

## **INTL 3200 (25331)**

### **Introduction to International Relations**

Peabody Hall 2019 / MWF 1:50 -2:40 pm

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**Instructor:** Dr. Gulcan Saglam

**E-mail:** gsaglam@uga.edu

**Office Hours:** Office Hours: Tuesday 10:00 am – 11:00 am 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.)

### **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 by using the code Saglam\_Fall22 (See the 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.
- It is expected that you will complete the course reader listed on the syllabus and/or posted on the eLC course page *prior* to class. Should you fail to do the readings it will be evident in your lack of participation during class discussions.
- Lectures and class discussion are intended to supplement, not duplicate, the readings. Exams will draw upon course reader and class notes.

COURSE OUTLINE ~ This class is highly interactive and relies heavily on small group activities and class discussions for instruction and student assessment. The course consists of 6 modules. Each module opens on Sunday (12:01 am) and closes the last Saturday (11:59 pm). For specific due dates for each module quiz and assignment, please see the Course Schedule below. Each module includes:

- **Course reader:** The course reader includes 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 (Only Welcome Module has two quizzes: A syllabus quiz at the end of first week and a module quiz at the end of the module). These quizzes are intended to ensure that you are actively engaging with the material in and out of the classroom.
- **A module assignment:** Each module will have a module assignment that all students need to complete. These assignments will count towards your module participation grade.
  - As part of the module assignment, you will be asked to respond to an online discussion prompt, reflect on current events, reflect on films and documentaries, class readings, etc.
  - **In order to earn credit for answering the discussion question, you must submit one original post and one response to a classmate for each assignment before the end of the due date.** This will give everyone the opportunity to engage with colleagues and consider alternative perspectives throughout the module in and outside of the class.

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

Assignment	Description	% of Final Grade	Due Date
<b>Participation</b>	Announced and unannounced in-class student engagement and active learning activities	15%	N/A
<b>Module Assignments</b>		25%	See the course schedule
<b>Module Quizzes</b>		30%	See the course schedule
<b>Statecraft Simulation</b> <b>30% of your final grade</b>	<i>Foreign Policy Attitude Survey</i>		Sept 3 <sup>rd</sup> at 11:59 pm due to Statecraft
	<i>Manual Quiz 1</i>	2.5%	Sept 3 <sup>rd</sup> at 11:59 pm (EST) due to Statecraft
	<i>Manual Quiz 2</i>	2.5%	Sept 10 <sup>th</sup> 1:59 pm (EST) due to Statecraft
	<i>Simulation Memo</i>	5%	Saturday. at 11:59 pm (EST) each week
	<i>Performance</i>	5 %	When the simulation ends
	<i>Final Essay</i>	10%	Dec 5 <sup>th</sup> 11:59 pm (EST) due to eLC Dropbox
	<b>Peer Evaluations</b>	5 %	Dec 5 <sup>th</sup> 11:59 pm (EST) Due to eLC Dropbox

**Life tokens:** Sometimes things happen that get in the way of your best intentions to complete an assignment on time. To account for the unexpected situations in a way that is caring and flexible, I am implementing the use of a “life token,” which means you may miss a weekly assignment without a grade penalty. In other words, ***I will drop the lowest participation, module quiz, module assignment, and simulation memo grade.*** You can use this as you like (e.g., illness, sports travel, interviews, sleep, conferences). Please get in touch with me or Student Care and Outreach immediately if there are extenuating circumstances that may lead you to miss more than one of these assignments.

**Participation– 15%** - As one of the objectives of the course is to develop better critical thinking skills and to be able to communicate concepts and ideas more effectively, participation is a significant part of your final grade. Participation will be evaluated via various assignment

submissions during class (eLC assignments, polls, paper to be turned in, group discussions, individual reflection papers, announced or unannounced quizzes etc). These active learning tools will help you work through important ideas, concepts, or processes; give you the opportunity to investigate issues on your own and with your peers; be exposed to points of view different from yours; and develop your own opinions on economic and political development.

It is your responsibility to complete the in-class activities on time and make sure I have your assignment with your name on it at the end of the class.

