

INTL 3200 (25936)

Introduction to International Relations

Caldwell Hall 102 / MWF 9:10 -10:00

Instructor: Dr. Gulcan Saglam

E-mail: gsaglam@uga.edu

Office Hours: Office Hours: Monday 3:00 pm – 4:30 pm and by Appointment

<https://calendly.com/gulcansaglam/office-hours> (Fifteen-minute appointment times by scrolling to the date and time on the calendar provided and adding your name and the question or topic you would like to discuss in an appointment slot. If you believe your topic requires more than 15 minutes to discuss, please feel free to reserve two slots (max). If these times do not work for you, please email me and I would be happy to schedule another time.)

Teaching Assistant: Minjin Choi

Email: minjinchoi@uga.edu

COURSE DESCRIPTION AND OBJECTIVES

The purpose of this course is to introduce students to the theories and concepts 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), what their interests are, and how they interact with each other in conflict, economic relations, and in building institutions for cooperation.

The course provides an overview of the major theoretical lenses that are used to interpret the behavior of international actors. With this foundation in place, we will examine questions tied to specific issue areas, such as: Why do states go to war? Why are some states allowed to have nuclear weapons and not others? 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.

LEARNING GOALS ~ Upon completion of this course, you should be (better) able to:

- Identify the key actors and institutions within the international system.
- Understand the interests of different state, transnational, and non-state actors.
- Describe and critique the major approaches to the study of international relations.
- Discuss the major causes and effects of international conflict and cooperation.
- Think analytically and critically about international interactions., and
- Apply their knowledge to real-world problems

We will often discuss contentious political issues and I expect all students to treat each other – and their ideas – with respect, even as we might disagree with each other. You should discredit ideas and arguments, not people. Interruptions, slurs, or making fun of students or their views will not

be tolerated. Responses should be respectful, utilize facts, and include complimentary language as well.

COURSE STRUCTURE, REQUIREMENTS, AND ASSESSMENT

READINGS

- There is no required textbook for this course. All readings will be available free of charge through the eLC course page or the Main Library.
- ***Students are required to purchase a subscription to Statecraft Simulation [details below (\$35)].***
- You must also follow international news daily by either using the Internet or by subscribing to a major national daily. Current events questions will be part of quizzes and/or exams. A list of potential news sources can be found under Welcome Module → Student Resources → News Sources on the eLC course page.

SUSTAINING A HEALTHY COMMUNITY ~ Covid-19 is not over. There are now several variants of the virus circulating that are extremely contagious and dangerous. Therefore, individual and public health must be a top priority for all of us. Preventing yourself from getting Covid is a huge win; it's linked to all kinds of nasty stuff, including cognitive decline¹ and various long-term health problems². Preventing Covid from transmitting to others protects them from suffering and possible death and helps keep us all safe by reducing the likelihood that new, more dangerous variants will arise.

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider. Additionally, everyone is **strongly encouraged** to wear a mask or face covering while inside campus facilities.

For these reasons, I **STRONGLY URGE** you to do your part to keep yourself and others safe by practicing healthy behavior recommended by public health agencies like:

- getting vaccinated
- wearing a mask when indoors
- staying home when sick – **if you are sick, test positive for Covid-19, or are quarantining, do not come to class. THERE IS NO GRADE FOR ATTENDANCE.**

Let's all do our part to keep ourselves and others safe and healthy. And, let's be in communication about needs and constraints that may arise during the semester and do our best to make this an interesting and useful course.

COURSE FORMAT ~ This semester, there are several priorities I am attempting to balance. First and foremost is the health and safety of our community. The second priority of mine is to maintain the academic rigor of our course while also prioritizing compassion and patience. And third is to provide a format for this course that is flexible enough to adapt to each student's individual

¹ https://www.alz.org/aaic/releases_2021/covid-19-cognitive-impact.asp

² <https://www.mayoclinic.org/diseases-conditions/coronavirus/in-depth/coronavirus-long-term-effects/art-20490351>

situations as well as the ever-changing global pandemic. Each of you learns differently. That matters to me. To give you flexibility and autonomy in the learning process while balancing all these priorities, we will be using a **discussion-based** course format. You will engage with required readings and videos before coming to class and we will dedicate class time to application of the material through case studies, discussions, and hands-on activities. The discussion-based format allows us to spend class time engaging in activities that enhance your understanding of concepts rather than lecturing. When conducting hands-on case-studies and practicing new skills in class, you will be able to explore new concepts in your own way, at your own pace, in a controlled and supportive environment. **Research and my own teaching show a dramatic increase in student learning in a discussion-based setting compared to traditional methods.**

- **Mondays** will be open lab days, where you are expected to watch the bulk of the lecture videos for the module, complete the required readings alone or in small groups, and work on the module assignments.
- **Wednesdays and Friday**, we will be addressing the module discussion question and current events in class. **Wednesday** sessions will usually be devoted to clarification of important concepts and addressing the module discussion question. **Fridays** will usually be devoted to current event discussions and Statecraft simulation.

