



Ursinus College

# POL 252-A: INTERNATIONAL POLITICS

Spring 2025 / TTh 10:00-11:15am / Bomberger 202

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

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Course website: Canvas

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 “live together”? This includes over 8 billion people, 193 UN member states, other countries and territories (such as Taiwan or territories like Bermuda, Greenland, 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 more critically about the arguments and opinions you read and hear about international politics. Some of these will challenge assumptions and viewpoints that you have. The goal of the course is not to convert you to a particular political perspective, but rather to stimulate you to clarify and understand your own values and their global implications. 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 less so. 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.

## Student hours

Student hours are your time! I aim to meet with each of you during the semester to discuss your interests, course thoughts, and coursework. I have reserved over six hours each week just for this purpose. To meet with me, go to <https://www.jkarreth.net/contact.html> and make an appointment. Upon confirmation, you'll receive information on where we are meeting (my office, another location on campus, or online).

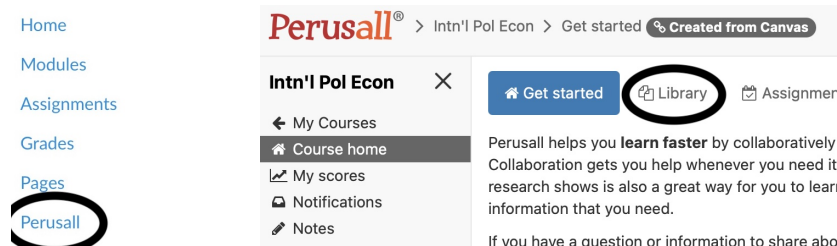
## Course materials

We use one textbook in this course. Readings from this book are labeled "WP" in this syllabus. The book is available at the Ursinus bookstore:

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

The Ursinus bookstore carries the 5<sup>th</sup> edition of this book. Students can also use the 4<sup>th</sup>, 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 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.



**Financial hardships.** The college knows that 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/>.

## 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 learn and grow, 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. **Expert memo** (10%)
6. **Two short assignments: IR theory remix & reading notes** (15%)
7. **Research papers** (25%)
8. **Midterm and final exam** (30%)

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.

### 1. Attendance & preparation (required to pass this course)

Ursinus College is committed to providing an educational experience that relies upon student engagement and in-person instruction. 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 isolating while ill, please email me to make alternative arrangements.

Excessive non-health related absences result in lower grades, up to the grade of F. Myself and the Institute for Student Success (ISS) are 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 find yourself in that situation, let's talk right away!

#### 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<sup>a</sup> 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.<sup>b</sup> 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.

<sup>a</sup>The 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.

<sup>b</sup>See here for instructions: <https://community.canvaslms.com/t5/Canvas-Basics-Guide/How-do-I-subscribe-to-the-Calendar-feed-using-Outlook-com/ta-p/617601>.

**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.

## 2. 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).

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

Before each course day, short self-tests on Canvas help you review that day's assigned materials. 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 due date (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.

## 4. 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 reflections with a passing grade, you can skip the last two.

## 5. Expert memos (10% of your course grade)

Throughout the semester, you will research a specific topic and submit a short expert memo on it. During class, you will serve as the resident expert and co-teacher with me on this topic, share some talking points with the class, and respond to questions. You can focus on either (a) a background case for a course module or (b) advocate for a policy on a specific issue. You will sign up for date and topic at the beginning of the semester and submit a memo one week in advance of the class meeting. Your assignment grade is based on the quality of your memo (5% of your course grade) and the structure and quality of your contributions during the class meeting (5% of your course grade). Plan 5-6 hours to prepare your memo. More information about the format of this assignment can be found on Canvas.

## 6. 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.

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

**Black Panther viewing & research paper** 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 (as you've learned in our course) explains (or does not explain) a particular question in the film. It must be 1500 words long and cite references (not included in the word count). Plan about 10 hours to complete this paper.

**Quantitative research paper** You will write a short research paper on a specific question in international relations, using quantitative tools such as Excel or R. 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). Plan about 10 hours to complete this paper.

**Insurance policies:** The paper earning a higher grade will count 1.5 times as much as the paper earning a lower grade. Plus, working with a writing fellow and reflecting on the assistance you received earns you a grade boost for one paper.