**Attendance:** Attendance is **NOT** a formal requirement (There is no separate grade for simply showing up to class). However, participation is and you can not participate if you are in the classroom. Engagement is the heart of this course, as it is how we learn the most from each other; therefore, it is imperative that you attend class and actively contribute ideas and reflections unless you are unable to do so (i.e. you're sick, been exposed to someone who is unwell, etc.)

- Per UGA guidelines, faculty are to accommodate students who get COVID just as they normally would have accommodated ill students before the pandemic.
- In order to make sure you are not falling behind due to a missed class for any reason (COVID or not):
  - Send me an email. There is a good chance that I can direct you to online content that you can go over outside of class. **DO NOT** ask me whether we covered anything important on a day you missed. All classes are important.
  - 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 if you have any remaining questions.

**Module Assignments (25%):** Each module will have a module assignment to which you need to write a written response (300 -500 words) to the 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 assignment you must upload your response to the appropriate discussion board before the announced due date. To ensure that everyone has 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 (unless otherwise instructed). 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.

- All module assignments are due before 11:59 pm on the Saturday they are scheduled (see below). They will automatically lock on eLC after the time at which they are due, and no late submissions will be accepted or even reviewed. Thus, it is strongly advised to work ahead of any deadlines (details in the schedule below).
- The grading rubric for module assignments is available under Contents → Welcome Module → Module Assignments → Module Assignment Rubric

**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 assignment.

- All quizzes are open-books and open-notes quizzes. These quizzes will be automatically graded to provide immediate feedback for the student.
- By the nature of the course, the quizzes will be cumulative.
- 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. For the second attempt, students can only answer the questions they had incorrect. The final points for this quiz assignment will be the average of the two quiz scores (so be aware when you choose to complete the quiz twice).
- All quizzes are due before 11:59 pm on the Saturday they are scheduled (see below).
- All quizzes will automatically lock on eLC after the time at which they are due, and no late submissions will be accepted or even reviewed. Thus, it is strongly advised to work ahead of any deadlines (details in the schedule below).

**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 September 3<sup>rd</sup> 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.
  - 1<sup>st</sup> Manual Quiz due by 11:59 pm on September 3<sup>rd</sup>
  - 2<sup>nd</sup> Manual Quiz due by 11:59 pm on September 10<sup>th</sup>
- c) **Simulation participation – 5% 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. Your participation grade will mostly come from weekly simulation memos. 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) **Peer Evaluations – 5% of course grade:** To minimize a possible free riding problem and make sure each of you get the most out of the simulation, your participation and contribution will be reviewed by your group member at the end of the simulation. Peer evaluations of your simulation participation/contribution will contribute 5% to your final grade.
- e) **Performance - 5% of course grade** (based on your country's Quality of Life score)  
\*\*Possible +3% Extra Credit
- f) **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 points
A-	90 – 92 points		C-	70 – 72 points
B+	87 – 89 points		D+	67 – 69 points
B	83 – 86 points		D	63 – 66 points
B-	80 – 82 points		D-	60 – 62 points
C+	77 – 79 points		F	59 and below

## COURSE POLICIES ~

**Course Format and Covid-19 Adjustments:** This class will operate as an in-person class with face-to-face instruction unless otherwise announced on the syllabus or the eLC course page. We will follow UGA policy on any COVID-19-related adjustments that may be necessary throughout the semester.

- **If you feel sick, test positive for Covid-19, or are quarantining, DO NOT COME TO CLASS.**
- If you have specific concerns or expect specific challenges that will affect your class performance, please get in touch with me as soon as possible.

Note that the guidance referenced in this syllabus is subject to change based on recommendations from the Georgia Department of Public Health, the University System of Georgia, or the Governor's Office. For the latest on UGA policy, you can visit [coronavirus.uga.edu](https://coronavirus.uga.edu).

**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:** All cell phones and other devices that make noise must be turned off or put on silent – not vibrate- upon entering the classroom. Repeated unnecessary disruptions of class caused by such devices may negatively affect a student's participation grade.

