



POL 252-B: International Politics

Fall 2019 / MWF 11:00am–11:50am / Bomberger 202

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

This course carries the GN (examining global interconnections) and SS (social science) core designations.

Please find the most recent version of this syllabus at
www.jkarreth.net/pol252.html.

Course description

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

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

Specific learning outcomes

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

- Demonstrate an understanding of the defining concepts, theories and methods used in the study of international relations;

- Demonstrate critical familiarity with key concepts in the different areas of international relations (conflict & security, international organizations, international political economy, international law, human rights, and environmental politics);
- understand the strategic and interactive nature of international relations;
- develop a method for efficiently keeping track of international events;
- identify and present empirical data on key developments in international relations.
- evaluate the material trade-offs and ethical dimensions associated with different international policy choices; and
- present a cogent and effective oral and written argument in favor of a particular policy choice or point of view.

As a 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. As such, upon completion of this class, students should be able to:

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

As a course practicing **social scientific inquiry**, this course addresses the question *How can we understand the world?* using mostly empirical approaches to international politics, with some discussion of normative questions as well. The course is designed to get students to practice the types of questions and approaches that scholars of international politics use to understand the world. The course will highlight the underlying assumptions, advantages, and limitations of empirically-based inquiry and contrast it to normative approaches to international politics.

Course materials

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

- Frieden, Jeffrey A., David A. Lake, and Kenneth A. Schultz. 2018. *World Politics: Interests, Interactions, Institutions. Fourth edition.* New York: W.W. Norton.

You may purchase the e-book, loose-leaf, or paperback version. The syllabus refers to page numbers from the fourth edition of this book using the label WP. All other readings on the syllabus are provided on Canvas and in a course reader that students can order in the first week of class. If you use an e-book or PDF files of readings, please bring notes to class. Laptops & tablets cannot be used during class time.

Requirements and assignments

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

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

Attendance & preparation (required to pass this course)

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

What you should know about the workload for this class

This is a highly interactive and fast-paced course. **You need to schedule at least 9 hours per week outside the classroom on this class for readings, assignments, and class preparation.** This course also requires you to complete varying tasks each week. You will need to plan ahead and make time for your classwork in your regular schedule. **Check Canvas every weekday for deadlines and assignments.** The 9 hours per week spent on this course outside the classroom are also required to complete the work needed for a four-credit course at Ursinus College.

Safety valve: you can miss two class meetings **for any reason (no questions asked)** without an explanation, and it will not affect your grade. Save these for illness, emergencies, and planned absences. 3–4 absences reduce your overall course grade by up to a letter grade. Five or more absences result in a failing grade for the course. For the purpose of your grade, there is no difference between “excused” and “unexcused” absences. **In the event that you experience a significant health problem or other issue** that may prevent you from performing adequately in your academic work and/or attending class for a number of days, **you must notify the Ursinus Institute for Student Success.** The Ursinus Institute can be reached at ursinusinstitute@ursinus.edu or 610-409-3400.

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

You as a student are the most important part of this seminar; your active participation in a civil manner is necessary to succeed in this course. Participation (out of 100 points) is graded based on:

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

A rubric is posted on Canvas. I will post a preliminary participation grade in late February and update it again in late March. You may also inquire about your participation grade at any time.

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

2. Pre-class quizzes (5% of your course grade)

Twice every week, short pre-class quizzes on Canvas test your comprehension of the material you had to prepare for class on that day. These quizzes are usually administered online on Canvas **before class** and consist of multiple choice and short answer questions on the assigned required reading and on current events. Details and quiz dates can be found on Canvas. **Quizzes not taken by the deadline (usually 8am before class) will earn 0 points.**

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

3. Map quiz (5% of your course grade)

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

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

Throughout the semester, we hold policy presentations to investigate in more depth some key issues in international politics from a global perspective. Your task is to advocate for a particular policy from the point of view of a given country's government, citizens, or another relevant group. You will sign up for a topic by February 8 and submit a memo one week in advance of the presentation. Your assignment grade is based on the quality of your memo and your arguments and your performance during the presentation. More information about the format of this assignment can be found on Canvas. You **must meet with our writing fellow as a group** at least four days before your presentation date.

