

## **INTL 3200: Introduction to International Relations**

University of Georgia – Spring 2022  
MLC 213, MWF 10:20-11:10am

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### Course Overview and Objectives:

The purpose of this course is to introduce students to the concepts and theories that scholars use to study international relations. We will examine the various actors that play a role in international politics (e.g. states, leaders, intergovernmental organizations, NGOs, norms), by analyzing how they are defined, their interests, and actions. We will study their interactions with each other in conflict, economic relations, and in building institutions for cooperation.

The course begins with an overview of the major theoretical lenses that are used to interpret the behavior of international actors. We will interrogate ideas about power as we look at these lenses – who created them, what types of values and hierarchies do they reinforce, and what are the consequences for the ways we approach international relations. With this foundation in place we will examine questions tied to specific issue areas, such as: Why do states go to war? Why do a few states have/want nuclear weapons? Why do some groups resort to terrorism? What is the United Nations and what can it do? Why do states cooperate (sometimes) and join international institutions like the World Trade Organization or the International Criminal Court? What are the benefits and costs of free trade? How does climate change pose a national security threat? Students will be exposed to different perspectives on these issues with the intention that they will leave the course able to think and argue critically about international relations. Moreover, students will develop an appreciation for the scholarship of international relations by examining different approaches that scholars have taken to answering key questions in IR.

While this is not a course on current events, we will often rely on examples from the news to inform our understanding of the concepts addressed in the readings. The primary objective of this course is to equip students with the language and ideas scholars use to discuss international relations in order to prepare them to take upper-level IR courses. In addition, students will become more aware of the influence of global issues on their lives and how the decisions they make each day impact international relations.

Requirements:

- **Readings:** It is expected that you will complete the readings listed on the syllabus *prior* to coming to class. Should you fail to do the readings it will be evident in your lack of participation during class discussions.
- **\*\*All readings will be posted on the class ELC page unless otherwise noted.** You are also required to keep up with current events – see below
  - There is **NO TEXBOOK**, however students are **required to purchase a subscription to Statecraft Simulation** (details below).
- On occasion an article relevant to the topic we are covering will be published and will be assigned on short notice. In that case I will post the article to the “ANNOUNCEMENTS” section of the class ELC page.
  - If there are problems with the links on the syllabus please:
    - 1. check the “Readings” folder on ELC; 2. Google the title; 3. When steps 1 and 2 fail, email me.
- **\*\*PLEASE REGISTER FOR ANNOUNCEMENT NOTIFICATIONS!**
  - Click on your name in the top right corner on the class ELC page > Notifications > Instant Notifications > Announcements
  
- **Grading**

Your final course grade will be determined by the following assessments:

  - Syllabus Quiz (completed by 11pm 1/19) – 5%
  - Midterm Exam – 25%
  - Final Exam – 30%
  - Class Participation – 10% (5% first-half of semester + 5% second-half of semester)
  - Simulation – 30%
    - Participation - 15% (5% quizzes + 10% posts)
    - Performance - 5% (based on QOL) *\*\*Possible +3% EC*
    - Final Essay - 10%

Letter grades correspond to the following 0-100 scale:

94-100	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	00-59	F

- Lectures and class discussion are intended to supplement, not duplicate, the readings. Exams will draw upon readings and class notes. Please note the dates of your midterm and finals exams.
- **Simulation:** An integral part of this course will be your participation in an online international politics simulation called Statecraft. All students are required to obtain a subscription to Statecraft. To register go to [www.statecraftsim.com](http://www.statecraftsim.com), create a student account. You will need to enter the course code **INTL3200\_SPRING2022** along with your username and password. You will then need to pay the semester subscription fee of \$35

using a credit card or PayPal through the website. \*You must register by 11pm Sat 2/5 otherwise you will be locked out of the simulation. Additional details on the simulation and related assignments will be distributed separately.