COURSE OUTLINE ~ The course consists of 15 modules (including the Welcome Module). Each module opens on Sunday (12:01 am) and closes the following Saturday (11:59 pm). **All module quizzes and discussions are due before the module closes at 11:59 pm**, unless otherwise noted. Each module includes:

- **Lectures:** Short lecture videos explaining the key concepts of the week.
- **Readings:** The required readings for the course include journal articles, book chapters, and newspaper clippings, videos, podcasts, documentaries designed to help you gain the necessary background information about the module topic. Lectures and class discussion are intended to supplement, not duplicate, the readings.
- **An open-note module quiz:** At the end of each module, there will be an open-note, short multiple-choice quiz for you to complete. These quizzes are intended to ensure that you are actively engaging with the online material.
- **A module discussion question:** Each module will have a discussion question that all students need to answer (300 words).
 - This discussion question will also form the centerpiece of our class discussion on Wednesdays and Fridays.
 - **In order to earn credit for answering the discussion question, you must submit one original post and one response to a classmate for each discussion question before the end of the module.** This will give everyone the opportunity to engage with colleagues and consider alternative perspectives.

COURSE ASSESSMENT ~ Student performance will be evaluated based on the following:

Assignment	Description	% of Final Grade	Due Date
Module Quiz		35%	Saturday. at 11:59 pm (EST) each week

Module Discussion		35%	Saturday at 11:59 pm (EST) each week
Statecraft Simulation 30% of your final grade	<i>Foreign Policy Attitude Survey</i>		Jan 29th at 11:59 pm due to Statecraft
	<i>Manual Quiz 1</i>	2.5%	Jan 29th at 11:59 pm (EST) due to Statecraft
	<i>Manual Quiz 2</i>	2.5%	Feb 5th 1:59 pm (EST) due to Statecraft
	<i>Simulation Memo</i>	10%	Saturday. at 11:59 pm (EST) each week
	<i>Performance</i>	5 %	When the simulation ends
	<i>Final Essay</i>	10%	April 30th 11:59 pm (EST) due to eLC Dropbox

*** We are still in the middle of a global pandemic and all of us need some compassion. That's why **I will drop the lowest module quiz, discussion, and Simulation memo grade**, which allows you to miss **one** weekly assignment (module quiz, discussion, or simulation memo) without any penalty. You can use this as you like (e.g., illness, sports travel, interviews, sleep, conferences). Please get in touch with me immediately if there are extenuating circumstances that may lead you to miss more than one module assignment.

Module Quizzes (35% of the final grade): An important aspect of any course is for students to be able to assess how well they fully understand the material being presented. To better allow all students the opportunity to engage with the material thoroughly (even as they may not be present in the in-person classroom) I have created quizzes on eLC that encourage students to answer questions about the material presented in the Module and begin practicing using this material to answer both hypothetical and real-world problems. Quizzes will draw on all materials from that module such as lecture videos, assigned readings/podcasts, and any additional materials assigned for the module's discussion question.

- All quizzes are open-books and open-notes quizzes. These quizzes will be automatically graded to provide immediate feedback for the student.
- Module quizzes will allow two attempts for the same quiz, to present students with the opportunity to learn from and improve on their comprehension of the material. After the final quiz attempt is submitted, only the highest attempt score will be counted toward that student's quiz score. Be aware that quizzes in which no attempt was made will not be accepted past the deadlines (mentioned in the schedule below), so please be sure to work well ahead of these deadlines.
- All quizzes are due before 11:59 pm on the Saturday they are scheduled (see below).

- Late submissions will not be accepted. Thus, it is strongly advised to work ahead of the deadlines.

Module Discussion (35% of the final grade): Each module will have a discussion question to which you need to write a written response (300 words) to the discussion prompt and respond to a classmate in a substantive manner. As the directions above note, your response is to be grounded in the assigned materials and will engage the ideas of other students in the class. In order to earn credit for answering the discussion question you must upload your response to the appropriate discussion board before the end of the module. To ensure that everyone has had the opportunity to engage with colleagues and consider alternative perspectives, students should also respond to a previous student's post in addition to answering the question. You can respond as often as you like, of course...you are not limited to one. The idea is to get a conversation going.