## 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 2 hours to complete.

## Grading

### Assignments

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

Possible Points	Outstanding (A)	Solid (B)	Acceptable (C)	Minimal Passing (D)	Insufficient (F)
100	92–100	82–88	72–78	62–68	0–58
50	46–50	41–44	36–39	31–34	0–29
20	18–20	16–17	14–15	13–14	0–11
5	5	4	3.5	3	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	$5 \times 20 = 100$
Expert memo	$100 = 100$
Short assignments (1 & 2)	$100 + 50 = 150$
Research papers ( <i>Black Panther</i> & Quantitative)	$1.5 \times 100 + 100 = 250$
Midterm exam	$1.5 \times 100 = 150$
Final exam	$1.5 \times 100 = 150$
Total	1000

Letter Grade	Range
A	930–1000
A–	900–929
B+	870–899
B	830–869
B–	800–829
C+	770–799
C	730–769
C–	700–729
D+	670–699
D	630–669
D–	600–629
F	0–599

**Late assignments.** 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.**

## Classroom community

**Respectful participation.** We will discuss complex and sometimes controversial topics. Always engage respectfully, using evidence from readings and reputable sources. Diverse opinions are welcome, but kindness and professionalism are non-negotiable.

**Names and pronouns.** I aim to address everyone by their preferred name and pronouns. If I make a mistake, please correct me — it's important to me to get it right. Together, we will strive to correctly pronounce the names of our colleagues, authors, and places we discuss, as a sign of respect. Feel free to ask for help with pronunciation at any time, and we will review it whenever needed. What is not acceptable is not making an effort.

**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,<sup>1</sup> and committed to an inclusive campus environment. 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 target of a discriminatory act, you can report this to the College. For more information and ways to report, please see <https://www.ursinus.edu/life-at-ursinus/handbook/policy-on-discriminatory-acts/>.

**Electronic devices in the classroom.** Laptops are for notetaking only; phones should remain silent and out of sight. We'll revisit this policy after the first two weeks of class to see what works best for everyone.

## Tools for success

**Disability accommodations.** If you experience barriers to learning, it is important for me to provide an inclusive environment. The Office of Disability and Access works with students who need accommodations to enhance accessibility. Contact Karalyn McGrorty Derstine at [disabilityandaccess@ursinus.edu](mailto:disabilityandaccess@ursinus.edu) or schedule a meeting at <https://kderstine.youcanbook.me/>. For more details, go to <https://www.ursinus.edu/offices/disability-and-access/>.

**Tutoring.** You are invited to work with a tutor or writing fellow to strengthen your assignments. For tutoring, fill out the tutoring request form: <https://www.ursinus.edu/offices/institute-for-student-success/tutoring-services/>. For writing help, book an appointment at <http://ursinus.mywconline.net/>.

**Technology help.** Having trouble with Canvas, email, software, or devices? Visit the Learning Curve in Myrin Library or borrow a laptop from Tech Support if needed. Don't let tech issues get in the way of your success!

**Your mental health.** The Wellness Center provides resources and counseling that are confidential and free to all students. Please consult the Wellness Center website for more information: <https://www.ursinus.edu/offices/wellness-center/>. A 24/7 on-call clinician is also a part of the campus Crisis Response Team.

<sup>1</sup>DART and SMART.



**Emergencies related to money.** The Bear2Bear fund provides grants for students facing financial hardships. Learn more at <https://www.ursinus.edu/offices/student-financial-services/grants-scholarships-loans/bear2bear-student-emergency-fund/>.

**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!** Most assignments in this course are designed to help you improve your thinking and document your progress. Guidelines for using (or not using) generative AI are provided for each assignment. Unless otherwise noted, a passing grade requires original work created by you. Familiarize yourself with the college-wide policy in full at <https://www.ursinus.edu/life-at-ursinus/handbook/academic-policies-including-academic-honesty/>.

*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.

