



POL 252-A: International Politics

Spring 2022 / TTh 10:00-11:15am / Ritter 141 (note room change)

Dr. Johannes Karreth

Office: 216 Bomberger

Student hours: Location & scheduling: [click here](#).

Email: jkarreth@ursinus.edu

Course website: Canvas

Masking policy: Professors and students, regardless of vaccination status, must wear masks in indoor classrooms upon further notice. Thank you for helping keep everyone safe! I recommend KN95 or similar masks; Ursinus is making such masks available during check-in. Ursinus guidelines specify that gaiters are not masks because they do not offer comparable protection.

All assignments and readings are posted on the “Module” pages on Canvas. Please check there regularly. Deadlines and assignments may change during the semester.

Course description

This course introduces students to the field of international relations: how do the various actors that participate in international politics interact with each other? This includes 7.8 billion people, 195 countries (excluding 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.

When you complete this course, you will broaden your understanding of the world and appreciate different experiences of and perspectives on global issues and debates. You will 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 politics and how they affect you.

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

What's in it for you (a.k.a. Learning Goals)

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 law, international political economy, 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. We also discuss normative questions, though to a smaller extent. 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.

Learning during a persistent pandemic

Even though our campus has strong safety measures in place (vaccination and masking), it is likely that the pandemic will still affect our course. To make sure everyone's physical and mental health is our first priority, we will use the following rules:

- Masks must be worn properly by all while in the classroom.
- If you feel unwell or sick, please do not come to class, but email me before class.
- If you are unable to attend class due to isolation, please email me to make alternative arrangements.
- The course structure allows for more flexibility and "insurance policies" for students than in prior semesters.

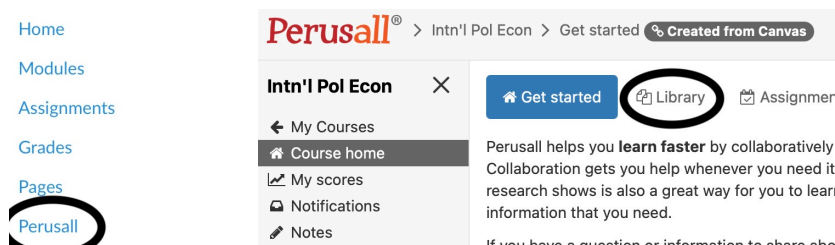
Course materials

We use one textbook in this course. It is available at the Ursinus bookstore:

- Frieden, Jeffrey A., David A. Lake, and Kenneth A. Schultz. 2021. *World Politics: Interests, Interactions, Institutions*. New York: W.W. Norton.

The Ursinus bookstore carries the 5th edition of this book. Students can also use the 4th, 3rd or 2nd editions of this book. Reading assignments and all tests in this class can be completed based on the 2nd, 3rd, or 4th 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 required and suggested readings (articles and book chapters/excerpts) are available on Perusall, a platform that you can access from Canvas. Click on “Perusall.” Then, you can find all readings in the “Library” tab. They are numbered by the day on which they are assigned. You can annotate readings (as part of your participation) and also download PDF copies of each reading if you prefer to print them.



The college knows that temporary financial hardships can impact students' access to course materials, as well as their access to opportunities on campus. Please be aware of the Bear2Bear fund, which has been established by donors to the college and provides special grants for students who have exhausted other sources of funding. You can find more information at <https://www.ursinus.edu/offices/student-financial-services/grants-scholarships-loans/bear2bear-student-emergency-fund/>.

Student hours

Student hours are reserved for you! I'd like to meet with each of you at least a few times over the semester to learn more about you, your interests, your thoughts about the course, and to brainstorm over your coursework. I have reserved over six hours each week just for this purpose. To meet with me, go to https://calendly.com/jkarreth_ursinus and make an appointment. Upon confirmation, you'll receive information on where we are meeting (my office, another location on campus, or Zoom).

Requirements and assignments

The short version (but please read on for more details): you earn a **grade** by completing all of the following assignments. Although this looks like many assignments, the course gives you many opportunities to show your work instead of putting a lot of weight on one or two stressful assignments.

1. **Attendance & preparation** (required)
2. **Engagement with the course materials** (required)
3. **Pre-class self-tests** (10%)
4. **End-of-module reflections** (10%)
5. **Presentations (case or policy advocacy)** (15%)
6. **Two short assignments: IR theory remix & reading notes** (15%)
7. **Research paper** (10%)
8. **Black Panther case study** (10%)
9. **Midterm exam** (15%)
10. **Final exam** (15%)

Although an introductory course, POL 252 is reading and labor intensive. Most of your time outside class will be spent reading, thinking about the class material, and preparing coursework. You have to plan your schedule to allow yourself adequate time to complete coursework ahead of class time.

POL 252 is also an interactive 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.