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](mailto: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.*

**Extensions & Late Assignments:** Our due dates in this class are not arbitrary. The course's pacing is designed to help you make steady and productive progress toward the learning objectives. 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 weekly assignments (module and simulation) will automatically lock after the time at which they are due and no late submission will be accepted. Submissions that are not received because of unapproved absence, technical problems, etc., will be a part of the "life token" or one freebie that is not counted towards your final grade. Due to the time constraint at the end of the semester, **late submission of the Final Simulation Essay will also not be accepted or reviewed.**

Beyond the one life token you are allowed to, extensions and make-ups are subject to the UGA class [attendance policy](#) and my discretion.

**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](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.



**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](#)". 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.

### **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***

<b>MODULE 1: WELCOME MODULE</b>
<b><i>Week 1: Course Introduction</i></b> <b><i>(Aug 17 – Aug 20)</i></b>
Course Reader: <ul style="list-style-type: none"> <li>● Syllabus</li> <li>● International Relations: An Introduction</li> </ul>
<p><u>What is due Aug 20<sup>th</sup> 11:59 pm (EST):</u></p> <ul style="list-style-type: none"> <li>● SYLLABUS QUIZ</li> <li>● Module 1 Assignment: Post your introduction to “Getting to Know You” Discussion Board</li> </ul> <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"> <li>○ The name you prefer to be called (especially if different than the name on my roster)</li> <li>○ Preferred pronouns</li> <li>○ Where you’re from (however you choose to identify that)</li> <li>○ Your year and major(s) at UGA</li> <li>○ What types of IA experiences have you had (i.e. study abroad, internships, CURO research, etc.)?</li> <li>○ Why you are taking this course and what you hope to get out of it?</li> <li>○ Fun facts or hobbies?</li> <li>○ 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?</li> </ul> <p>Students may upload a video introduction in place of a written on and earn 1-point extra credit toward their final grade as long as they include the required information.</p>

**MODULE 2: PERSPECTIVES AND APPROACHES TO THE STUDY OF INTERNATIONAL POLITICS**

**Week 2: The Evolution of the International System  
(Aug 21 – Aug 27)**

Course Reader:

- 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.
- Zvobgo, K., & Loken, M. (2020). [Why Race Matters in International Relations](#). Foreign Policy, 237, 11–13

\*\*\* 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 Aug 27<sup>th</sup> 11:59 pm (EST):

**Week 3: Realism  
(Aug 28 – Sept 3)**

\*\*First Statecraft Manual Quiz and Statecraft Foreign Policy Attitudes Survey must be completed by 11:59 pm Saturday, Sept 3<sup>rd</sup>.

Course Reader:

- 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 Sept 3<sup>rd</sup> 11:59 pm (EST):

- Statecraft Foreign Policy Attitude Survey
- First Statecraft Manual Quiz

**Week 4: Liberalism  
(Sept 4 – Sept 10)**

\*\*Second Statecraft Manual Quiz must be completed by 11:59 pm Saturday, Sept 10th.

Course Reader:

- Meiser, J. W. 2018. [Chapter 2. Liberalism](#). *International Relations Theory*. S. McGlinchey, R. Walters, & C. Scheinflug (Eds.).
- [Democratic Peace Theory](#)
- 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 Sept 10<sup>th</sup> 11:59 pm (EST):

- Second Statecraft Manual Quiz

### **Week 5: Critical Theories: Constructivism and Feminism (Sept 11 – Sept 17)**

Statecraft Simulation Turn 0

Course Reader:

- [Sarina Theys. 2018. Introducing Constructivism in IR Theory](#)
- Valerie Hudson. 2012. "What Sex means for world peace." *Foreign Policy* (eLC)
- Robin Harding and Edward White. 2019. *Divided by History: Why Japan-South Korea relations have soured?*(eLC)

What is due Sept 17<sup>th</sup> 11:59 pm (EST):

- Turn 0 Country Set-up in class on Friday
  - For each of the theories below, identify a musician (across any and all genres/time periods) based on personality, music style, or lyrics, that most closely relates/ embodies the theories. Explain why your musician choice is a good fit for each theory. Be sure to provide one musician with explanation for each of the four theories as part of your response.
    - Realism
    - Liberalism
    - Constructivism
    - Feminism
  - Considering your choices from the previous question, pick one musician. Provide the name and corresponding theory. Who would this musician be most likely to collaborate with, from the other three, if given a choice and why?
  - The world has requested that your selected musicians play together for a one-time benefit concert (Save the Whales!). Describe the band interactions/dynamics based on their personalities/theories. This question is open ended, so be creative.
  - In reflecting to IR theories/musicians, which one most closely aligns to how you see the world? Explain your answer.