- **Simulation Memos:** Each student must submit a memo of *at least* 300 words each week BEFORE the turn ends (i.e. Saturday at 11pm) using the link on Statecraft. In general these memos should reflect on your activity that week, the dynamics of the statecraft world that relate to the theories we've read about and discussed in class, and the connections between your statecraft world and current events, however some weeks you will be given a specific prompt. These memos are intended to ensure that you are actively participating and thinking about the simulation each week, and will hopefully provide some foundation for your final simulation essay. Your grade will be based on completion (not content), however memos that indicate a lack of seriousness on your part will not be counted. **Late memos** (i.e. memos submitted at 11:01pm and later) **and memos shorter than 300 words will not be counted.**
- **Participation:** *Simply showing up to class does not constitute participation.* You are expected to play an active role in class discussions. That said, simply speaking in class will not earn you a "good" participation grade. Those with the highest participation grades will ask insightful questions and present arguments grounded in the class readings and research. Students are encouraged to use the ELC **discussion group** as a space to engage with your peers about topics related to the course.
  - Given the size of this class, **most of you will earn your participation grade using the discussion board.** While there is no strict rule on postings, students who earn the highest participation grades usually have 1 post (could be a new thread or response to others) per week. This is simply a way to demonstrate your engagement with the course. **Spamming the discussion board the week that it closes will NOT improve your participation grade.**
  - We will often discuss contentious political issues and I expect that you will be respectful of each other's perspectives. Interruptions, slurs, or making fun of students or their views will not be tolerated.
- **Attendance:** We're living through a pandemic. There is no grade for attendance. That said, I'll take attendance each day (it helps me learn your names) and expect you to come to class unless you are unable to do so (i.e. you're sick, been exposed to someone who is unwell, etc.). Please send me an email if you're not planning to come to class.
  - You must contact your group in advance if you are going to be absent on a Statecraft Friday. More than 3 absences on a Statecraft Friday will lead to a deduction in your participation grade.
  - Per UGA guidelines, faculty are to accommodate students who get COVID just as they normally would have accommodated ill students before the pandemic. Be sure you get the name and contact information for **at least two other students** in this class to get notes from days that you miss. Once you're feeling better, please make an appointment to meet with me during office hours to answer any remaining questions.

I am committed to making this an academically rigorous course, while also prioritizing compassion and the health of all of us in the room. The COVID-19 pandemic will create extenuating circumstances for many students. It is crucial that you understand the following:

- This course meets in-person MWF, unless otherwise noted on the syllabus.
  - **IF YOU DO NOT FEEL WELL, DO NOT COME TO CLASS!**
    - UGA follows [GA DPH guidelines](#) for quarantine/isolation

***What do I do if I have COVID-19 symptoms?***

Students showing COVID-19 symptoms should self-isolate and get tested. You can schedule an appointment with the University Health Center by calling 706-542-1162. Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>

***What do I do if I test positive for COVID-19? (Isolation guidance)***

If you test positive for COVID-19 at any time, either through a PCR test, an Antigen test, or a home test kit, **you are \*\*REQUIRED to report it through DawgCheck** (<https://dawgcheck.uga.edu/>)

As of December 29, 2021, when an **individual receives a positive COVID-19 test, everyone**, regardless of vaccination status, should:

- **Stay home for 5 days.**
- If you don't have symptoms or your symptoms are resolving after 5 days, you can leave your house and return to class.
- Continue to wear a mask around others for 5 additional days.

***What do I do if I have been exposed to COVID-19? (Quarantine guidance)***

If you have been exposed (within 6 feet for a cumulative total of 15 minutes or more over a 24-hour period – unmasked\*\*) to someone with COVID-19 or to someone with a positive COVID-19 test and you are:

- **Boosted**, or have become **fully vaccinated within the last 6 months** (Moderna or Pfizer vaccine) or within the last 2 months (J&J vaccine)
  - You do not need to quarantine at home and may come to class.
  - You should wear a mask around others for 10 days.
  - If possible, get tested on day 5.
  - If you develop symptoms, get tested and isolate at home until test results are received, then proceed in accordance with the test results.
- **Unvaccinated**, or became fully vaccinated **more than 6 months ago** (Moderna or Pfizer vaccine) or more than 2 months ago (J&J vaccine) and have not received a booster:
  - You **MUST** quarantine at home for 5 days – **A NEGATIVE TEST DOES NOT MEAN YOU DO NOT HAVE TO QUARANTINE**
  - After that you may return to class but continue to wear a mask around others for 5 additional days.
  - If possible, get tested on day 5.
  - If you develop symptoms, get tested and isolate at home until test results are received, then proceed in accordance with the test results.