- You **MUST** type your assignment directly into the dialogue box provided for the appropriate discussion board, not upload it as a word or google doc. The assignment may require you to refer to class readings, the lecture video, any required audio or video, and/or some outside sources.
- You will need to properly cite any sources you use other than my lecture videos. You may use any citation format you are familiar with as long as you cite your resources properly and correctly.
- The grading rubric for module discussions is available under Contents → Welcome Module → Discussion Boards → Discussion Board Rubric

Statecraft Simulation - An integral part of this course will be your participation in an online international politics simulation called Statecraft. Participation in the simulation will account for **30% of your final grade.**

- a) A foreign policy **attitude survey** (due Jan 29th 11:59 pm (EST): **You must complete this quick survey to get assigned to a country,**
- b) **Two manual quizzes (5% of course grade):** Each manual quiz is 2.5% of your final grade.
 - 1st Manual Quiz due by 11:59 pm on January 29th
 - 2nd Manual Quiz due by 11:59 pm on February 5th
- c) **Simulation participation – 10% of course grade:** Your participation in the Statecraft simulation, as well as your contribution to your group work, is closely monitored and will affect your Simulation grade. Free riding will significantly decrease your individual simulation grade even if your group comes at the top with the highest QOL score. The bulk of your participation grade will come from weekly simulation memos (although this can change if free riding becomes a problem in the simulation.) Each student must submit a memo of at least 300 words each week **BEFORE** the turn ends (i.e. Saturday at 11:59 pm) 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 submitted at 00:01am and later, and memos shorter than 300 words will not be counted.

- d) **Performance - 5% of course grade** (based on your country’s Quality of Life score)
**Possible +3% Extra Credit
- e) **Final Essay - 10% of course grade** A short essay (maximum two pages) to one of the provided prompts

More details on guidelines and grading for the simulation is available on eLC → Content → Welcome Module → Statecraft Simulation

GRADING SCALE ~ Please note that if you have specific grade requirements (for your major, for your scholarship, etc.), you need to make sure you work towards them from the beginning of the semester. Any efforts to get me to change your grade at the end of an assignment or the semester based on your sudden realization that you need a better grade than you actually earned will NOT be accommodated. I am more than happy to work with you throughout the semester. It is, therefore, in your best interest to talk to me early on. If you encounter any problems, you need to let me know so that I can help you as much as possible. I will not be able to help you after deadlines have passed, and the semester is over.

A	93 – 100 points		C	73 – 76.99 points
A-	90 – 92.99 points		C-	70 – 72.99 points
B+	87 – 89.99 points		D+	67 – 69.99 points
B	83 – 86.99 points		D	63 – 66.99 points
B-	80 – 82.99 points		D-	60 – 62.99 points
C+	77 – 79.99 points		F	59 and below

COURSE POLICIES

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.

- * To register for “Announcement Notifications” click on your name in the upper right-hand corner of the class eLC page > Notifications > Scroll down to “Instant Notifications > check the boxes for “Announcements”
- * You can choose to have notifications sent to you by email or text message – students in the past have suggested that email is better as the content is incomplete in a text message.

I can respond quickly and effectively to your emails if you clearly identify some important information in your emails. Here is what helps:

- * Before you email me, please check the syllabus, welcome module, and the announcements page of the ELC site to be sure that your question has not been previously addressed. ELC problems are no excuse for having missed quizzes or announcements!
- * Please use appropriate salutations including my name in the opening and your name in the closing (Hint: you can't go wrong with "Hi Professor Saglam" or "Hi Dr. Saglam"). For further guidance see <http://www.wikihow.com/Email-a-Professor>
- * Please use your UGA email account and include your course number in the subject line. (e.g. I am in your MWF INTL XXXX class. OR I am in your MWF 9 o'clock XXXX class.)
- * Sign your name as you are enrolled in the course – sometimes UGA email header does not include your name.
- * During the workweek, I generally respond to emails in a timely manner (usually within 24 hours). On weekends, I do not check emails regularly. Please do not expect a response before the beginning of the workweek.

The Use of Technology: It is important that you have reliable internet service, particularly as some of the assignments are time sensitive. You will also need access to a computer that allows you to engage with audiovisual content, such as YouTube videos. If you experience technical issues, you can contact the EITS Help Desk at: helpdesk@uga.edu. Please talk to me immediately if you are expecting to have computer or reliable internet problems this semester.

Finally, you're responsible for being aware of times when ELC is down for maintenance and for ensuring that all your work is submitted by the times noted (in Eastern Standard Time – which is important for you to note if traveling to a different time zone). As a best practice, please submit your work well before the deadlines as technical problems do arise. In the case of a rare technical problem, please notify me about the technical issue within 15 minutes of a deadline.

Laptops and cellphones are NOT welcome in class on Wednesdays and Fridays unless I instruct otherwise.

Late Assignments: The weekly assignments in the course are designed to build a base understanding of key concepts. It is essential that you finish working on earlier modules to comprehend the later ones. As a result, it is especially important to (1) be aware of the deadlines for each assignment and (2) work well ahead of the deadlines. All module assignments will automatically lock on eLC after the time at which they are due. ***No late submission will be accepted for module quizzes, discussions, or current events presentations.***

Since I will have to read your papers and submit grades in time at the end of the semester, **late submission of the Final Simulation Essay will not be accepted or reviewed.**

Medical emergencies: Extensions might only be given in cases of legitimate and documented emergencies depending on instructor discretion. For medical emergencies, it is not enough to just provide a doctor's prescription, a hospital bracelet, or an undated and/or unsigned form letter. Each doctor's note needs to have your name, the doctor's name and office address as well as be precise as to the time and date of the emergency and the time/date has to cover the module period.