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

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

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

6. Analytical papers (25% of your course grade)

You will write two analytical papers on a specific question in international relations. The paper needs to establish a clear argument and back it up with evidence. The first paper will work predominantly with qualitative evidence; the second paper will use quantitative data. Each paper must be 2000 words long and cite references. Further guidelines can be found on Canvas. Plan about 15 hours to complete each paper.

Safety valve: You will submit a first draft of either paper 1 or 2 to the writing fellow (see below) and receive a grade for your revised version only.

7. Exams (25% of your course grade)

The midterm exam (10% of your course grade) will test your knowledge of the course material and on current events up to that point. This exam will use mostly multiple choice and short answer questions; no outside resources are allowed. The final exam (15% of your course grade) will test your knowledge of the content we explored throughout the semester. This exam is cumulative, but it is an **open-note exam**: you are encouraged to bring your own notes (but not books, articles, or other materials). It will consist of multiple choice and essay questions. You cannot take this exam early. **If you know you cannot be here during exam week, do not take this class.**

Working with our Writing Fellow Cori Cichowicz

We are fortunate to partner with Cori Cichowicz, a writing fellow at the Center for Writing and Speaking. Cori is an experienced student in the Department of Politics and International Relations and currently completing an Honors project. She will be working with each student on writing assignments. Writing fellows like Cori have proven to significantly improve the quality of students' work and writing skills. Each student is required to meet with Cori twice: once to go over a first draft for a writing assignment, and once to prepare for the policy advocacy presentation. Missing the writing fellow meeting results in a failing grade for the assignment.

Students are also encouraged to work with the Center for Writing and Speaking on other assignments. The Center is staffed by trained peer tutors (like John) who can help you at any stage of the writing process. You can go to them to ask about your ideas early in the process, while you are still brainstorming; you can go when you have a rough draft; or you can go when you are almost finished revising. It is a very good idea to have a smart and sympathetic reader look over your work before handing it in! Make an appointment at <https://ursinus.mywconline.net>. You can also email them with any questions at cws@ursinus.edu.

Grading

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

In-class participation	10%	A	100 - 93.0	C+	79.999 - 77.0
Pre-class quizzes	5%	A-	92.999 - 90.0	C	76.999 - 73.0
Map quiz	5%	B+	89.999 - 87.0	C-	72.999 - 70.0
Policy advocacy	10%	B	86.999 - 83.0	D+	69.999 - 67.0
Short assignments	20%	B-	82.999 - 80.0	D	66.999 - 63.0
Analytical papers	25%			D-	62.999 - 60.0
Midterm exam	10%			F	59.999 - 0
Final exam	15%				
<hr/> Total	<hr/> 100%				

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

Course policies

Disability accommodations. Ursinus College is committed to ensuring equal access and providing reasonable accommodations for students with disabilities. Students requesting academic accommodations must meet with the Director of Disability Services at the Institute for Student Success in Lower Wismar. At the beginning of each semester, qualifying students must meet with the Director of Disability Services to reinstate accommodations and pick up their accommodations letters. Students are responsible for presenting their letters to their professors. For more information, see [Ursinus College Disability Services](#) or contact Shammah Bermudez, Director of Disability Services, at 484-762-4329 or by email at sbermudez@ursinus.edu.

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

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

Academic honesty. All students at Ursinus College are responsible for knowing and adhering to the academic integrity policy of our institution. Please familiarize yourself with this policy at (<https://www.ursinus.edu/student-life/handbook/academic-policies/academic-honesty/>). Violations of this policy may include: cheating, plagiarism, aid

of academic dishonesty, fabrication, lying, bribery, and threatening behavior. **The policy also prohibits submitting material that you previously submitted in another course.** If you are involved in plagiarism, the penalty will be failure in the course and you will be reported to the College. In this one regard there are no second chances. If you are not sure if something violates standards—ask. If you are not sure whether to cite or not to cite—cite. **Every student must complete the following tutorial in the first week of class:** (<https://www.indiana.edu/~academy/firstPrinciples/index.html>).

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

1. you may choose to not participate without penalty for two days without losing any points,
2. you can miss two class meetings for any reason (no questions asked) without an effect on your grade,
3. your four lowest quizzes are automatically dropped from your grade, and
4. you may submit optional short assignments 4 and 5 to improve your grade.