\*\* “Masked-to-masked” encounters are not currently considered an exposure; this type of interaction would not warrant quarantine. **You should report the need to quarantine on DawgCheck (<https://dawgcheck.uga.edu/>)** and communicate directly with your professors to coordinate your coursework while in quarantine. If you need additional help, reach out to Student Care and Outreach ([sco@uga.edu](mailto:sco@uga.edu)).

The primary ways to protect yourself and the other members of the UGA community, including the people in this class are:

- 1.\*\*\*Get vaccinated!
- 2.\*\*\* **WEAR A MASK** when indoors on campus (irrespective of vaccine status)
- 3.\*\*\* Again, Do NOT come to class if you feel sick - GET TESTED ASAP!
- 4. Pro-tip: Use UGA’s free asymptomatic testing regularly!  
<https://clia.vetview.vet.uga.edu/>

Other important information:

- **Current Events:** Students are **REQUIRED** to stay up to date on world politics for class discussions. I suggest that you skim a major newspaper, such as the *New York Times*, *Wall Street Journal*, *Washington Post*, *The Guardian* (UK) or a weekly periodical, such as *The Economist*, on a **regular basis**. Students often note, “there is so much news, what do I need to know?” Each of these newspapers has a “world politics” section.
  - **Tips:** I strongly suggest linking your web browser home page to an international news source. You can also have the headlines of the day automatically emailed to you from the Council of Foreign Relations ([www.cfr.org](http://www.cfr.org)). There are also several useful IR blogs, including: [Duck of Minerva](#), [War on the Rocks](#), [Political Violence at a Glance](#), and the [Monkey Cage](#) (which covers all the subfields of Political Science).
- **Technology:**
  - **Laptops** are **not** welcome in class, unless I instruct you to bring one. Should you need to use a laptop please provide proper documentation from UGA’s Disability Resource Center (DRC).
  - All **phones** should be **shut off** or set to **silent** – NOT VIBRATE – before arriving to class. The use or interruption of these devices during regular class time will result in a **reduction of your participation grade**, and during test periods will be treated as **cheating**.
- **Communication and Email:** I will keep you updated about the course and any changes to the syllabus through the “ANNOUNCEMENTS” board on the class ELC page.  
**\*\*PLEASE REGISTER FOR ANNOUNCEMENT NOTIFICATIONS!**
  - Again, to sign up for Announcement Notifications: your name on the class ELC page > Notifications > Instant Notifications > Announcements
  - When emailing me please only use your UGA email account and include your course number in the subject line. In most cases I will respond to emails within 24 hours. Importantly, before you email me **please check the syllabus** and the **Announcements** posted on ELC to be sure that your question has not been previously addressed.