**Digital Access and Equity.** Ursinus College offers many technology resources to students for free, including:

- Free on-campus wireless internet (Wifi) access through the "Ursinus Secure" and "Ursinus Student" 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.) at the Learning Curve in the Myrin Library.
- Students may borrow laptops for specific use from Tech Support.<sup>2</sup>

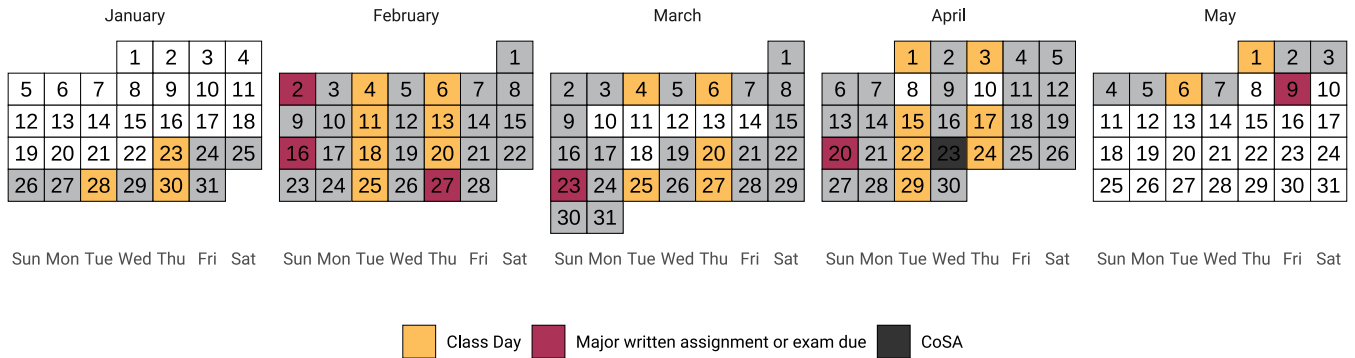
<sup>2</sup>Parts of this statement are borrowed from [Jessica Calarco](#).

## 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.



## Schedule



Semester days in gray, spring break or independent work days in white.

This schedule will be updated prior and during the semester.<sup>3</sup> 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.

<sup>3</sup>Calendar visualization inspired by [Steven V. Miller](#).

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**Module 1: The World on Edge**

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**Day 1 (Thursday, January 23)**

What the #@\*% is happening in 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 reflection and syllabus quiz on Canvas.

**S** “The events that shaped the UN and our world in 2024.” *United Nations Foundation*. URL: <https://unfoundation.org/blog/post/year-in-review-the-events-that-shaped-the-un-and-our-world-in-2024/>.

**Day 2 (Tuesday, January 28)**

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).

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## Module 2: Conflict and Cooperation

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### Day 3 (Thursday, January 30)

What is the consequence of international anarchy?

Case: Tensions in the South China Sea.

- R** WP, chapter 2 (focus on the South China Sea dispute and key terms listed at the end of the chapter).
- 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 self-test on Canvas.
- 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 4)

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. "The Assumption of Anarchy in International Relations Theory: A Critique." *Review of International Studies* 17, no. 1 (1991): 67–85.
- S** Slaughter, Anne-Marie. "International Relations, Principal Theories." In *Max Planck Encyclopedia of Public International Law*. Oxford University Press, 2011.
- S** Bunche, Ralph. 1950. "Human Relations and World Peace." Commencement address at Gustavus Adolphus College.

### Class cancelled (Thursday, February 6)

**R** Sunday, February 9: Short assignment 1 due (reading notes).

### Day 5 (Tuesday, February 11)

Race and racism as organizing principles of international politics and IR scholarship — and what that means for international politics today

- R** Chapters 5 and 6 in Shilliam, Robbie. *Decolonizing Politics*. Cambridge, UK: Polity Press, 2021.
- R** Du Bois, W.E.B. "Of the Culture of White Folk." *The Journal of Race Development* 7, no. 4 (1917): 434–447.
- B** Complete self-test on Canvas.
- A** Citing social science articles.