Attendance & preparation (required to pass this course)

Ursinus College is committed to providing a particular educational experience that relies upon student engagement and in person instruction. It is anticipated that all classes in Spring 2022 will take place in person. Remote class sessions will occur only in extenuating and short-term circumstances. 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 unless you are sick. In that case:

- **If you feel unwell, please do not come to class**, but email me before class to make alternative arrangements.
- If you are unable to attend class due to isolation, please email me to make alternative arrangements.

Excessive non-health related absences result in lower grades, up to the grade of F. The Office of Academic Affairs, the Office of Student Affairs, and the Wellness Center do not provide excused absences from class. The Institute for Student Success (ISS) is here to support you if you are experiencing significant health problems or other issues that may prevent you from performing adequately in your academic work. If you require this support in working with me during POL-359, please contact the ISS coordinator, Stephanie Stefanik (sstefanik@ursinus.edu; 610-409-3400). To discuss reasonable accommodations, please contact Dr. Dee Singley (dsingley@ursinus.edu).

What you should know about the workload for this class

This is an interactive and fast-paced course. You will read between 50-75 pages each week. **Students from earlier semesters report that you want to schedule at least 10^a hours per week outside the classroom on this class for coursework.** This course requires you to complete varying tasks each week. You will need to plan ahead and make time for your coursework in your regular schedule. **Check Canvas every weekday for deadlines and assignments**, and sync the course calendar on Canvas to your Outlook calendar.^b The 10 hours per week spent on this course outside the classroom are also required to complete the workload needed

for a four-credit course at Ursinus College.

^aThe number of 10 hours per week is also based on the specifics of assignments and reading load for this course; I calculated it using the *Course Workload Estimator* from Wake Forest University's Center for the Advancement of Teaching.

^bSee here for instructions: <https://community.canvaslms.com/t5/Student-Guide/How-do-I-subscribe-to-the-Calendar-feed-using-Outlook-as-a/ta-p/531>.

Insurance policy: you can miss three class meetings **for any reason (no questions asked)** without an explanation, and it will not affect your grade. Students who miss four or more course days (total) will earn the grade of "F" in the course. Before this happens, I will reach out to any student in that situation via email to schedule a meeting where we can discuss the situation and look for an alternative accommodation if appropriate.

1. Engagement with the course (required, not graded)

You are the most important part of this seminar. Your active engagement in a civil manner is necessary for all of us to have a successful semester. You can engage in many ways:

1. contributing to class conversations
2. completing collaborative assignments with your peers
3. contributing notes on Perusall when they are assigned (see links on Canvas)
4. participating in simulations

You will self-evaluate your engagement after each module as part of your end-of-module reflection. To pass the course, you must *engage* on a regular basis (and attend class; see above).

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

Before each course day, short self-tests on Canvas test your comprehension of the material you had to prepare for class on that day. These tests are due **before class** and consist of multiple choice and short answer questions on the assigned required reading and on current events. Plan 2 hours for reading and the test itself. **Tests not taken by the deadline (usually 8am before class) count as missed.**

Insurance policy: Your lowest four self-test grades are dropped. Your overall self-test grade is the average of all remaining tests.

3. End-of-module reflections (10% of your course grade)

After the last day of each of the 7 course modules, you will complete a short (500 words) written reflection. This reflection will ask what you learned in this module, what questions remain unanswered, how this module helped you better understand current events and big questions, and how you engaged with the course community and materials during this unit. Plan 1 hour for each reflection.

Insurance policy: Once you have submitted the first five satisfactory reflections with a passing grade, you can skip the last two.

4. Case or Policy Advocacy Presentations (15% of your course grade)

Throughout the semester, each students will give one short pre-recorded video presentation. You can either (a) present a background case for a course module or (b) advocate for a policy on a specific issue. For background cases, you fill us in on the relevant details around a given current or recent case (see the schedule below). For policy advocacy, 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 as assigned on Canvas. Advocacy presentations are scheduled in groups of 3 or 4 students, but your presentation will be your individual work. You will sign up for date and topic at the beginning of the semester and submit a memo one week in advance of the presentation. Your assignment grade is based on the quality of your memo (5% of your course grade) and the structure and quality of your presentation (10% of your course grade). Plan 5-6

hours to prepare and record your presentation. More information about the format of this assignment can be found on Canvas.

5. Two short assignments (15% of your course grade)

During the semester, you will complete two short assignments that help you practice different skills. The first is a worksheet with reading notes on a scholarly articles. The second is a remix of an overview of the main theories of international relations. Plan 3-5 hours of time to complete each short assignment.

Insurance policy: The assignment with the higher grade will weigh twice as much as the other assignment.

6. Quantitative research paper (10% of your course grade)

You will write a short research paper on a specific question in international relations. This paper needs to establish a clear argument and back it up with quantitative evidence. It must be 1500 words long and cite references (not included in the word count). Further guidelines can be found on Canvas. Plan about 10 hours to complete this paper.

7. Black Panther viewing & research paper (10% of your course grade)

You will watch the film *Black Panther* and write a short research paper on an international relations question that shows up in the film. This paper needs to show how IR theory explains (or does not explain) a particular phenomenon in the film. It must be 1500 words long and cite references (not included in the word count). Further guidelines can be found on Canvas. Plan about 10 hours to complete this paper.