- *A note on etiquette:* please use **appropriate salutations** including **my name** in the opening (**NOT** Miss/Ms./Mrs. Gallagher!) and your name in the closing. (Hint: you can't go wrong with "Dear Professor Gallagher").
- For further guidance see: <http://www.wikihow.com/Email-a-Professor>.
- **Office Hours** – Office hours are **STUDENT HOURS!** This is the time to ask questions about class assignments, the major, my 2 cents on what you should do with your life, get recommendations for good food in Athens, etc. **The link to schedule an office hours meeting is on the class ELC page.**
- **Academic Honesty** – As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: <http://www.uga.edu/honesty>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Any student caught cheating or plagiarizing will be referred to Judicial Affairs, as required by university policy. The most common issue of academic dishonesty I have come across is plagiarism. To be clear, plagiarism is copying from any source material (direct or paraphrasing of ideas), published or unpublished (this includes Wikipedia!), without giving proper credit. I will post a link to the Chicago Manual of Style citation format on ELC.
- **Contested Grades:** Students are **always** welcome to come discuss assignments and their overall class performance during my office hours. If you find a mathematical error on a graded assignment please let me know immediately. Students wishing to contest a grade must wait *24 hours* after their assignment/exam has been returned to make an appointment to see me. During that appointment students should come prepared with (1) their assignment/exam, (2) a typed explanation of what the *best possible* response to the prompt would look like, (3) a typed explanation of how their work compares to that best answer, and (4) their class and reading notes. All requests for such meetings must be made *within two weeks* of the date the assignment/exam was returned.
- **Students with Disabilities:** UGA is committed to providing equal access to academic programs and university-administered activities and reasonable modifications to students with disabilities. Students in need of academic accommodations need to request such services from the Disability Resource Center located at 114 Clark Howell Hall (for more information visit [www.drc.uga.edu](http://www.drc.uga.edu) ) and should make an appointment to see me with their appropriate paperwork from the DRC within the **first two weeks** of classes.
- **Prohibition on Recording Lectures/Discussions.** In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:
  - Will use the records only for personal academic use during the specific course.
  - Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
  - Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
  - Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit



financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.

- Will erase/delete all recordings at the end of the semester.
- UGA has a vast array of resources to support students facing a variety of challenges. Please don't hesitate to come speak with me or contact these resources directly. *Please be aware that UGA faculty and staff are obligated to report any knowledge of sexual assault/relationship violence to UGA's Equal Opportunity Office.* UGA's Relationship and Sexual Violence Prevention (info below) can speak to students confidentially.
  - **Office of Student Care & Outreach** (coordinate assistance for students experiencing hardship/unforeseen circumstances) – 706-542-7774 or by email [sco@uga.edu](mailto:sco@uga.edu)
  - **Counseling and Psychiatric Services (CAPS)** - 706-542-2273 (during regular business hours) *After Hour Mental Health Crisis:* 706-542-2200 (UGA Police—ask to speak to the CAPS on-call clinician)
  - **Relationship and Sexual Violence Prevention (RSVP)** – 706-542-SAFE (The advocates at RSVP can provide students confidentiality).
- **This syllabus is subject to change throughout the semester**

### IR Class and Reading Schedule

#### **WEEKS 1 & 2: Introduction to Studying IR & Actors in IR**

Mon., Jan. 10 (class 1) – No Class Meeting

- TURN NOTIFICATIONS ON FOR COURSE!
- Read the Syllabus

Wed., Jan 12 (class 2) – **Introduction**

- TURN NOTIFICATIONS ON FOR COURSE!
- Read the Syllabus

Fri., Jan. 14 (class 3) – What is IR? And how is it studied?

- Stephen McGlinchey, Rosie Walters, and Dana Gold. 2017. “Getting started with International Relations Theory.” <https://www.e-ir.info/2017/12/24/getting-started-with-international-relations-theory/>

Mon., Jan. 17 – NO CLASS MLK

Wed., Jan. 19 (class 4) – Actors in IR: When is a state a state?

- Erik Ringmar. 2016. “The Making of the Modern World” <https://www.e-ir.info/2016/12/26/the-making-of-the-modern-world/>

- “Palestinians Gaining Momentum in Quest for Statehood” *NYT*  
<https://www.nytimes.com/2015/01/06/world/middleeast/palestinians-seen-gaining-momentum-in-quest-for-statehood.html>
- “ISIS Transforming into Functioning State that Uses Terror as a Tool” *NYT*  
<https://www.nytimes.com/2015/07/22/world/middleeast/isis-transforming-into-functioning-state-that-uses-terror-as-tool.html>

**\*\*Complete Syllabus Quiz & Introduction on ELC by 11pm 1/19**

Fri., Jan. 21 (class 5) – Actors: Institutions, TANs, NGOs and other NSAs

- “What does the World Health Organization Do?” June 1, 2020. *CFR Backgrounder*.  
<https://www.cfr.org/backgrounder/what-does-world-health-organization-do>
- Margaret E. Keck & Kathryn Sikkink. “Transnational Advocacy Networks in International Politics” and “Human Rights Advocacy Networks in Latin America” in Mingst & Snyder. *Essential Readings in World Politics*.