Formatting: All written assignments should meet the following formatting requirements: Times New Roman, 12-point font, double spaced, 1” margins, and page number in the bottom right-hand corner.

Contested Grades: 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) a typed explanation of what the best possible response to the prompt would look like, (2) a typed explanation of how their work compares to that best answer, and (3) their class and reading notes. All requests for such meetings must be made within one week of the date the assignment/exam was returned. I shall re-evaluate your work and assign a “new” grade. Note, however, that this process may result in the same grade, a higher grade, or indeed a lower grade for that assignment. You are allowed this one appeal for each graded assignment; the re-grade will then stand.

Accommodations for 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) and should make an appointment to see me with their appropriate paperwork from the DRC within the first two weeks of classes.

Netiquette and Policy on Disruptive Behavior: I will take your viewpoints seriously and want all of us to learn from one another over the course of the semester. In order to make this a successful class, it is important that we create an environment where everyone has an opportunity to learn. To facilitate this goal, I expect students to treat each other with respect, listen to conflicting opinions, and seek to discredit arguments rather than people. (Please, refer to the university policy on disruptive behavior and note that I reserve the right to remove students from class for disruptive and/or disrespectful behavior towards me or other students.)

Policy on academic dishonesty: I take academic honesty VERY seriously. In the interests of fairness and academic integrity, university policies will be strictly enforced. 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. Make sure that you understand how to avoid charges of academic dishonesty.

Prohibition on Recording Lectures: 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.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

UGA COVID Information for Students:

- ***Any student with a positive COVID-19 test is required to report*** the test in DawgCheck (<https://dawgcheck.uga.edu/>) and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.
- ***Students showing COVID-19 symptoms should self-isolate*** and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.m.). Please DO NOT walk- in. For emergencies and after-hours care, see, <https://www.uhs.uga.edu/info/emergencies>.
- ***Students who are not fully vaccinated and have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 10 days.*** Those quarantining for 10 days must have been symptom-free throughout the monitoring period and continue self-monitoring for COVID-19 symptoms for a total of 14 days. You should report the need to quarantine on DawgCheck (<https://dawgcheck.uga.edu/>), and communicate directly with your faculty to coordinate your coursework while in quarantine. If you need additional help, reach out to Student Care and Outreach (sco@uga.edu) for assistance.

Mental Health and Wellness Resources

UGA has a vast array of resources to support students facing a variety of challenges. Please don't hesitate to come to speak with me or contact these resources directly:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
 - If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
 - 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 – 706-542-SAFE (Please note, faculty and staff are obligated to report any knowledge of sexual assault/relationship violence to UGA's Equal Opportunity Office. The advocates at RSVP can provide student confidentially).

This syllabus provides a general plan for the course, and deviations may be necessary.

COURSE SCHEDULE

Welcome Module: <i>Course Introduction</i> <i>(Jan 10 - Jan 15)</i>
Lectures: <ul style="list-style-type: none">• Course Introduction
Readings: <ul style="list-style-type: none">• Syllabus• Zvobgo, K., & Loken, M. (2020). Why Race Matters in International Relations. <i>Foreign Policy</i>, 237, 11–13
What is due Jan 15 th 11:59 pm (EST): <ul style="list-style-type: none">• Syllabus Quiz• Welcome Module Assignment: Post your introduction to “Getting to Know You” Discussion Board <p>Everyone should introduce themselves by replying to this discussion board with the information below (and anything else you think might be relevant for us to get to know you).</p> <p>Your introduction should include:</p> <ul style="list-style-type: none">○ The name you prefer to be called (especially if different than the name on my roster)○ Preferred pronouns○ Where you’re from (however you choose to identify that)○ Your year and major(s) at UGA○ What types of IA experiences have you had (i.e. study abroad, internships, CURO research, etc.)?○ Why you are taking this course and what you hope to get out of it?○ Fun facts or hobbies?○ If you could have dinner with one politically relevant person in history (dead or alive) who would it be, why, and what would you get to eat? <p>Students may upload a video introduction in place of a written one and earn 1-point extra credit toward their final grade as long as they include the required information.</p>
Module 1: The Nature of the International System <i>(Jan 16 – Jan 22)</i>
Lectures: <ul style="list-style-type: none">• Emergence of IR

- Peace of Westphalia
- Imperialism
- Actors and Level of Analysis
- Anarchy and Collective Action

Readings:

- Ringmar, Erik. "The Making of the Modern World.", Ch 1, International Relations. Mc Glinchey, S. (Ed.).
- Hall, Stuart. "Introduction.", The West and the Rest, 185-225.
- Le Melle. 2009. "Race in International Relation." *International Studies Perspectives*, 10, 77-83. (eLC)

*** If you're a bit lost about World History, these [Crash Course World History](#) videos on YouTube might be very helpful, especially episodes 35-40. You can also check out this [free online course on World History](#). Of course, these two resources are not required reading, but might be helpful.