Insurance policy: You may submit a first draft of either the research paper or the case study 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.

8. Exams (30% of your course grade)

The midterm exam (15% of your course grade) will test your knowledge of the course material, current events up to that point, and a world map. This exam will use mostly multiple choice and short answer questions. It is a take-home exam and must be completed within regular class time (75 minutes). The final exam (15% of your course grade) will ask you to reflect on the course along some guiding questions. It is a take-home exam and should take about 3 hours to complete.

Grading

Assignments

Rubrics for all assignments are posted on Canvas. For each assignment, letter grades convert into numbers as follows:

Total assignment points	100	50	20	5
Outstanding achievement; exceeds expectations (A)	92-100	46-50	18-20	5
Solid performance; meets expectations (B)	82-88	41-44	16-17	4
Acceptable performance; needs improvement (C)	72-78	36-39	14-15	3.5
Minimal passing level; needs major improvement (D)	62-68	31-34	13-14	3
Did not meet requirements (F)	0-58	0-29	0-11	0-2

Course grade

The course grade consists of the components below, sums to 1000, and converts into letter grades as stated below.

Assignment	Points
In-class participation	(required)
20 Pre-class self-tests	$20 \times 5 = 100$
5 End-of-module reflections	$5 \times 20 = 100$
Presentation (memo & recording)	$100 + 50 = 150$
Short assignments (1 & 2)	$100 + 50 = 150$
Research papers (<i>Black Panther</i> & Quantitative)	$100 + 100 = 200$
Midterm exam	$1.5 \times 100 = 150$
Final exam	$1.5 \times 100 = 150$
Total	1000

A	1000 - 930.0	C+	799.999 - 770.0
A–	929.999 - 900.0	C	769.999 - 730.0
B+	899.999 - 870.0	C–	729.999 - 700.0
B	869.999 - 830.0	D+	699.999 - 670.0
B–	829.999 - 800.0	D	669.999 - 630.0
		D–	629.999 - 600.0
		F	599.999 - 0

Late assignments. Presentations (policy advocacy) must be delivered on the day for which you signed up. All written assignments are due at 11:59pm on their due date unless otherwise noted. The individual assignment grade will drop by 10 points for every calendar day the assignment is submitted after the due date, but you may submit written assignments 24 hours within the due date without any penalty. **Exams must be submitted by the due date and cannot be submitted late.**

Course policies

Disability accommodations. Ursinus College strives to provide an inclusive learning environment. The Institute for Student Success works with students who have any kind of disability, whether apparent or non-apparent, learning, emotional, physical, or cognitive, and need accommodations to increase their access to this learning environment. I encourage you to reach out to the Director of Disability Services, Dr. Dee Singley to discuss supports and accommodations you may need. Dee's office is located in the Institute for Student Success in Lower Wismer. You can schedule a meeting with Dee by using this link <https://dsingley.youcanbook.me/>, by emailing her at dsingley@ursinus.edu or by calling her at 1-484-762-4329. Students can also review accessibility and disabilities services online at <https://www.ursinus.edu/offices/institute-for-student-success/students-with-disabilities/>.

Discrimination and harassment. Ursinus College seeks to provide an environment that is free of bias, discrimination, and harassment. I am also a member of two faculty and staff groups that work toward this goal,¹ and therefore particularly committed to ensuring that you are comfortable on campus. Ursinus College considers sexual misconduct to include assault, harassment, stalking, and relationship violence of a sexual nature. If you have been the victim of sexual harassment, misconduct, or assault, we encourage you to report this. As a mandatory reporter, I am required to report any information I receive about sexual misconduct on campus. I am also simply happy to talk to you about issues you may be experiencing and refer to you to the appropriate resources on campus. You may choose whether you or anyone involved is identified by name. For more information about your options at Ursinus, please go to <https://www.ursinus.edu/title-ix/>.

If you have been the victim of a discriminatory act, you can report this to the College. For more information and ways to report, please see <https://www.ursinus.edu/student-life/handbook/section-i-student-code-of-conduct/policy-on-discriminatory-acts/>.

¹DART and SMART.

Tutoring. You are invited to work with a tutor and a writing fellow to succeed in this class. Tutoring offerings will all occur remotely throughout the Spring 2022 semester. To request tutoring, students should submit a Tutor Request Form, available at <https://www.ursinus.edu/offices/institute-for-student-success/tutoring-services/>. Any help on writing and speaking assignments comes through the Center for Writing and Speaking (CWS). Appointments for the CWS can be made at <http://ursinus.mywconline.net/>.

Your mental health. The Wellness Center has a virtual drop-in crisis hour at 2-3 pm each weekday, which is available for students in crisis who need to be seen immediately by a clinician. Their resources are confidential and free to all students. Please consult the Wellness Center website for more information and the link to the virtual crisis hour: <https://www.ursinus.edu/offices/wellness-center/counseling/>.