### **WEEKS 3: Realism Compared to Liberalism**

Mon., Jan. 24 (class 6) - Realism & Liberalism

- Antunes, Sandrina & Camisao, Isabel. 2018. “Introducing Realism in International Relations Theory.” *International Relations Theory*. S. McGlinchey, R. Walters, & C. Scheinpflug (Eds.). <https://www.e-ir.info/2018/02/27/introducing-realism-in-international-relations-theory/>
- Meiser, J. W. 2018. “Introducing Liberalism in International Relations Theory.” *International Relations Theory*. S. McGlinchey, R. Walters, & C. Scheinpflug (Eds.). <https://www.e-ir.info/2018/02/18/introducing-liberalism-in-international-relations-theory/>

Wed., Jan 26 (class 7) – Strategy & Rationality: Prisoner’s Dilemma

- TBD

Fri., Jan 28 (class 8) – Comparing Theories: A Rising China

- John Mearsheimer. 2014. “Can China Rise Peacefully?” *The National Interest*.  
<http://nationalinterest.org/commentary/can-china-rise-peacefully-10204>
- G. John Ikenberry. 2008. “The Rise of China and the Future of the West.” *Foreign Affairs*

### **Week 4: Constructivism**

Mon., Jan. 31 – (class 9) Constructivism

- Audie Klotz. 1995. “Norms Reconstituting Interests: Global Racial Equality and U.S. Sanctions Against South Africa.” *International Organization*.



- *Scene on Radio* Podcast, Season 2 (*Seeing White*) Episode 2: “How Race Was Made”  
<https://www.sceneonradio.org/episode-32-how-race-was-made-seeing-white-part-2/>
- Nicolo Naourafchan. 2008. “A Bloodless War: An Analysis of the Weapons Used by the International Campaign to Ban Landmines.” E-IR available at: <http://www.e-ir.info/2008/05/22/a-bloodless-war-an-analysis-of-the-weapons-used-by-the-international-campaign-to-ban-landmines/>

Wed., Feb. 2 (class 10) – Constructing IR – Who Decides?

- Zvobgo, Kelebogile & Meredith Loken. 2020. “Why Race Matters in International Relations.” *Foreign Policy*.
- “Amtrak and the End of the Free World.” Things that Go Boom (podcast):  
<https://podcasts.apple.com/us/podcast/amtrak-and-the-end-of-the-free-world/id1324629357?i=1000530721915>

Fri., Feb. 4 - (class 11) – Introduction to Statecraft Simulation

- READ: Statecraft Manual

*\*\*First Statecraft Manual Quiz and Statecraft Foreign Policy Attitudes Survey must be completed by 11pm Saturday, Feb 5*

**WEEK 5: Sex, Gender, & IR**

Mon., Feb. 7 (class 12) – Feminist theory(ies) and IR

- Sarah Smith. 2018. Introducing Feminism in International Relations Theory.  
<https://www.e-ir.info/2018/01/04/feminism-in-international-relations-theory/>
- Laura Sjoberg “‘Mansplaining’ International Relations” Available at:  
<http://relationsinternational.com/mansplaining-international-relations-walt/>

Wed., Feb. 9 (class 13) – Using a Gender Lens in IR

- Valerie Hudson. 2012. “What Sex means for world peace.” *Foreign Policy*.
- Carol Cohn. 2013. “Women and Wars: Toward A Conceptual Framework” from *Women & Wars*.
  - \*Read only pgs. 1-20 (for now!)

Fri., Feb. 11 (class 14)– Statecraft Simulation Turn 0

*\*\*Second Statecraft Manual Quiz must be completed by 11pm Saturday, Feb 12*

**WEEK 6: Foreign Policy Analysis**

Mon., Feb. 14 (class 15)– Models of Decision Making

- Graham Allison. 1969. “Conceptual Models and the Cuban Missile Crisis.” *American Political Science Review*.

- Note: if individually you know what each word means but collectively you have no idea what he is saying, it's okay to skim. Just be sure you understand the application of each model, or what Allison calls a "cut."