### **Week 6: Critical Theories: Marxism and Post Colonialism (Sept 18 – Sept 24)**

Statecraft Simulation Turn 1

Course Reader:

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

What is due Sept 24<sup>th</sup> 11:59 pm (EST):

- Statecraft Simulation Turn 1 Memo
- Module 2 Quiz

### MODULE 3: THEORY IN ACTION

#### Week 7: Making Foreign Policy (Sept 25 – Oct 1)

Statecraft Simulation Turn 2

Course Reader:

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

What is due: Oct 1<sup>st</sup> 11:59 pm (EST):

- Statecraft Simulation Turn 2 Memo
- Module 3 Assignment: Your task is to create a way to "measure" and rank states' power. Your measure might be influenced by any IR paradigm you like.
  - Use at least five elements to create your measure (this can be either soft power, hard power, or both)
  - Explain and defend your measure
  - Then, apply your power rating to 5 countries of your choice.
  - How does your measure work? What is good about it, and what does it miss?
  - Can states rise peacefully (without leading to a major conflict in the system) according to your measure of power? Why or why not?

#### Week 8: Will China and US fight for global leadership? (Oct 2 – Oct 8)

\*\*\* Reading heavy week\*\*\*

Statecraft Simulation Turn 3

Course Reader:

- Chinese Rise from the US Perspective: China – Power and Prosperity
- Chinese Rise from the Chinese Perspective: The Roots of the US-China Tensions
- 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 Oct 8<sup>th</sup> 11:59 pm (EST):

- Statecraft Simulation Turn 3 Memo
- Module 3 Quiz

#### ***MODULE 4: UNDERSTANDING INTERNATIONAL (IN)SECURITY***

##### **Week 9: International Conflict (Oct 9 – Oct 15)**

Statecraft Simulation Turn 4

Course Reader:

- 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 Oct 15<sup>th</sup> 11:59 pm (EST):

- Statecraft Simulation Turn 4 Memo

##### **Week 10: International Security (Oct 16 – Oct 22)**

Statecraft Simulation Turn 5

Course Reader:

- Balzacq et. al. Securitization Revisited (eLC)

What is due Oct 22<sup>nd</sup> 11:59 pm (EST):

- Statecraft Simulation Turn 5 Memo
- Module 4 Quiz
- Module 4 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: Farmers from the country of Belveron are angry at their own government and at a corporation from the country of Paradar. The Belveron government has allowed the Paradar corporation to plant “test” crops of genetically engineered cotton. The genetically engineered crops produce their own pesticide. Many Belveron farmers worry that the genetically-engineered crops will pollute their crops—as has happened many times in other countries—and will lead to a breed of super-pests that will be immune to chemical pesticides and also to the organic pest control methods many poor farmers use. Without growing and selling cotton, the farmers have no way to feed their families. Belveron farmers also believe that the Paradar corporation does not really care about them, but they instead care only for their own profit. They believe that the corporation wants to get Belveron farmers “addicted” to genetically engineered cotton seeds—which the corporation has patented—so that the corporation will have a monopoly. Belveron farmers further point out that the corporation has not told farmers that the “tests” on their land may be risky and could pollute their nongenetically-engineered cotton crops.

Belveron farmers have announced that they will burn to the ground all the genetically engineered cotton crops. They hope to drive the Paradar corporation out of Belveron. Belveron farmers have also threatened that they may destroy the offices of the Paradar corporation.

Case 3: Lomandia is administering a legal mandate in the region of Morcosas. The mandate, although approved by the international global community, is considered to be occupation of their motherland by local groups, including Bragan, which initiate armed resistance against Lomandia. Lomandia sees these armed groups as insurgents.