Emergencies related to money. The college knows that temporary financial hardships can impact students' access to course materials, as well as their access to opportunities on campus. Please be aware of the Bear2Bear fund, which has been established by donors to the college and provides special grants for students who have exhausted other sources of funding. You can find more information at <https://www.ursinus.edu/offices/student-financial-services/grants-scholarships-loans/bear2bear-student-emergency-fund/>.

Religious observance. The college adheres to an interfaith accommodation policy, which encourages all members of the College community, including students, to observe holidays and rituals consistent with sincerely held beliefs and faith traditions. If you need to miss class for religious observance, please let me know and I will arrange to help you make up any work missed. Students requesting a religious accommodation during exam period can do so via the Registrar's website.

Names. I would like to address you by your preferred name and your personal gender pronoun. Please let me know your information early in the semester so that I may make appropriate changes to my records; course rosters are provided to me with students' legal name as they were entered into the College's databases. Please be patient with me as I learn everyone's 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).

As a class, we will make an effort to use the correct pronunciation of all names, of all our colleagues, the authors we read, and the places we discuss. This is a matter of respect. Asking for help to learn the correct pronunciation is always encouraged. We will review pronunciation whenever you would like. What is not acceptable is not trying.²

Classroom interactions. I work to make our classroom an environment where everyone feels safe and welcome, even during uncomfortable conversations. I hope you share this goal. Please let me know if/when I fail in creating this environment. The topics we will address can be political, personal, controversial, and provocative. Because the group will represent a diversity of individual beliefs, backgrounds, and experiences, every participant must show respect for all others. I encourage you to take advantage of opportunities to express your own ideas. I also hope you can learn from the information and ideas shared by other students. Respectful participation is crucial to the success of this classroom experience. Please remember that contributions to this class need to be well-founded in course readings and/or publicly available, reputable research.

Academic honesty. TI; dr: do your own work, cite your sources all of the time, and don't cheat. And: **reach out to me when you feel you can't keep up!**

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

²Some language in this paragraph is borrowed from Carolyn Holmes.

previously submitted in another course. If you violate the academic integrity policy, the penalty is failure in the course and you will be reported to the College. **When in doubt, ask me.** Questions *never* reflect badly on you, but violating academic standards can result to dismissal from the College.

Extra credit opportunity! You've read far enough in this syllabus to earn extra credit. To claim your points, please email with a link to your current favorite song (on Youtube or similar) and one sentence why this song is meaningful to you.

Use P0L 252 syllabus song as subject line so I can find your email.

Electronic devices in the classroom. Please use laptops for notetaking only and keep phones away and on silent during class. We will re-evaluate this policy after the first two weeks of class.

Digital Access and Equality Digital devices are essential for success in college, especially during this pandemic. 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 you to contact me if you experience a technology-related problem that interferes with your work in this course. This will help me help you find support.

Please 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 tech support at Tech Support at the IT support desk in the Myrin Library.
- Students may borrow laptops for specific use from Tech Support.³

³Parts of this statement are borrowed from [Jessica Calarco](#).