Wed., Feb. 16 (class 16) – Foreign Policy Decision Making

- Elizabeth Saunders. 2016. "Mitch McConnell Thinks You Don't Need Experience To Be President. Here's Why He's Wrong." WaPo (Monkey Cage). *On ELC*.

Fri., Feb. 18 (class 17) – Statecraft Simulation Turn 1

**WEEK 7: Conflict**

Mon., Feb. 21 (class 18) – What is War and Why Does it Happen?

- Frieden, Lake, and Schultz. 2012. "Why Are There Wars?" in *World Politics: Interests, Interactions, Institutions*. p. 89-134
- Carol Cohn. 2013. "Women and Wars: Toward A Conceptual Framework" from *Women & Wars*.
  - \*Read only pgs. 21-30

Wed., Feb. 23 (class 19) – The Challenges of Ending Intra-state Conflicts

- Barbara F. Walter. 1997. The Critical Barrier to Civil War Settlement. *International Organization*. Pp. 335-64.
  - \*\*Focus on the theory & conclusion (pp. 335-343 and 360-363) – skim the rest

Fri., Feb. 25 (class 20)– Statecraft Simulation Turn 2

**WEEK 8: Security**

Mon., Feb. 28 (class 21) – What is security? Whose security?

- Kenneth Waltz. 2012. "Why Iran Should Get the Bomb." *Foreign Affairs*.
- Carol Cohn. 2018. "The Perils of Mixing Masculinity and Missiles" *NYT* (op-ed). <https://www.nytimes.com/2018/01/05/opinion/security-masculinity-nuclear-weapons.html>
- "Race & National Security" War on the Rocks: *Horns of a Dilemma* (podcast) <https://warontherocks.com/2020/07/race-and-national-security/>

Wed., March 2 (class 22) – Human Security & COVID

- Lloyd Axworthy. 2001. Human Security and Global Governance: Putting People First. *Global Governance*.
- Why Hasn't US national security community prioritized public health – until now <https://www.pbs.org/newshour/show/why-u-s-national-security-community-has-never-prioritized-public-health-until-now>
- Joshua Busby. 2020. What International Relations Tells Us About COVID-19. E-IR. <https://www.e-ir.info/2020/04/26/what-international-relations-tells-us-about-covid-19/>

Suggested:

- *Bombshell* (podcast). Episode “I do my hair toss, check my emails.” April 21, 2020. Available: <https://warontherocks.com/2020/04/i-do-my-hair-toss-check-my-emails/> **\*\*Listen to 6:15-28:30**

Fri., March 4 (class 23) – Statecraft Simulation Turn 3

**\*\*Spring Break March 7-11**

**\*\*Statecraft Simulation Turn 4 - We will not meet in class but the simulation continues & the turn still ends on Sat., March 12 – be sure to keep in touch with your group outside of class**

### **Week 9: Terrorism**

Mon., March 14 (class 24) – Terrorists as Strategic Actors

- Robert Pape. 2003. Strategic Logic of Suicide Terrorism. *American Political Science Review*.

Wed., March 16 (class 25) – Female Suicide Terrorism

- Lindsey O’Rourke. 2009. What’s Special About Female Suicide Terrorism? *Security Studies*. 681-718.
  - **\*\*Read only pages 681-700**

Fri., March 18 (class 26) - Statecraft Simulation Turn 5

### **WEEK 10: Global Divides**

Mon., March 21 (class 27) – Midterm Exam

Wed., March 23 (class 28)- “Global North” / “Global South”

- Nair, Sheila. [Chapter 9: Post-Colonialism](#) International Relations Theory. S. McGlinchey, R. Walters, & C. Scheinplug
- Olla, A. [“Welcome to the new colonialism: Rich countries sitting on surplus vaccines.”](#) *The Guardian*, 14 April 2021