What is due Jan 22nd 11:59 pm (EST):

- Module 1 Quiz
- Module 1 Assignment: Read <https://bostonreview.net/politics/claire-vergerio-beyond-nation-state>
 "The myth of Westphalia has ultimately inflicted serious damage to our ability to think creatively about how to tackle the pressing global challenges that transcend both borders and levels of governmental organization"
- Do you agree with the conclusion above? Why? Why not?
- How would international relations look like if YOU were imagining a more sustainable way of organizing our world? Draw international relations. Don't worry about your artistic ability but think carefully about who and what is emphasized in your drawing, the issues you see as central, the nature of the international system, and how these actors solve collective action problem. What does your drawing say about your worldview? Is your international system anarchic or hierarchic? Who are the primary actors? Which factors at which level of analysis play a major role in explaining international relations in your world? Compare your drawing with (at least) one other classmate's and discuss whether your understanding of how the international system works similar or different.

SECTION I: PERSPECTIVES AND APPROACHES TO THE STUDY OF INTERNATIONAL POLITICS

**Module 2: Realism
(Jan 23 – Jan 29)**

****First Statecraft Manual Quiz and Statecraft Foreign Policy Attitudes Survey must be completed by 11:59 pm Saturday, Jan 29th**

Lectures:

- Main Assumptions
- Power and Security Dilemma
- Managing Anarchy
 - Distribution of Power
 - Strategy & Rationality: Prisoner's Dilemma

Reading:

- McGlinchey, Walters, & Gold. "Getting Started with International Relations Theory" [Introduction](#), *International Relations Theory*. S. McGlinchey, R. Walters, & C. Scheinpflug (Eds.).
- Antunes, Sandra & Camisao, Isabel. [Chapter 1: Realism](#). *International Relations Theory*. S. McGlinchey, R. Walters, & C. Scheinpflug (Eds.).
- Lee, T. 2018. [When Hard Power Shrinks: The Midlife Crisis of Realism](#). Realism in Practice: An Appraisal

What is due Jan 29th 11:59 pm (EST):

- Statecraft Foreign Policy Attitude Survey
- First Statecraft Manual Quiz
- Module 2 Quiz
- Module 2 Assignment: If you were the leader of a small state in Africa, bargaining with the United States about an issue where your interests diverge, what Realist leverage and strategies could you bring into play to improve the outcome for your state? Make sure to make specific references to the lectures and readings in your answer. (You may write about a real country with a real conflicting interest.)

**Module 3: Liberalism
(Jan 30 – Feb 5)**

****Second Statecraft Manual Quiz must be completed by 11:59 pm Saturday, Feb 5th.**

Lectures

- Main Assumptions
- Institutionalism and Managing Anarchy
- Neoliberalism and Managing Anarchy

Reading:

- Meiser, J. W. 2018. [Chapter 2. Liberalism](#). *International Relations Theory*. S. McGlinchey, R. Walters, & C. Scheinpflug (Eds.).
- Daniel Deudney and G. John Ikenberry. "Liberal World: The Resilient Order." Foreign Affairs (eLC)
- Haass, R. 2018. ["Liberal World Order, R.I.P."](#) Council on Foreign Relations (eLC)

What is due Feb 5th 11:59 pm (EST):

- Second Statecraft Manual Quiz
- Module 3 Quiz
- Module 3 Assignment: Answer one of the questions below:

1. According to Democratic Peace Theory, democracies almost never fight wars against each other. Is it really the case? Based on what we have learned so far about international relations and world politics, argue for or against this theory with specific references to lectures, readings, and outside sources.
2. Do existing democracies have a national security interest in seeing democratization spread to China and other authoritarian states – by force if necessary? If so, how can that interest be reconciled with the long-standing norm of noninterference in the internal affairs of other sovereign states?

**Module 4: Critical Theories: Constructivism and Feminism
(Feb 6 – Feb 12)**

Statecraft Simulation Turn 0

Lectures:

- Main Assumptions
- Managing Anarchy

Reading:

- Carol Cohn. 2013. “Women and Wars: Toward A Conceptual Framework” from *Women & Wars*. *Read only pgs. 1-20 (eLC)
- Valerie Hudson. 2012. “What Sex means for world peace.” *Foreign Policy* (eLC)
- Laura Sjoberg “‘Mansplaining’ International Relations” Available at: <http://relationsinternational.com/mansplaining-international-relations-walt/>

What is due Feb 12th 11:59 pm (EST):

- Turn 0 Country Set-up in class on Friday
- Module 4 Quiz
- Module 4 Assignment: Read *Divided by History*; why Japan and South Korea ties have soured and *Why the Comfort Women Issue Still Matters, 70 Years Later* articles.