- S Zvobgo, Kelebogile and Loken, Meredith. "Why Race Matters in International Relations." *Foreign Policy*, no. 237 (2020): 11–13.
- S Henderson, Errol. "Hidden in plain sight: racism in international relations theory." *Cambridge Review of International Affairs* 26, no. 1 (2013): 71–92.
- S Blain, Keisha N. "Civil Rights International: The Fight Against Racism Has Always Been Global." *Foreign Affairs* 99, no. 5 (2020): 176–179.
- S Shilliam, Robbie. "Race and racism in international relations: retrieving a scholarly inheritance." *International Politics Reviews* 8, no. 2 (2020): 152–195.
- S Du Bois, W. E. B. "Worlds of Color." *Foreign Affairs* 3, no. 3 (1925): 423–444.
- S Fairchild, Halford H. "Frantz Fanon's the Wretched of the Earth in Contemporary Perspective." *Journal of Black Studies* 25, no. 2 (1994): 191–199.
- S Vitalis, Robert. "The Graceful and Generous Liberal Gesture: Making Racism Invisible in American International Relations." *Millennium* 29, no. 2 (2000): 331–356.
- S Barkawi, Tarak and Laffey, Mark. "The postcolonial moment in security studies." *Review of International Studies* 32, no. 2 (2006): 329–352.
- S Gani, Jasmine K. and Marshall, Jenna. "The impact of colonialism on policy and knowledge production in International Relations." *International Affairs* 98, no. 1 (2022): 5–22.
- S Acharya, Amitav. "Race and racism in the founding of the modern world order." *International Affairs* 98, no. 1 (2022): 23–43.

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

- S Levin, Dov H. and Trager, Robert F. "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 (2019): 345–357.
- S Cleeland Knight, Sarah. "Even Today, a Western and Gendered Social Science: Persistent Geographic and Gender Biases in Undergraduate IR Teaching." *International Studies Perspectives* 20, no. 3 (2019): 203–225.
- S Hendrix, Cullen S. and Vreede, Jon. "US Dominance in International Relations and Security Scholarship in Leading Journals." *Journal of Global Security Studies* 4, no. 3 (2019): 310–320.

## Day 6 (Thursday, February 13)

Sex and gender in international politics

- R Case: Ruiz-Navarro, Catalina. 2019. "A feminist peace in Colombia?" Heinrich-Böll Foundation. URL: <https://www.boell.de/en/2019/02/14/feminist-peace>.
- R Brechenmacher, Saskia. 2023. "Germany Has a New Feminist Foreign Policy. What Does It Mean in Practice?" Carnegie Endowment for International Peace. URL: <https://carnegieendowment.org/research/2023/03/germany-has-a-new-feminist-foreign-policy-what-does-it-mean-in-practice>
- R Tickner, J. Ann and True, Jacqui. "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, no. 2 (2018): 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. "Hans Morgenthau's Principles of Political Realism: A Feminist Reformulation." *Millennium* 17, no. 3 (1988): 429–440.
- S Hudson, Valerie M. et al. "The heart of the matter: The security of women and the security of states." *International Security* 33, no. 3 (2009): 7–45.
- S Thomson, Jennifer. "What's Feminist about Feminist Foreign Policy? Sweden's and Canada's Foreign Policy Agendas." *International Studies Perspectives* 21, no. 4 (2020): 424–437.
- S Youngs, Gillian. "Feminist International Relations: A Contradiction in Terms? Or: Why Women and Gender Are Essential to Understanding the World 'We' Live in." *International Affairs* 80, no. 1 (2004): 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. "Women's Participation in Violent Political Organizations." *American Political Science Review* 109, no. 3 (2015): 488–506.

<b>R</b> Sunday, February 16: Short assignment 2 due (theory remix).
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### Module 3: War and Violence

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#### Day 7 (Tuesday, February 18)

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. "Territory and war." *Journal of Peace Research* 51, no. 2 (2014): 185–198.

#### Day 9 (Thursday, February 20)

Review of the bargaining model of war

- R** WP, chapter 3 (sections on commitment problems and indivisibility).
- B** Complete self-test on Canvas.
- S** İdrisoğlu, Işıl and Spaniel, William. "Information problems and Russia's invasion of Ukraine." *Conflict Management and Peace Science* 41, no. 5 (2024): 514–533.
- S** Reiter, Dan. "Exploring the Bargaining Model of War." *Perspectives on Politics* 1, no. 1 (2003): 27–43.
- S** Hedgecock, Kathryn and Robert Person. 2022. "Bargaining with Blood: Russia's War in Ukraine." *CSDS Policy Brief* 6/2022. URL: [https://brussels-school.be/sites/default/files/CSDS%20Policy%20brief\\_2206.pdf](https://brussels-school.be/sites/default/files/CSDS%20Policy%20brief_2206.pdf).