Fri., March 25 (class 29) – Statecraft Simulation Turn 6

### **WEEK 11: International Political Economy – Trade**

Mon., March 28 (class 30) – Trade

- Saglam, Gulcan and Charles Hankla. 2021. Chapter 10 “Politics, Economics, and Trade” in *Introducing Global Issues* (ed) by Snarr & Snarr
- WTO Says Canada, Mexico Can Slap \$1Billion in Tariffs on US Over Meat Labels” 12/7/15. *Wall Street Journal*. (listed as WTOCOOL on ELC)

- Alexandria Guisinger. 2017. “Americans Views on Trade Aren’t Just About Economics. They’re Also About Race.” WaPo (Monkey Cage Blog).
- “How Trump Trade Policy Could Complicate Your Ice Cream Sundae” 7/18/17. *WaPo*. <https://www.washingtonpost.com/news/wonk/wp/2017/07/18/trumps-trade-policy-explained-with-whipped-cream/>

Wed., March 30 (class 31) – Trade and Security

- PBS News Hour. September 28, 2019. “Impact of U.S.-China trade war felt in both countries” <https://www.youtube.com/watch?v=dt2W2uOyLGw>
- What is the Transpacific Partnership? <https://www.cfr.org/backgrounder/what-trans-pacific-partnership-tpp>
- What is the RCEP? <https://www.youtube.com/watch?v=weyA6-aqqfo>
- “Why The Global Supply Chain is Still Clogged – And How to Fix it?” *Consider This* (NPR). <https://www.npr.org/2021/10/20/1047705451/why-the-global-supply-chain-is-still-clogged-and-how-to-fix-it>

Fri., April 1 (class 32) – SC simulation turn 7?

### **WEEK 12: Development**

Mon., April 4 (class 33) – International Development

- James Arvanitakis and David Hornsby. 2017. “Global Poverty and Wealth” <https://www.e-ir.info/2017/01/15/global-poverty-and-wealth/>
- Dilip Ratha. 2014. TED Talk “The Hidden Force in Global Economics: Sending Money Home.” (Video) [https://www.ted.com/talks/dilip\\_ratha\\_the\\_hidden\\_force\\_in\\_global\\_economics\\_sending\\_money\\_home?language=ry](https://www.ted.com/talks/dilip_ratha_the_hidden_force_in_global_economics_sending_money_home?language=ry)

Wed., April 6 (class 34) – Foreign Aid

- Haley Swedlund. 2017. There’s Another Big Reason U.S. Foreign Aid is Important. It Helps the US Get What it Wants.” WaPo (Monkey Cage Blog). *On ELC*
- David Damberger. 2011. TED Talk “What Happens When an NGO Admits Failure.” (video) [https://www.ted.com/talks/david\\_damberger\\_what\\_happens\\_when\\_an\\_ngo\\_admits\\_failure](https://www.ted.com/talks/david_damberger_what_happens_when_an_ngo_admits_failure)

Fri., April 8 (class 35) - Statecraft Simulation Turn 8?

### **WEEK 13: Global Governance**

Mon., April 11 (class 36) – The UN

- Shashi Tharoor. 2011. “Security Council Reform: Past, Present and Future.” *Ethics and International Affairs*. <http://tharoor.in/articles/security-council-reform-past-present-and-future/>

- David Bosco. 2009. “Think Again: The UN Security Council.” *Foreign Policy*.  
[http://www.foreignpolicy.com/articles/2009/09/23/think\\_again\\_the\\_un\\_security\\_council?](http://www.foreignpolicy.com/articles/2009/09/23/think_again_the_un_security_council?)

Wed., April 13 (class 37) – International Law & Norms of War

- Kenneth Roth. 2004. The Law of War in the War on Terror. *Foreign Affairs*.
- Scott Sagan & Benjamin Valentino. 2017. Revisiting Hiroshima in Iran: What Americans Really Think about Using Nuclear Weapons and Killing Noncombatants.” *International Security*. Available online:  
[http://www.mitpressjournals.org/doi/full/10.1162/ISEC\\_a\\_00284](http://www.mitpressjournals.org/doi/full/10.1162/ISEC_a_00284)

Fri., April 15 (class 38) – Statecraft Simulation Turn 9?