No electronic devices in the classroom. Laptops and tablets cannot be used during class meetings. Studies have shown that "laptop use is negatively associated with student learning and it poses a distraction to fellow students."^{1,2,3} Please bring reading notes and books to class. Cell phones must be stored away and silenced during class.

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

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

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

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

²Carter, Susan P., Kyle Greenberg, and Michael Walker. 2016. "The Impact of Computer Usage on Academic Performance: Evidence from a Randomized Trial at the United States Military Academy." *SEI Discussion Paper #2016.02*. (<https://goo.gl/75xH1m>)

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

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

Schedule

This schedule will be updated prior and during the semester. Please visit <http://www.jkarreth.net/pol252.html> for the most recent information on deadlines and readings. Each day typically has three or four elements:

- B** This lists an activity or task to complete **before** today's class.
- R** This lists the **required** reading to complete before today's class. Quizzes on a given date will cover this reading.
- S** This lists a **suggested** additional (but not required) reading for today's topic.
- A** This lists a special class **activity** for today's meeting. Keep your debriefing notes for the final exam.
- P** This lists an opportunity to earn additional **participation** credit. Details announced in class.

Assignments and events are listed in boxes.

Introduction

Day 1 (Wednesday, January 23)

How *do* we live together? How is the world changing?

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

Day 2 (Friday, January 25)

What shaped today's world?

- R** WP 2-40.
 - B** Complete quiz on Canvas.
- After class**, map quiz round 1 due at 11:59pm.

Day 3 (Monday, January 28)

How does international politics work? The role of interests, institutions, and interactions.

- R** WP 42-80.
 - B** Complete quiz on Canvas.
- After class**, map quiz round 2 due at 11:59pm.

Thinking Systematically about International Politics

Day 4 (Wednesday, January 30)

Realism: What is the consequence of international anarchy?

R pp. 68–80 in Mingst, Karen A., Heather Elko McKibben, and Ivan M. Arreguín-Toft. 2019. *Essentials of International Relations*. New York: W.W. Norton.

B Complete quiz on Canvas.

S Thucydides. 631 BC. The Peloponnesian War, Book 5, Chapter 17: “Melian Dialogue.”

A Balance of power game.

After class, map quiz round 3 due at 11:59pm.

Day 5 (Friday, February 1)

Tutorial: Keeping track of international news. Note: quizzes and exams from this day onward will contain questions on (major) current events relevant for international politics.

After class, map quiz round 4 due at 11:59pm.

R Saturday, February 2: Short assignment 1 due (news report).

Day 6 (Monday, February 4)

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

R pp. 81–86 in Mingst, Karen A., Heather Elko McKibben, and Ivan M. Arreguín-Toft. 2019. *Essentials of International Relations*. New York: W.W. Norton.

B Complete quiz on Canvas.

S Martin, Lisa L. 2004. “Self-Binding.” *Harvard Magazine* September-October.

S Keohane, Robert O. 1988. “International Institutions: Two Approaches.” *International Studies Quarterly* 32 (4): 379–396.

A Prisoner's Dilemma game.

After class, map quiz round 5 due at 11:59pm.

Day 7 (Wednesday, February 6)

Constructivism: Does it matter who you are?

R pp. 86–92 in Mingst, Karen A., Heather Elko McKibben, and Ivan M. Arreguín-Toft. 2019. *Essentials of International Relations*. New York: W.W. Norton.

B Complete quiz on Canvas.

S Wendt, Alexander. 1992. “Anarchy is what States Make of it: The Social Construction of Power Politics.” *International Organization* 46 (2): 391–425.

S Shah, Timothy S. and Monica Duffy Toft. 2009. “Why God is Winning.” *Foreign Policy*, October 19.

R Wednesday, February 6: Sign up for policy advocacy presentations.