Discuss with specific references to the reading whether "the role of ideas in international relations will never be as strong as the role of power. Small powers may pretend that ideas matter, but great powers know that ideational factors are at most tools of power politics, not truly determining forces."

**Module 5: Critical Theories: Marxism and Post Colonialism
(Feb 13 – Feb 19)**

Statecraft Simulation Turn 1

Lectures:

- World Systems Theory
- Dependency Theory
- Orientalism

Reading:

- Nair, Sheila. [Chapter 9: Post-Colonialism](#) International Relations Theory. S. McGlinchey, R. Walters, & C. Scheinplug
- Acharya. 2014. "Global International Relations (IR) and Regional Worlds" *International Studies Quarterly*, 58, 647-659. (eLC)

What is due Feb 19th 11:59 pm (EST):

- Statecraft Simulation Turn 1 Memo
- Module 5 Quiz
- Module 5 Assignment: For this assignment, you will create a meme from a critical IR perspective that explains an International Relations concept we have covered so far in class. You may choose any of the concepts we've covered so far, from your assigned readings and class discussions. Select a concept and make a meme. Then write a short (300 words) reflection explaining the concept and the meme.

Module 6: Making Foreign Policy (Feb 20 – Feb 26)

Statecraft Simulation Turn 2

Lectures:

- Models of Decision Making
 - Individual Decision Makers
 - Group Psychology
 - Crisis Management
- The effect of domestic politics on foreign policy decision making

Reading:

- Chan, S. "[Theories of Foreign Policy and International Relations.](#)" In *Meditations on Diplomacy: Comparative Cases in Diplomatic Practice and Foreign Policy*
- Aggesdam, K, A. Rosamond, and A. Kronsell. 2019. Theorizing Feminist Foreign Policy. *International Relations* Vol. 33(1) 23–39 (eLC)
- Propaganda Techniques (eLC)

What is due: Feb 26th 11:59 pm (EST):

- Statecraft Simulation Turn 2 Memo
- Module 6 Quiz
- Module 6 Assignment:
 1. Go to "What's everyone up to?" section at the CFFP website (<https://centreforfeministforeignpolicy.org/feminist-foreign-policy>).
 2. Pick a country case and explore their feminist foreign policy agenda,
 3. Based on your research, Should the US adopt this FFP approach? Why or why not? Make sure to explain your reasoning from a specific IR perspective and with specific references to the FFP action plan items of the case study country you picked.
 4. Compare and contrast your answer with another classmate.

**Module 7: Apply the Theory: Will China and US fight for global leadership?
(Feb 27 – March 5)**

Statecraft Simulation Turn 3

Lectures:

- External Influences on Chinese Foreign Policy
- The Role of China’s Leaders in Chinese Rise
- Domestic Politics and Its Influence on Chinese Foreign Policy
- From a Political Economy Perspective: Is China’s Rise Changing the World?
- Problems of Misperceptions
- Can China Rise Peacefully?

Reading:

- John Mearsheimer. 2014. “Can China Rise Peacefully?” The National Interest. (eLC)
- G. John Ikenberry. 2008. “The Rise of China and the Future of the West.” Foreign Affairs. (eLC)

What is due March 5th 11:59 pm (EST):

- Statecraft Simulation Turn 3 Memo
- Module 7 Quiz
- **Module 7 Assignment:** IR scholars differ in how to approach China as a rising great power. In this discussion post you will argue whether or not China is a threat to American hegemony. First, be sure to complete the Ikenberry and Mearsheimer readings, which address two different scholars' perspectives (representing a realist and liberal position) on China's rise. Then, based on the information in the course videos and readings, argue whether China is a threat to American Hegemony. In making this argument you should also consider the weaknesses of the authors' positions. You should speak directly to the points made by each scholar. That is, you need to be able to directly reference and critique the points made by Ikenberry and Mearsheimer.

March 6 – March 12 Spring Break

SECTION II: UNDERSTANDING INTERNATIONAL (IN)SECURITY

**Module 8: International Conflict
(March 13 – March 19)**

Statecraft Simulation Turn 4

Lectures:

- Traditional security concerns
- Human Security
- Conflict
- What explains interstate war and peace?

Reading

- 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 (eLC)

What is due on March 19th 11:59 pm (EST):

- Statecraft Simulation Turn 4 Memo
- Module 8 Quiz
- Module 8 Assignment: In the lecture videos I’ll explain the ways wars are most often defined by IR scholars, however Cohn’s reading complicates the ways we define wars. In this discussion post explain at least 2 problems with limiting our understanding of wars to conflict with 1,000 or more battle deaths between two states. If these problems exist, why do many scholars still rely on this definition when they speak about war?

Module 9: International Security (March 20 – March 26)

March 24 – Withdrawal Deadline

Statecraft Simulation Turn 5

Lectures:

- Nuclear Weapons
- Intrastate Wars
- Terrorism
- Cyberwarfare

Reading:

- Introduction to Cronin, A. (2009). How Terrorism Ends: Understanding the Decline and Demise of Terrorist Campaigns. PRINCETON; OXFORD: Princeton University Press.