Bargaining in practice!

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

#### Day 10 (Tuesday, February 25)

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

Case: The Russian invasion of Ukraine

- R** İdrisoğlu, Işıl and Spaniel, William. "Information problems and Russia's invasion of Ukraine." *Conflict Management and Peace Science* 41, no. 5 (2024): 514–533.
- 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 self-test on Canvas.
- A** Case presentation.
- S** WP, chapter 4.
- S** Henderson, Errol A. "Disturbing the Peace: African Warfare, Political Inversion and the Universality of the Democratic Peace Thesis." *British Journal of Political Science* 39, no. 1 (2009): 25–58.



### Day 11 (Thursday, February 27)

**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 12 (Tuesday, March 4)

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. "Do Alliances Deter Aggression? The Influence of Military Alliances on the Initiation of Militarized Interstate Disputes." *American Journal of Political Science* 47, no. 3 (2003): 427–439.
- S** Leeds, Brett Ashley, Mattes, Michaela, and Vogel, Jeremy S. "Interests, Institutions, and the Reliability of International Commitments." *American Journal of Political Science* 53, no. 2 (2009): 461–476.
- S** Henke, Marina E. "The Politics of Diplomacy: How the United States Builds Multilateral Military Coalitions." *International Studies Quarterly* 61, no. 2 (2017): 410–424.

### Day 13 (Thursday, March 6)

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. "The Rebels' Credibility Dilemma." *International Organization* 70, no. 3 (2016): 477–511.
- S** Walter, Barbara F. "The Critical Barrier to Civil War Settlement." *International Organization* 51, no. 3 (1997): 335–364.

### Spring break (March 10–14)

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## Module 4: International Organizations and International Law

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### Day 14 (Tuesday, March 18)

Work day: Write your Black Panther research paper

No class meeting today.

### Day 15 (Thursday, March 20)

What are international institutions worth?

Case: Evaluating the United Nations.

**R** WP chapter 5 (part 2, on the UN).

**B** Complete self-test on Canvas.

**R** Sunday, March 23 (11:59pm): Black Panther research paper due.

### Day 16 (Tuesday, March 25)

Does UN peacekeeping work? For whom?

Case: The civil war in Syria (continued).

**R** Autesserre, Séverine. "International peacebuilding and local success: Assumptions and effectiveness." *International Studies Review* 19, no. 1 (2017): 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. "The Extraordinary Relationship between Peacekeeping and Peace." *British Journal of Political Science* (2020).

**S** Power, Samantha. "Bystanders to genocide." *Atlantic Monthly* 288, no. 2 (2001): 84–108.

**S** Sullivan, Patricia L. and Karreth, Johannes. "The Conditional Impact of Military Intervention on Internal Armed Conflict Outcomes." *Conflict Management and Peace Science* 32, no. 3 (2015): 269–288.

**S** Karreth, Johannes and Tir, Jaroslav. "International Institutions and Civil War Prevention." *Journal of Politics* 75, no. 1 (2013): 96–109.

**S** Sawyer, Katherine, Cunningham, Kathleen Gallagher, and Reed, William. "The Role of External Support in Civil War Termination." *Journal of Conflict Resolution* 61, no. 6 (2017): 1174–1202.

### Day 17 (Thursday, March 27)

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. "The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use." *International Organization* 53, no. 3 (1999): 433–468