Day 8 (Friday, February 8)

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

- R** pp. 92–101 in Goldstein, Joshua S. and Jon C.W. Pevehouse. 2017. *International Relations*. Boston: Pearson.
- R** Zalewski, Marysia. “Feminist International Relations: making sense...” in Shepherd, Laura J. (ed.). 2015. *Gender Matters in Global Politics: A Feminist Introduction to International Relations*. New York: Routledge.
- B** Complete quiz on Canvas.
- S** True, Jacqui. 2017. “Feminism and Gender Studies in International Relations Theory.” in *Oxford Research Encyclopedia of International Studies*. Oxford: Oxford University Press.
- S** Enloe, Cynthia. 1989. “Gender Makes the World Go Round.” Chapter 1 in *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*. Berkeley: University of California Press.
- S** Tickner, J. Ann. 1988. “Hans Morgenthau’s Principles of Political Realism: A Feminist Reformulation.” *Millennium* 17 (3): 429–440.
- S** Youngs, Gillian. 2004. “Feminist International Relations: A Contradiction in Terms? Or: Why Women and Gender Are Essential to Understanding the World ‘We’ Live in.” *International Affairs* 80 (1): 75–87.
- S** O’Reilly, Marie. 2016. “Feminist foreign policies are gaining popularity, and increasing the peace.” *Public Radio International – The World*. (<http://www.pri.org/node/155183>)

R Saturday, February 9: Short assignment 2 due (IR theory handout).

Day 9 (Monday, February 11)

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

- R** Henderson, Errol. 2013. “Hidden in plain sight: racism in international relations theory.” *Cambridge Review of International Affairs* 26 (1): 71–92.
- B** Complete quiz on Canvas.
- S** DuBois, W. E. B. 1925. “Worlds of Color.” *Foreign Affairs* 3 (3): 423–444.
- S** Fairchild, Halford H. 1994. “Frantz Fanon’s the Wretched of the Earth in Contemporary Perspective.” *Journal of Black Studies* 25 (2): 191–199.
- S** Vitalis, Robert. 2000. “The Graceful and Generous Liberal Gesture: Making Racism Invisible in American International Relations.” *Millennium* 29 (2): 331–356.
- S** Barkawi, Tarak and Laffey, Mark. 2006. “The postcolonial moment in security studies.” *Review of International Studies* 32 (2): 329–352.

Day 10 (Wednesday, February 13) Class cancelled

P Wednesday, February 13, 4:30pm: Claire Wardle, resident TED Fellow, speaks on “Moving the Conversation Beyond Trump and Facebook: Characteristics of Information Disorder in a Global Context.” **For extra participation points**, submit reflection on Canvas.

Day 11 (Friday, February 15)

What does the rise of China mean for world politics?

R WP 606-619.

R two of the following articles—

1. Glaser, Charles. 2011. "Will China's Rise Lead to War? Why Realism Does Not Mean Pessimism." *Foreign Affairs* 90 (2): 80–91.
2. Ikenberry, G. John. 2008. "The Rise of China and the Future of the West: Can the Liberal System Survive?" *Foreign Affairs* 87 (1): 23–37.
3. Larson, Deborah Welch. 2015. "Will China be a New Type of Great Power?" *The Chinese Journal of International Politics* 8 (4): 323.
4. Sjoberg, Laura. 2009. "Gendering power transition theory." In Sjoberg, Laura. ed. 2009. *Gender and International Security: Feminist Perspectives*. New York: Routledge.

How should other countries interact with China? How will they? Normative and empirical approaches to international politics.

No required reading.

R Revisit your notes from Day 10.

S Reus-Smit, Christian, and Duncan Snidal. 2011. "The Empirical and Normative Faces of Theory" in "Overview of International Relations: Between Utopia and Reality.", from the *Oxford Handbook of Political Science*. Oxford: Oxford University Press.

R Saturday, February 16: first draft of analytical paper 1 due.

Is War Inevitable?

Day 12 (Monday, February 18)

Why do states go to war?

R WP 88-103.

B Complete quiz on Canvas.

Day 13 (Wednesday, February 20)

Do wars happen by mistake?

R WP 103-117.

B Complete quiz on Canvas.

P Thursday, February 21, 6:30pm: Ashley D. Farmer, professor at the University of Texas at Austin, speaks on "Black Women's Community Building And Activism In The Black Power Movement." **For extra participation points**, submit reflection on Canvas.

Day 14 (Friday, February 22)

Does mistrust cause wars?

R WP 118-136.

B Complete quiz on Canvas.