Lomandia troops searched and confiscated large quantities of documents directly implicating the Bragan in the Morcosas insurgency against Lomandia. The intelligence information was taken to a hotel, which is being used as the headquarters of the Lomandia Mandate Administration and military offices. In order to destroy the incriminating documentation, the Bragan, therefore, determined to destroy that wing of the hotel.

Disguised as hotel waiters, members of the Bragan planted a bomb in the basement of the main building of the hotel. The resulting explosion caused the collapse of the western half of the southern wing of the hotel. Many lives are lost. Some of the inflicted deaths and injuries occurred in the road outside the hotel and in adjacent buildings.

Since the bombing, much controversy has ensued over the issues of when warnings were sent and how the Lomandia authorities responded. Bragan representatives have always stated that the warning was given well in advance of the explosion so that adequate time was available to evacuate the hotel. The Lomandia Government said after the inquest that no warning had been received by anyone at the Secretariat "in an official position with any power to take action.

**MODULE 5: UNDERSTANDING INTERNATIONAL COOPERATION AND GLOBAL GOVERNANCE**

**Week 11: International Organizations  
(Oct 23 – Oct 29)**

**Oct 24 – Withdrawal Deadline**

**Oct 28 – Fall Break No Class**

Statecraft Simulation Turn 6??

Course Reader:

- 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](https://www.carnegiecouncil.org/publications/journal/25_4/essay/001)

What is due Oct 29<sup>th</sup> 11:59 pm (EST):

- Statecraft Simulation Turn 6 Memo

**Week 12: International Law and Human Rights  
(Oct 30 – Nov 5)**

Statecraft Simulation Turn 7???

Course Reader:

- 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)
- 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 Nov 5<sup>th</sup> 11:59 pm (EST):

- Statecraft Simulation Turn 7 Memo
- Module 5 Quiz
- Module 5 Assignment: First, fill out the chart on the eLC course page by comparing and contrasting UDHR vs. US Constitution (the oldest democracy in the world) vs. Indian Constitution (the biggest democracy in the world). Then, answer the discussion questions below. Remember to be specific in your answers and include citations to your reading (either the textbook, journal articles, or the treaties are fine) to support your answers.
  - Which of these documents covers the most rights? Why do you think that is?



- Did the writers of these three documents have different conceptions of what "rights" means? If so, how did their understandings of "rights" differ?
- Should either the US or Indian constitution be revised to be more inclusive? Why or why not? What rights, if any, would you add to either constitution?
- How do you explain why some social, economic, and cultural rights found in the UDHR are not guaranteed by the American documents?
- In your opinion, what should be the limits and responsibilities of government in guaranteeing their citizens certain rights? For example, is hunger or homelessness a government's responsibility?

## **MODULE 6: UNDERSTANDING INTERNATIONAL POLITICAL ECONOMY**

### **Week 13: Globalization, Protectionism, and Trade (Nov 6 – Nov 12)**

Statecraft Simulation Turn 8???

Course Reader:

- Saglam, G & Hankla, C. 2021. Chapter 10 "Politics, Economics, and Trade" in *Introducing Global Issues* (ed) by Snarr & Snarr (eLC)

What is due Nov 12<sup>th</sup> 11:59 pm (EST)

- Statecraft Simulation Turn 8 Memo

### **Week 14: The North – South Relations and Development (Nov 13 – Nov 19)**

Statecraft Simulation Turn 9???

Course Reader:

- Amartya Sen. *Development as Freedom* (eLC)
- Zarakol. *The Rise of the Rest as Hype and Reality* (eLC)

What is due Nov 19<sup>th</sup> 11:59 pm (EST):

- Statecraft Simulation Turn 9 Memo

**NOV 21- NOV 25 – THANKSGIVING BREAK**

### **Week 15: Climate Change, Sustainability and Development**

(Nov 29 – Dec 3)

Course Reader:

- Geraldine Terry. *No climate justice without gender justice* (eLC)
- Asif Muztaba Hassan - *Is Securitization of Climate Change a Boon or Bane* (eLC)

What is Dec 3<sup>rd</sup> 11:59 pm (EST):

- Module 6 Quiz

- **Module 6 Assignment:** For this assignment, you will create a meme from an 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.

**Dec 5<sup>th</sup> 11:59 pm (EST) – Statecraft Final essay is due!**