What is due March 26th 11:59 pm (EST):

- Statecraft Simulation Turn 5 Memo
- Module 9 Quiz
- Module 9 Assignment: All the cases below are true, but the names of countries and peoples have been changed.
 - Come up with YOUR definition of terrorism (at the beginning of the lecture video)
 - According to YOUR definition, which, if any, of the activities below should be considered terrorism?
 - Who are the terrorists?
 - What more would you need to know to be more sure of your answer?

Case 1: The Tobian government is very unhappy with the government of Ambar, whose leaders came to power in a revolution that threw out the former Ambar dictator. Tobian decides to overthrow the new Ambar leaders. It begins funding a guerrilla army that attacks Ambar from another country next door. Tobian also builds army bases in the next-door country and allows the guerrilla army to use these bases. Tobian supplies almost all of the

weapons and equipment of the guerrilla army fighting Ambar. The guerrillas generally try to avoid fighting Ambar's army. Instead, they attack clinics, schools, and cooperative farms. Sometimes they mine the roads. Tobian-supported guerrillas kill and maim many, many civilians. The guerrillas raid Ambar and then retreat into the country next door where Tobian has military bases.

Case 2: Religious militants attack members of the government, including an assassination attempt on the president. The government responds by sending in troops and destroying an urban area where the religious militants are based, killing more than 10,000 people in the process, including many civilians.

Case 3: A paramilitary group seeking independence blows up the military headquarters of the occupying force. The group's warning that there will be a bombing is ignored, and many people, civilian as well as military, are killed.

SECTION III: UNDERSTANDING INTERNATIONAL COOPERATION AND GLOBAL GOVERNANCE

Module 10: International Organizations (March 27 – April 2)

Statecraft Simulation Turn 6??

Lectures:

- Roles of International Organizations
- Peace Through Collective Security
 - The United Nations
- Peace Through Economic Interdependence
 - The European Union

Reading:

- Klotz, A. 1995. Norms Reconstituting Interests: global racial equality and US sanctions against South Africa. *International Organization*, 49:3, p. 451-78. (eLC)
- Barnett, M., & Finnemore, M. (1999). [The Politics, Power and Pathologies of International Organizations](#). *International Organization*, 53(4), 699-732.
- Shashi Tharoor. 2011. "Security Council Reform: Past, Present and Future." *Ethics and International Affairs*.
https://www.carnegiecouncil.org/publications/journal/25_4/essay/001

What is due April 2nd 11:59 pm (EST):

- Statecraft Simulation Turn 6 Memo
- Module 10 Quiz
- Module 10 Assignment: Write a 300-word proposal for reforming the United Nations from the perspective of one of the IR paradigms we have learned. The proposal should answer the following questions:
 1. Which norms should be the basis of UN Security Council operations/decisions?
 2. How should UN Security Council members be chosen? Should there be requirements, such as for regional balance?

3. Should there be permanent members? If so, which countries should they be?
4. Should any countries have a veto? If so, which ones?
5. How many votes should be required to take action?
6. Should there be other limitations or requirements?
7. Compare your answer to another classmate who chose a different paradigm to answer this question.

Module 11: International Law and Human Rights (April 3 – April 9)

Statecraft Simulation Turn 7???

Lectures:

- International Law and Human Rights
- Humanitarian Intervention and R2P
- International Crimes and International Courts

Reading:

- Krause, U. 2021. “Colonial roots of the 1951 Refugee Convention and its effects on the global refugee regime.” *Journal of International Relations and Development* (eLC)
- Olivius, E. 2016. “Constructing Humanitarian Selves and Refugee Others: Gender Equality and Global Governance of Refugees”, *International Feminist Journal of Politics*, 18:2, 270-290 (eLC)
- 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>

What is due April 9th 11:59 pm (EST):

- Statecraft Simulation Turn 7 Memo
- Module 11 Quiz
- Module 11 Assignment: Read the Universal Declaration of Human Rights (<http://www.un.org/en/documents/udhr/>) and write an essay evaluating it in terms of the rights articulated and the rights missing. Your essay should have a clear thesis where you argue whether or not the rights established in this document are sufficient. If the UDHR were written today what other rights might be included (or excluded if there are ones you deem outdated)? Conclude your analysis by considering how power shapes which rights we consider to be universal human rights and their application.

SECTION IV: INTERNATIONAL POLITICAL ECONOMY

Module 12: Globalization of Trade and Finance (April 10 – April 16)

Statecraft Simulation Turn 8???