Authors

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



Ivan Arreguin-Toft



Kanisha Bond



Michael Aklin



Michaela Mattes



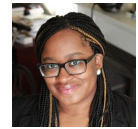
Séverine Autessere



Jacqui True



Sarah Babb



Keisha Blain



Tarak Barkawi



Amanda Giang



Audie Klotz



Helen Milner



Ken Schultz



Robert Vitalis



Charli Carpenter



Sheena Chestnut Greitens



Thomas Bernauer



Joshua Goldstein



Sarah Knight



Karen Mingst



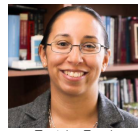
Noelle Selin



Carol Cohn



Kim Yi Dionne



Tanisha Fazal



V. Page Fortna



Kathleen Cunningham



Amanda Giang



Ragnhild Nordås



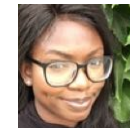
Kelebogile Zvobgo



Gillian Youngs



Kristen Hopewell



Jenna Marshall



Christian Davenport



Jessica Green



David Lake



Johannes Karreth



Leah Stokes



Marysia Zalewski



Alexander Kentikelenis



Mark Laffey



W.E.B. Du Bois



Meredith Loken



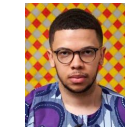
Ashley Leeds



Elinor Ostrom



Jakana Thomas



Sizme Mpfu-Walsh



John Mearsheimer



Rupal Mehta



Heather McKibben



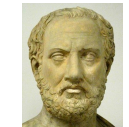
Errol Henderson



Dov Levin



Jon Pevehouse



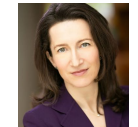
Thucydides



Lisa Martin



Matto Mildenberger



Lise Howard



Cynthia Enloe



Cullen Hendrix



Amanda Murdie



Kathy Powers



J. Ann Tickner



Valerie Hudson



Mark Peceny



Dursun Peksen



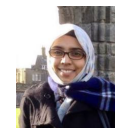
Halford Fairchild



Paul Poast



Samantha Power



Jasmine Gani



Robert Trager



Jeffrey Frieden



William Reed



Katherine Sawyer



Ralph Bunche



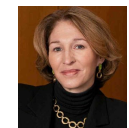
Merze Tate



Robbie Shilliam



J.P. Singh



Anne-Marie Slaughter



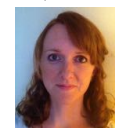
Patricia Sullivan



Sarah Sunn Bush



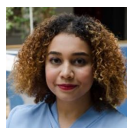
Nina Tannenwald



Jennifer Thomson



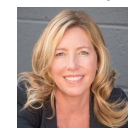
Jaroslav Tir



Fulya Turkmen



Jon Vreede



Barbara Walter



Rachel Whitlark



Amrita Narlikar



Ngaire Woods

Schedule

January							February							March							April							May						
						1				1	2	3	4	5																				
2	3	4	5	6	7	8	6	7	8	9	10	11	12	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
9	10	11	12	13	14	15	13	14	15	16	17	18	19	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
16	17	18	19	20	21	22	20	21	22	23	24	25	26	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
23	24	25	26	27	28	29	27	28						27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				
30	31																																	
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat

Class Day
 Written assignment or exam due
 CoSA

Semester days in gray, spring break in white.

This schedule will be updated prior and during the semester.⁴ Please visit Canvas 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. Self-tests on a given date will cover this reading. You can find required readings on Canvas.
- A** This lists a special class **activity** (presentation, game, or simulation) for today's meeting. Keep your notes on the activity for end-of-module reflections.
- 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. They are useful for background knowledge, especially for presentations and research papers.

⁴Calendar visualization inspired by [Steven V. Miller](#).

Module 1: The World (Dis)Order

Day 1 (Thursday, January 20)

Reflection on the state of democracy in the United States and the world
Why study international politics? What can you get out of this course?

B Read this syllabus and bring your questions about it.

After class, complete syllabus quiz on Canvas.

S Heinrich, Daniel. 2020. "SIPRI: Germany significantly increases military spending." *dw.com*, April 26. URL: <https://p.dw.com/p/3bQzu>.

Day 2 (Tuesday, January 25)

Why use a political science approach to understand world politics?
How do IR scholars make sense of world politics?
Theories and social science.

R WP, introduction (PDF version posted on Canvas).

B Complete self-test on Canvas.

A How to read social science articles (and this textbook).

Module 2: Conflict and Cooperation

Day 3 (Thursday, January 27)

What is the consequence of international anarchy?

Case: Tensions in the South China Sea.

- R** pp. 22, 149-150 in Tate, Merze. 1942. *The Disarmament Illusion: The Movement for a Limitation of Armaments to 1907*. New York: Macmillan.
- R** WP, chapter 2 (focus on *key terms* listed at the end of the chapter).
- B** Complete self-test on Canvas.
- A** Case presentation.
- A** Balance of power game.
- S** Thucydides. 631 BC. The Peloponnesian War, Book 5, Chapter 17: "Melian Dialogue."
- S** Mearsheimer, John. 2001. "Anarchy and the Struggle for Power." In Mearsheimer, John. 2001. *The Tragedy of Great Power Politics*. New York: Norton.
- S** 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.

Day 4 (Tuesday, February 1)

Rethinking realism: is conflict inevitable?

- 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.
- R** Martin, Lisa L. 2004. "Self-Binding." *Harvard Magazine* September-October.
- B** Complete self-test on Canvas.
- A** Prisoner's Dilemma game.
- S** Milner, Helen. 1991. "The Assumption of Anarchy in International Relations Theory: A Critique." *Review of International Studies* 17 (1): 67–85.
- S** Slaughter, Anne-Marie. 2011. "International Relations, Principal Theories." In *Max Planck Encyclopedia of Public International Law*. Oxford University Press.
- S** Bunche, Ralph. 1950. "Human Relations and World Peace." Commencement address at Gustavus Adolphus College.

Day 5 (Thursday, February 3)

Race and racism as organizing principles of international politics and IR scholarship

- R** Zvobgo, Kelebogile and Loken, Meredith. 2020. "Why Race Matters in International Relations." *Foreign Policy*, no. 237: 11–13.
- R** DuBois, W.E.B. 1917. "Of the Culture of White Folk." *The Journal of Race Development* 7 (4): 434–447.
- B** Complete self-test on Canvas.
- A** Citing social science articles.
- S** Henderson, Errol. 2013. "Hidden in plain sight: racism in international relations theory." *Cambridge Review of International Affairs* 26 (1): 71–92.

- S Blain, Keisha N. 2020. "Civil Rights International: The Fight Against Racism Has Always Been Global." *Foreign Affairs* 99 (5): 176–179.
- S Shilliam, Robbie. 2020. "Race and racism in international relations: retrieving a scholarly inheritance." *International Politics Reviews* 8 (2): 152–195.
- 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.
- S Gani, Jasmine K and Marshall, Jenna. 2022. "The impact of colonialism on policy and knowledge production in International Relations." *International Affairs* 98 (1): 5–22.
- S Acharya, Amitav. 2022. "Race and racism in the founding of the modern world order." *International Affairs* 98 (1): 23–43.