Day 15 (Monday, February 25)

Review of the bargaining model of war

R WP 88-136 (review your notes from Days 12–14).

Day 16 (Wednesday, February 27)

Bargaining in practice!

R WP 88-136 (review your notes from Days 12–14).

A Donut wars.

P Wednesday, February 27, 7:30pm: Claudia Kolker, author of *The Immigrant Advantage*, will speak about the U.S. government's child detention policies on the U.S.-Mexican border. **For extra participation points**, submit reflection on Canvas.

P Thursday, February 28, 4:30pm: Joseph S. Bermudez, Senior Fellow for Imagery Analysis, Center for Strategic and International Studies, will speak about recent developments on the Korean peninsula and US-North Korean

relations. **For extra participation points**, submit reflection on Canvas.

Domestic Politics: Cause or Consequence of International Politics?

Day 17 (Friday, March 1)

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

R WP 138-184.

B Complete quiz on Canvas.

R Saturday, March 2: final draft of analytical paper 1 due.

International Organizations: Stabilizing or Worthless?

Day 18 (Monday, March 4)

Do alliances make the world more stable?

R WP 186-205.

B Complete quiz on Canvas.

S Leeds, Brett Ashley. 2003. "Do Alliances Deter Aggression? The Influence of Military Alliances on the Initiation of Militarized Interstate Disputes." *American Journal of Political Science* 47 (3): 427–439.

S Leeds, Brett Ashley, Mattes, Michaela, and Vogel, Jeremy S. 2009. "Interests, Institutions, and the Reliability of International Commitments." *American Journal of Political Science* 53 (2): 461–476.

Day 19 (Wednesday, March 6)**Midterm exam.**

S Study guide on Canvas.

Day 20 (Friday, March 8)

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

R Saturday, March 9: Short assignment 3 due (presentation follow-up).
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Spring break from March 11–15**Day 21 (Monday, March 18)**

What are international institutions worth? Evaluating the United Nations.

R WP 205-234.

B Complete quiz on Canvas.

Political Violence, International Cooperation, and the International Order

Day 22 (Wednesday, March 20)

Why do civil wars happen?

- R** WP 236-268.
- B** Complete quiz on Canvas.

Day 23 (Friday, March 22)

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

Day 24 (Monday, March 25)

Is the international order crumbling?

- R** Colgan, Jeff D. and Keohane, Robert O. 2017. "The Liberal Order Is Rigged: Fix It Now or Watch It Wither." *Foreign Affairs* 96 (3): 36–44.
- B** Complete quiz on Canvas.
- A** Watch "VICE Special Report: A World in Disarray" part 1 (00:00–46:09)

P Tuesday, March 26, 7pm: Nadine Strossen, former head of the American Civil Liberties Union, from 1991 to 2008, and Jeremy Waldron, professor at NYU Law, debate: "Is Hate Speech Free Speech?" **For extra participation points**, submit reflection on Canvas.

Day 25 (Wednesday, March 27)

Is the international order crumbling?

- A** Watch "VICE Special Report: A World in Disarray" part 2 (46:10–82:48)
- A** After class, complete a short reflection on the film on Canvas.

P Wednesday, March 27, 4:45pm: Holocaust Remembrance Program. **For extra participation points**, submit reflection on Canvas.

P Thursday, March 28, 7pm: Edgardo Miranda-Rodríguez will talk about his acclaimed graphic novel *La Borinqueña* in relation to the socio-political and economic histories of Puerto Rico and the current post-Hurricane María situation. **For extra participation points**, submit reflection on Canvas.

Day 26 (Friday, March 29)