Lectures:

- Perspectives on International Trade and Finance
- Economic and Financial Globalization
- MNCs
- International Economic and Financial Governance
 - The WTO
- The IMF and World Bank

Reading:

- Saglam, G & Hankla, C. 2021. Chapter 10 “Politics, Economics, and Trade” in *Introducing Global Issues* (ed) by Snarr & Snarr (eLC)
- What is the Transpacific Partnership? <https://www.cfr.org/backgrounder/what-trans-pacific-partnership-tpp>

What is due April 16th 11:59 pm (EST)

- Statecraft Simulation Turn 8 Memo
- Module 12 Quiz
- Module 12 Assignment: Read “What is the TPP?” article and watch “[What is the RCEP?](#)” video.

Considering the redistributive effects of protectionist/free trade policies, write a mini policy memo and give trade policy advice to the President Joe Biden. Should the US continue its protectionist trade policies? Should we re-enter the TPP? Why or why not? Do you have a mercantilist or a liberal position? What arguments would support your advice? What do you think are **the 3 most important costs** and **3 most important benefits** to trade liberalization?

**Module 13: The North – South Relations and Development
(April 17 – April 23)**

Statecraft Simulation Turn 8???

Lectures:

- The North-South Gap
- The Foreign Aid Paradox

Reading:

- Arvanitakis, James & Hornsby, David J. [Chapter 10: Global Poverty and Wealth](#). *International Relations*. Mc Glinchey, S. (Ed.).
- Max Roser and Esteban Ortiz-Ospina (2013) - "Global Extreme Poverty". Published online at OurWorldInData.org. Retrieved from: 'https://ourworldindata.org/extreme-poverty' [Online Resource]
- Olla, A. “[Welcome to the new colonialism: Rich countries sitting on surplus vaccines.](#)” *The Guardian*, 14 April 2021

What is due April 23rd 11:59 pm (EST):

- Statecraft Simulation Turn 9 Memo
- Module 13 Quiz

- Module 13 Assignment: Evaluate proposals requesting development assistance from the United States of America with a specific world view (IR theory) in mind. Your task is to make recommendations on how much and what kind of aid or development assistance should be allocated to each country.

Country 1 has requested \$100 million in aid from the US. This country is governed by a weak democratic system. A communist party is strong but holds few government positions. The party currently in power was always pro-USA and now is an active participant in US-led multilateral activities. The economy depends heavily on the export of one crop and one mineral. There is little industry. The aid money will be used to improve and extend the road system, improve the dock and port facilities in the country's only port city, and fund agricultural extension projects.

Country 2 has requested \$50 million in aid. The country is governed by a socialist party and has strong ties with Europe's more social democratic states. The president of the country often participates in meetings of heads of state of nonaligned nations, and the country's leaders are very active in multilateral organizations. This country has a diversified economy that exports agricultural products, some minerals, and light manufactured goods. The requested aid will be used to improve the national university, send students abroad for advanced college degrees in business management and science, import farm machinery, and purchase high-tech equipment to develop manufacturing in computers and technology related to the environment.

Country 3 has requested \$150 million in aid. The country is totally dependent on outside support. It was suffered from a severe drought, and three tribal groups continue to challenge the military government. The country's only resources are uranium and an abundance of cheap labor. Most aid has ended up in the hands of the political and military elites and has not been used to improve the quality of life of most of the population. Recently, the leaders have begun to discuss possible alliance with North Korea and Iran. The aid will be used to develop a comprehensive education system, develop facilities in rural areas, and build a national highway and rail system.

- Answer the questions below:
 - Rank the three countries in terms of aid priority based on your world view (IR theory you feel closest to).
 - What is the strongest argument for giving or not giving some form of aid to each country?
 - What assumptions about each country and the international system defined your allocation priorities?
 - Discuss the relative strengths and weaknesses of bilateral and multilateral aid programs. Would you agree with the statement that suggests the complexity of world development programs requires multilateral responses?

Module 14: Sustainability and Development

(April 24 – April 30)

Lectures:

- Sustainability and the Environment
- The Politics of Climate Change
- COVID-19 and IR

Reading:

- McCarthy, J. 2021. "[Why is climate change a racial justice issue?](#)" Global Citizen
- Busby, Joshua. [What International Relations Tells Us about COVID-19](#)
- [Headline Summary of the UN's Intergovernmental Panel on Climate Change Special Report on Global Warming of 1.5C.](#) (full report available [here](#))

What is April 30th 11:59 pm (EST):

- Statecraft Final Essay
- Module 14 Quiz
- Module 14 Assignment:
 1. Pick one of the countries below.
Developed: Australia, Canada, France, Japan, USA
Major Developing: Brazil, China, India, Nigeria, South Africa
Smaller Developing: Afghanistan, Belize, Indonesia, Maldives, Qatar
 2. Imagine you are negotiating an additional treaty to supplement the Paris Agreement, trying to reach an agreement on how much emissions each country should cut. As you research and prepare, consider:
 - What is the argument for having developed countries shoulder most of the burden?
 - What is the argument for spreading the burden equitably?
 - What would make it easier for some countries to cut emissions than others?
 - How should the tradeoff between promoting development and cutting emissions be balanced?
 - Is a bottom-up or a top-down approach to an agreement preferable? Why?