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

- S 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 (3): 345–357.
- S Cleeland Knight, Sarah. 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.

R Sunday, February 6: Short assignment 1 due (reading notes).

Day 6 (Tuesday, February 8)

Sex and gender in international politics

- R Tickner, J. Ann and True, Jacqui. 2018. "A Century of International Relations Feminism: From World War I Women's Peace Pragmatism to the Women, Peace and Security Agenda." *International Studies Quarterly* 62 (2): 221–233.
- B Complete self-test on Canvas.
- S pp. 92–101 in Goldstein, Joshua S. and Jon C.W. Pevehouse. 2017. *International Relations*. Boston: Pearson.
- S Cohn, Carol. 2018. "The Perils of Mixing Masculinity and Missiles." *New York Times*, January 5.
- S Zalewski, Marysia. 2015. "Feminist International Relations: making sense..." in Shepherd, Laura J. (ed.). *Gender Matters in Global Politics: A Feminist Introduction to International Relations*. New York: Routledge.
- 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 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.

- S Thomson, Jennifer. 2020. "What's Feminist about Feminist Foreign Policy? Sweden's and Canada's Foreign Policy Agendas." *International Studies Perspectives* 21 (4): 424–437.
- 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.

Module 3: War and Violence

Day 7 (Thursday, February 10)

Why do states go to war?

Case: The Kashmir conflict.

- R** WP, chapter 3 (sections on the purpose of war and incomplete information).
- B** Complete self-test on Canvas.
- A** Case presentation.
- A** Guns/Butter game.
- S** Toft, Monica Duffy. 2014. "Territory and war." *Journal of Peace Research* 51 (2): 185–198.

R Sunday, February 13: Short assignment 2 due (theory remix).

Day 8 (Tuesday, February 15)

Review of the bargaining model of war

- R** WP, chapter 3 (sections on commitment problems and indivisibility).
- B** Complete self-test on Canvas.
- S** Reiter, Dan. 2003. "Exploring the Bargaining Model of War." *Perspectives on Politics* 1 (1): 27–43.
- S** What do we know about war? The case of Ukraine. Twitter thread by Paul Poast: <https://twitter.com/ProfPaulPoast/status/1203881647940292609>.

Day 9 (Thursday, February 17)

Bargaining in practice!

- R** WP, chapter 3 (review).
- A** Bargaining game.

Day 10 (Tuesday, February 22)

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

Case: The Spanish-American War of 1898.

- R** pp. 158-159 in Tate, Merze. 1942. *The Disarmament Illusion: The Movement for a Limitation of Armaments to 1907*. New York: Macmillan.
- R** Peceny, Mark. 1997. "A constructivist interpretation of the liberal peace: The ambiguous case of the Spanish-American war." *Journal of Peace Research* 34 (4): 415–430.
- B** Complete self-test on Canvas.
- A** Case presentation.
- S** WP, chapter 4.
- S** Henderson, Errol A. 2009. "Disturbing the Peace: African Warfare, Political Inversion and the Universality of the Democratic Peace Thesis." *British Journal of Political Science* 39 (1): 25–58.

Day 11 (Thursday, February 24)

Why do civil wars happen?

Case: The civil war in Syria.

- R** WP, chapter 6 (focus on *key terms* listed at the end of the chapter).
- B** Complete self-test on Canvas.
- A** Case presentation.
- S** Thomas, Jakana L., Reed, William, and Wolford, Scott. 2016. "The Rebels' Credibility Dilemma." *International Organization* 70 (3): 477–511.
- S** Walter, Barbara F. 1997. "The Critical Barrier to Civil War Settlement." *International Organization* 51 (3): 335–364.

Day 12 (Tuesday, March 1)

Midterm exam will be open on Canvas during regular class time. You may take the exam anywhere you like, but you will need a computer and internet connection. The exam must be completed during regular class time.

Day 13 (Thursday, March 3)

No class meeting; watch *Black Panther* and draft research paper instead.

- R** Coogler, Ryan. 2018. *Black Panther*. United States: Walt Disney Studios Motion Pictures.
Streaming link: <https://digitalcampus.swankmp.net/ursinus335416/watch/6C46A9B4B0230805>

Spring break (March 7–11)

Module 4: International Organizations and International Law

Day 14 (Tuesday, March 15)

What are international institutions worth?

Case: Evaluating the United Nations.

- R** WP chapter 5 (part 2, on the UN).
- B** No self-test — focus on your research papers!

Day 15 (Thursday, March 17)

Do alliances make the world more stable?

Case: NATO.