**B** Complete self-test on Canvas.

**A** Case presentation.

- S Whitlark, Rachel Elizabeth and Mehta, Rupal N. "Hedging Our Bets: Why Does Nuclear Latency Matter?" *The Washington Quarterly* 42, no. 1 (2019): 41–52.
- S Mpofu-Walsh, Sizwe. "Obedient rebellion: conceiving the African nuclear weapon-free zone." *International Affairs* 98, no. 1 (2022): 145–163.
- S Bush, Sarah Sunn. "International Politics and the Spread of Quotas for Women in Legislatures." *International Organization* 65, no. 1 (2011): 103–137.
- S Carpenter, R. Charli. "'Women, Children and Other Vulnerable Groups': Gender, Strategic Frames and the Protection of Civilians as a Transnational Issue." *International Studies Quarterly* 49, no. 2 (2005): 295–334.
- S Fazal, Tanisha M. and Greene, Brooke C. "A Particular Difference: European Identity and Civilian Targeting." *British Journal of Political Science* 45, no. 4 (2015): 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. "International trade and cyber conflict: Decomposing the effect of trade on state-sponsored cyber attacks." *Journal of Peace Research* 58, no. 5 (2021): 1083–1097.

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### Module 5: International Political Economy

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#### Day 18 (Tuesday, April 1)

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. "US-China conflict in global trade governance: the new politics of agricultural subsidies at the WTO." *Review of International Political Economy* 26, no. 2 (2019): 207–231.

#### Day 19 (Thursday, April 3)

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. "Governance and the Limits of Accountability: The WTO, the IMF, and the World Bank." *International Social Science Journal* 53, no. 170 (2001): 569–583.

#### Day 20 (Tuesday, April 8)

Is the international economic system fair?

**We will meet via Zoom today.**

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

#### Day 21 (Thursday, April 10)

Work day: Plan for your quantitative research paper (prompt on Canvas)

**No class meeting today.**

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### Module 6: The Politics of Human Rights

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#### Day 22 (Tuesday, April 15)

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 17)

How can international third parties help end repression?

Case: Apartheid in South Africa

- R** Klotz, Audie. "Norms reconstituting interests: global racial equality and U.S. sanctions against South Africa." *International Organization* 49, no. 3 (1995): 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. "Fight the Youth: Youth Bulges and State Repression." *American Journal of Political Science* 57, no. 4 (2013): 926–940.
- S** Powers, Kathy L. and Proctor, Kim. "Victim's Justice in the Aftermath of Political Violence: Why Do Countries Award Reparations?" *Foreign Policy Analysis* 13, no. 4 (2016): 787–810.
- S** Murdie, Amanda and Peksen, Dursun. "Women's rights INGO shaming and the government respect for women's rights." *Review of International Organizations* 10, no. 1 (2015): 1–22.

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## Module 7: Global Environmental Politics

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### Day 24 (Tuesday, April 22)

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

Cases: the Montreal Protocol and the Paris Climate Agreement

- R** WP, chapter 13.
- B** Complete self-test on Canvas.
- A** Case presentations.
- S** Bernauer, Thomas. "Climate Change Politics." *Annual Review of Political Science* 16, no. 1 (2013): 421–448.
- S** Stokes, Leah C., Giang, Amanda, and Selin, Noelle E. "Splitting the South: China and India's Divergence in International Environmental Negotiations." *Global Environmental Politics* 16, no. 4 (2016): 12–31.

### Day 25 (Thursday, April 24)

Do environmental problems have political solutions?

- R** Ostrom, Elinor et al. "Revisiting the Commons: Local Lessons, Global Challenges." *Science* 284, no. 5412 (1999): 278–282.
- S** Aklin, Michaël and Mildenerberger, Matto. "Prisoners of the Wrong Dilemma: Why Distributive Conflict, Not Collective Action, Characterizes the Politics of Climate Change." *Global Environmental Politics* 20, no. 4 (2020): 4–27.
- S** Wilkens, Jan and Datchoua-Tirvaudey, Alvine R. C. "Researching climate justice: a decolonial approach to global climate governance." *International Affairs* 98, no. 1 (2022): 125–143.
- B** Complete self-test on Canvas.
- A** Policy advocacy 5: 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/>.

**R** Sunday, April 23: Quantitative research paper due.

### Day 26 (Tuesday, April 29)

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 (Thursday, May 1)**

Climate negotiations!

**A** Global Climate simulation

**Day 28 (Tuesday, May 6)**

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

**R** WP, chapter 14

**A** Concluding discussion

**A** Final exam review

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***Final exam***

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**Time & day TBD: the final exam can be completed at home, but must be submitted electronically at the time assigned by the Registrar's Office.**