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

- R** Listen to this podcast: *Displaced* S2E02, "The future of war: Autonomous weapons, AI, and cyberwarfare." Available at <https://goo.gl/t5EKVt>.
- B** Complete quiz on Canvas.
- S** Hennessey, Susan. 2017. "Deterring Cyberattacks: How to Reduce Vulnerability." *Foreign Affairs* 96 (6): 39–46.
- S** Liao, Rebecca. 2017. "How Blockchain Could Shape International Trade: Financing the Supply Chain." *Foreign Affairs*, August 18.
- S** Rid, Thomas. 2013. "Cyberwar and Peace: Hacking Can Reduce Real-World Violence." *Foreign Affairs* 92 (6): 77–87.
- S** Linnell, Jarno and Rid, Thomas. 2014. "Is Cyberwar Real: Gauging the Threats." *Foreign Affairs* 93 (2): 166–168.
- S** Kello, Lucas. 2013. "The Meaning of the Cyber Revolution: Perils to Theory and Statecraft." *International Security* 38 (2): 7–40.
- S** Gartzke, Erik. 2013. "The Myth of Cyberwar: Bringing War in Cyberspace Back Down to Earth." *International Security* 38 (2): 41–73.
- S** LeVine, Steve, 2018. "AI is the new battleground in geopolitics". *axios.com*. <https://goo.gl/3QmYio>.

International Political Economy

Day 27 (Monday, April 1)

Why do countries trade?

R WP 294-318.

B Complete quiz on Canvas.

Day 28 (Wednesday, April 3)

How is international trade organized?

R WP 318-338.

B Complete quiz on Canvas.

Day 29 (Friday, April 5)

The politics of international finance and economic crises

R WP 346-371.

B Complete quiz on Canvas.

Day 30 (Monday, April 8)

Workshop on your Analytical Paper #2. Please come prepared with your outline (see the instructions):

- What type of human rights patterns are you analyzing? Pick one of the five options in the prompt.
- What is your main explanation for why this type of human rights varies between countries? Pick one of the five options in the prompt. For instance, are richer governments more protective of human rights? Or do democracies respect human rights more? Are countries that are more integrated into the global economy more respectful toward human rights?
- Why is this explanation likely to be true? Here, you should build on some arguments encountered during our class.

Day 31 (Wednesday, April 10)

R WP 424-460.

A Policy advocacy 3: What helps the poor most: aid or trade? The view from Vietnam.

International Law and Human Rights

Day 32 (Friday, April 12)

Is international law worth the paper it is printed on?

R WP 462-496.

B Complete quiz on Canvas.

R Saturday, April 13: Optional short assignment 4 due (trade policy).

Day 33 (Monday, April 15)

What are human rights?

R WP 498-520.

B Complete quiz on Canvas.

Day 34 (Wednesday, April 17)

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

R WP 520-538.

B Complete quiz on Canvas.

Day 35 (Friday, April 19)

A Policy advocacy 4: Should states use sanctions to promote human rights? The view from the Democratic Republic of Congo.

R Saturday, April 20: Analytical paper 2 due.

International Politics of the Environment

Day 36 (Monday, April 22)

Sanctions, democracy, and human rights

- S** Davenport, Christian. 2012. "When democracies kill: Reflections from the US, India, and Northern Ireland." *International Area Studies Review* 15 (1): 3–20.
- S** Early, Bryan R. 2009. "Sleeping With Your Friends' Enemies: An Explanation of Sanctions-Busting Trade." *International Studies Quarterly* 53 (1): 49–71.

Day 37 (Wednesday, April 24)

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

- R** WP 540-581.
- R** Ostrom, Elinor et al. 1999. "Revisiting the Commons: Local Lessons, Global Challenges." *Science* 284 (5412): 278–282.
- B** Complete quiz on Canvas.
- S** Bernauer, Thomas. 2013. "Climate Change Politics." *Annual Review of Political Science* 16 (1): 421–448.
- S** Stokes, Leah C., Giang, Amanda, and Selin, Noelle E. 2016. "Splitting the South: China and India's Divergence in International Environmental Negotiations." *Global Environmental Politics* 16 (4): 12–31.

P Thursday, April 25: Celebration of Student Achievement.

Day 38 (Friday, April 26)

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

R Saturday, April 27: Optional short assignment 5 due (NGO assessment).

International Politics in Action: Concluding Simulation

Day 39 (Monday, April 29)

R Simulation brief (distributed on Canvas)

A Simulation

Day 40 (Wednesday, May 1)

A Simulation

Day 41 (Friday, May 3)

A Simulation

Conclusion and Final Exam

Day 42 (Monday, May 6)

Review session: What does the final exam look like?

No class meeting on Wednesday, May 8

Thursday schedules are in effect on this day.

Wednesday, May 15, 9am: Final exam

Bomberger 202. Bringing notes and books is allowed and encouraged.