- R** WP chapter 5 (part 1, on alliances).
- B** Complete self-test on Canvas.
- A** Case presentation.
- A** Policy advocacy 1: Who benefits from NATO?
- 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.
- S** Henke, Marina E. 2017. "The Politics of Diplomacy: How the United States Builds Multilateral Military Coalitions." *International Studies Quarterly* 61 (2): 410–424.

R Saturday, March 19 (11:59pm): Black Panther research paper due.

Day 16 (Tuesday, March 22)

Does UN peacekeeping work? For whom?

Case: The civil war in Syria (continued).

- R** Autesserre, Séverine. 2017. "International peacebuilding and local success: Assumptions and effectiveness." *International Studies Review* 19 (1): 114–132.
- B** Complete self-test on Canvas.
- A** Policy advocacy 2: What is the best way to stop civil wars?
- S** Walter, Barbara F., Howard, Lise Morje, and Fortna, V. Page. 2020. "The Extraordinary Relationship between Peacekeeping and Peace." *British Journal of Political Science*.
- S** Power, Samantha. 2001. "Bystanders to genocide." *Atlantic Monthly* 288 (2): 84–108.
- S** Sullivan, Patricia L. and Karreth, Johannes. 2015. "The Conditional Impact of Military Intervention on Internal Armed Conflict Outcomes." *Conflict Management and Peace Science* 32 (3): 269–288.
- S** Karreth, Johannes and Tir, Jaroslav. 2013. "International Institutions and Civil War Prevention." *Journal of Politics* 75 (1): 96–109.
- S** Sawyer, Katherine, Cunningham, Kathleen Gallagher, and Reed, William. 2017. "The Role of External Support in Civil War Termination." *Journal of Conflict Resolution* 61 (6): 1174–1202.

Day 17 (Thursday, March 24)

How do laws and norms work in international politics?

Cases: Nuclear weapons, cyber warfare, and women's rights.

- R** WP, chapter 11 (focus on *key terms* listed at the end of the chapter).
- R** Tannenwald, Nina. 1999. "The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use." *International Organization* 53 (3): 433–468
- B** Complete self-test on Canvas.
- A** Case presentation.
- S** Whitlark, Rachel Elizabeth and Mehta, Rupal N. 2019. "Hedging Our Bets: Why Does Nuclear Latency Matter?" *The Washington Quarterly* 42 (1): 41–52.
- S** Mpofu-Walsh, Sizwe. 2022. "Obedient rebellion: conceiving the African nuclear weapon-free zone." *International Affairs* 98 (1): 145–163.
- S** Bush, Sarah Sunn. 2011. "International Politics and the Spread of Quotas for Women in Legislatures." *International Organization* 65 (1): 103–137.
- S** Carpenter, R. Charli. 2005. "'Women, Children and Other Vulnerable Groups': Gender, Strategic Frames and the Protection of Civilians as a Transnational Issue." *International Studies Quarterly* 49 (2): 295–334.
- S** Fazal, Tanisha M. and Greene, Brooke C. 2015. "A Particular Difference: European Identity and Civilian Targeting." *British Journal of Political Science* 45 (4): 829–851.
- S** Valeriano, Brandon and Maness, Ryan C. 2018. "International relations theory and cyber security." *The Oxford Handbook of International Political Theory*.
- S** Akoto, William. Forthcoming. "International trade and cyber conflict: Decomposing the effect of trade on state-sponsored cyber attacks." *Journal of Peace Research*.

Module 5: International Political Economy

Day 18 (Tuesday, March 29)

Why do countries trade? How is international trade organized?

Case: the East African Community / the European Union.

- R** WP, chapter 7 (focus on *key terms* listed at the end of the chapter).
- B** Complete self-test on Canvas.
- A** Case presentations.
- A** Where did your stuff come from?
- S** Hopewell, Kristen. 2019. "US-China conflict in global trade governance: the new politics of agricultural subsidies at the WTO." *Review of International Political Economy* 26 (2): 207–231.

Day 19 (Thursday, March 31)

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

- R** WP, chapter 10 (focus on *key terms* listed at the end of the chapter).
- B** Complete self-test on Canvas.
- A** Policy advocacy 3: What should be done when international trade harms workers?
- 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 20 (Tuesday, April 5)

Is the international economic system fair?

- R** WP, chapter 8 (focus on *key terms* listed at the end of the chapter).
- R** Singh, JP. 2020. "Race, culture, and economics: an example from North-South trade relations." *Review of International Political Economy*.
- B** Complete self-test on Canvas.
- A** Policy advocacy 4: Whose interests should the IMF represent?
- A** Policy advocacy 5: How can international economic flows help the poor? The view from Vietnam.
- S** Babb, Sarah L. and Kentikelenis, Alexander E. 2018. "International financial institutions as agents of neoliberalism." In *The SAGE Handbook of Neoliberalism*, 16–27. Thousand Oaks, CA: SAGE Publications.

Day 21 (Thursday, April 7)

Work day: read through and plan for your quantitative research paper (prompt on Canvas)

No class meeting today.