*\*\*Simulation papers due on ELC by 11pm Saturday April 16*

**WEEKs 14: Human Rights & Humanitarian Intervention**

Mon., April 18 (class 39) – Human Rights

- TBD
- U.N. Declaration of Universal Human Rights. Available:  
<http://www.un.org/en/documents/udhr/>
- NYT Debate “Have Human Rights Treaties Failed?” Available:  
<http://www.nytimes.com/roomfordebate/2014/12/28/have-human-rights-treaties-failed?hp&action=click&pgtype=Homepage&module=c-column-top-span-region&region=c-column-top-span-region&WT.nav=c-column-top-span-region>

Wed., April 20 (class 40) – Humanitarian Intervention

- Western and Goldstein. Nov/Dec 2011. “Humanitarian Intervention Comes of Age: Lessons from Somalia to Libya.” *Foreign Affairs*
- Aidan Hehir. 2017. Myanmar: The Responsibility to Protect is Working Exactly as it was Supposed To. Duck of Minerva Blog: <http://duckofminerva.com/2017/09/31229.html>
- Alex Bellamy. 2014. “The Responsibility to Protect and the 2014 Conflict in Gaza.”  
<http://www.e-ir.info/2014/07/22/the-responsibility-to-protect-and-the-2014-conflict-in-gaza/>

Fri., April 22 (class 41) – The International Criminal Court

- Gallagher, Maryann E., Deepa Prakash, Zoe Li. 2019. “Engendering Justice: Women and the Prosecution of Sexual Violence in International Criminal Courts.” *International Feminist Journal of Politics* 2(22): 1-23.
- International Criminal Court Allows Investigation of US Actions in Afghanistan. NPR. <https://www.npr.org/2020/03/05/812547513/international-criminal-court-allows-investigation-of-u-s-actions-in-afghanistan>
- Sersso. 2013. “The International Criminal Court’s Africa Problem”  
<http://www.aljazeera.com/indepth/opinion/2013/06/201369851918549.html>

## WEEKS 15 & 16: Global Governance & Key Issues – ICC, GCC, & Drones

### Mon., April 25 (class 42) – Global Climate Change

- Podesta and Ogden. 2007. The Security Implications of Climate Change. *The Washington Quarterly*.
- Kelly M. McFarland and Vanessa Lide. July 30, 2010. “The Arctic is Melting. Here’s Why Cooperation and Diplomacy Get so Complicated.” *WaPo* (Monkey Cage Blog).
- Headline summary of the UN’s Intergovernmental Panel on Climate Change’s Special Report on Global Warming of 1.5C.  
[https://www.ipcc.ch/site/assets/uploads/sites/2/2019/06/SR15\\_Headline-statements.pdf](https://www.ipcc.ch/site/assets/uploads/sites/2/2019/06/SR15_Headline-statements.pdf)

### Wed., April 27 (class 43) - Global Climate Change (cont.)

- Wendle. “The Ominous Story of Syria’s Climate Refugees.” 12/17/15. *Scientific American*. Available at: [http://www.scientificamerican.com/article/ominous-story-of-syria-climate-refugees/?wt.mc=SA\\_Twitter-Share](http://www.scientificamerican.com/article/ominous-story-of-syria-climate-refugees/?wt.mc=SA_Twitter-Share)
- McCarthy, J. 2021. “[Why is climate change a racial justice issue?](#)” *Global Citizen*
- “As Miners Chase Clean-Energy Minerals, Tribes Fear a Repeat of the Past” 12/27/21. *NYT*. (link on ELC)

### Fri., April 29 (class 44) – Targeted Killings & Drones

- Michael C. Horowitz, Sarah E. Kreps, and Matthew Fuhrmann. 2016. Separating Fact From Fiction in the Debate Over Drone Proliferation. *International Security*. Available: [https://www.mitpressjournals.org/doi/10.1162/ISEC\\_a\\_00257](https://www.mitpressjournals.org/doi/10.1162/ISEC_a_00257)

### Mon., May 2 (class 45) – Drones & Collective Action

- No reading

**\*\*Final Exam – Friday May 6, 8am**