Module 6: The Politics of Human Rights

Day 22 (Tuesday, April 12)

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

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

Day 23 (Thursday, April 14)

How can international third parties help end repression?

Case: Apartheid in South Africa

- R** Klotz, Audie. 1995. "Norms reconstituting interests: global racial equality and U.S. sanctions against South Africa." *International Organization* 49 (3): 451–478.
- B** Complete self-test on Canvas.
- A** Case presentation.
- A** Model diplomacy simulation: *Uighur Repression in Xinjiang*.
- 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.
- S** Murdie, Amanda and Peksen, Dursun. 2015. "Women's rights INGO shaming and the government respect for women's rights." *Review of International Organizations* 10 (1): 1–22.

Module 7: Global Environmental Politics

Day 24 (Tuesday, April 19)

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

Case: the Montreal Protocol

- R** WP, chapter 13.
- B** Complete self-test on Canvas.
- A** Case presentation.
- 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.

No class, but we will all attend CoSA on Thursday, April 21

R Saturday, April 23: Quantitative research paper due.

Day 25 (Tuesday, April 26)

Do environmental problems have political solutions?

- R** Ostrom, Elinor et al. 1999. "Revisiting the Commons: Local Lessons, Global Challenges." *Science* 284 (5412): 278–282.
- S** Aklin, Michaël and Mildenberger, Matto. 2020. "Prisoners of the Wrong Dilemma: Why Distributive Conflict, Not Collective Action, Characterizes the Politics of Climate Change." *Global Environmental Politics* 20 (4): 4–27.
- S** Wilkens, Jan and Datchoua-Tirvaudey, Alvine R. C. 2022. "Researching climate justice: a decolonial approach to global climate governance." *International Affairs* 98 (1): 125–143.
- B** Complete self-test on Canvas.
- A** Policy advocacy 6: Who should pay the cost for addressing climate change?
- S** Flynn, Cassie, et al. 2021. *Peoples' Climate Vote*. UN Development Program and University of Oxford. URL: <https://www.undp.org/content/dam/undp/library/km-qap/UNDP-Oxford-Peoples-Climate-Vote-Results.pdf>
- 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-political-science-ten-key-political-questions-about-climate-change.html>.
- S** Niranjana, Ajit. 2019. "African megacities adapt to a climate crisis." *Deutsche Welle*. URL: <https://visualstories.dw.com/african-megacities-environment-adaptation/>.

Day 26 (Thursday, April 28)

Climate negotiations!

- R** Briefing documents for your role in the Global Climate simulation
- B** Complete self-test on Canvas.
- A** Global Climate simulation

Day 27 (Tuesday, May 3)

Climate negotiations!

- A Global Climate simulation

Day 28 (Wednesday, May 4)

Challenges to the global order: power competition, pandemics, and populism

- R WP, chapter 14
- A Concluding discussion
- A Final exam review
- S Johnson, Tana. 2020. "Ordinary Patterns in an Extraordinary Crisis: How International Relations Makes Sense of the COVID-19 Pandemic." *International Organization*: 1–21.
- S Dionne, Kim Yi and Turkmen, Fulya Felicity. 2020. "The Politics of Pandemic Othering: Putting COVID-19 in Global and Historical Context." *International Organization*: 1–18.
- S Chestnut Greitens, Sheena. 2020. "Surveillance, Security, and Liberal Democracy in the Post-COVID World." *International Organization*: 1–22.

Final exam

Time & day TBD: the final exam can be completed at home, but must be submitted electronically at the time assigned by the registrar.

Schedule for presentations

Please use the sign-up sheet on Canvas to apply for a presentation. I will make the final decision on who presents on what topic.

Type	Topic	Day	Date	Presenter
Case	Tensions in the South China Sea	3	January 27	Johannes Karreth
Case	The Kashmir conflict	7	February 10	
Case	The Spanish-American War of 1898	10	February 22	
Case	The civil war in Syria	11	February 24	
Case	Evaluating the United Nations	14	March 15	
Case	NATO	15	March 17	
Policy advocacy	NATO	15	March 17	
Policy advocacy	NATO	15	March 17	
Policy advocacy	What is the best way to stop civil wars?	16	March 22	
Policy advocacy	What is the best way to stop civil wars?	16	March 22	
Case	Nuclear weapons	17	March 24	
Case	East African Community	18	March 29	
Case	European Union	18	March 29	
Policy advocacy	What should be done when international trade harms workers?	19	March 31	
Policy advocacy	What should be done when international trade harms workers?	19	March 31	
Policy advocacy	Whose interests should the IMF represent?	20	April 5	
Policy advocacy	Whose interests should the IMF represent?	20	April 5	
Policy advocacy	How can international economic flows help the poor?	21	April 7	
Policy advocacy	How can international economic flows help the poor?	21	April 7	
Case	Apartheid in South Africa	23	April 14	
Case	The Montreal Protocol	24	April 19	
Policy advocacy	Who should pay the cost for addressing climate change?	25	April 26	
Policy advocacy	Who should pay the cost for addressing climate change?	25	April 26	