



**School of Public &
International Affairs**
UNIVERSITY OF GEORGIA

INTL 3200

INTRODUCTION TO INTERNATIONAL RELATIONS

Term: Fall 2023
MWF 8:00AM – 8:50AM
Baldwin 101D

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Office: Candler Hall 304
Office Hours: Wed 12:45 pm – 1:45 pm
Fri 3:00 pm – 4:00 pm

Course Description


This course is designed as an introduction to: (a) *international relations* – dynamics, processes, and political events taking place among states; and (b) *International Relations* (hereafter, IR) – the academic discipline. The course provides a general overview of key historical events, theories, concepts, and issues central to the field. Module I of the course provides a foundation for important concepts, theories and terms that will be addressed in greater depth and applied throughout the course. It is also meant to give a general historical overview of important events and moments that have significantly shaped the structure of international politics. Subsequent modules take one theory, one subfield, and one contemporary international issue which parallel in four themes (Conflict, Rules, Cooperation, and Justice), and are analyzed and internalized through interactive debates and simulations.

Student Learning Outcomes

Upon completing this course, students should be able to:

1. identify the key actors and institutions within the international system;
2. understand the interests of different state, transnational, and non-state actors;
3. describe and critique the major approaches to the study of IR;
4. discuss the major causes and effects of international conflict and cooperation;
5. comprehend and discuss the different ways institutions structure power and influence representation;
6. apply the theoretical and analytical tools learned to examine salient issues in international relations.

Required Course Materials

	<p>Title: <i>The Globalization of World Politics</i>, 9th ed.</p> <p>Authors: John Baylis, et al.</p> <p>Publisher: Oxford University Press</p> <p>Year: 2023</p> <p>ISBN: 978-0-192-89814-2</p>
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How can you reduce the cost of this textbook?

1. You are welcome to use the e-book (<https://global.oup.com/ushe/product/the-globalization-of-world-politics-9780192898142?cc=es&lang=en&>) if it is easier/more economical for you. The e-book is \$32.50 for 180 days from the Oxford University Press website.
2. Online booksellers such as Amazon *occasionally* have more affordable prices than the publisher.
3. You might consider splitting the cost by sharing with a classmate (scanners are available in the Library).
4. UGA Student Care and Outreach has support funds available for one-time hardships and unforeseen expenses, and textbook costs can be considered for this funding. They also manage a SPIA support fund, which is specifically for SPIA students in need of support for textbooks or unplanned bills. To request support funding, reach out to Student Care and Outreach via phone (706-542-8479), email (sco@uga.edu), walk-in (318 Tate Student Center), or by filling out their [CARE Report Form](#).

Please be aware that earlier editions of the textbook are also available, of course at reduced prices, but use with caution as they do not contain all necessary information for this course. **Use of an earlier text edition does not excuse incompleteness or misunderstandings of course assignments.**

Any additional readings will be available on the course eLC site.

Course Structure

The course focuses on providing an atmosphere for active learning. Specifically, it focuses on providing you with the skills you need - as well as content - to obtain a truly global perspective. In this class, you will play a more active role, take on greater responsibility, and ultimately internalize the role of a policymaker working in a fast-paced, collaborative setting.

Communication

Email

You are welcome to email me anytime about any issue you may be having in the class. I reply to your emails when I receive them to confirm that they got through. If I do not reply to your email within 48 hours, that means I did not receive it. Also, I am never offended by a follow-up email, so please do not hesitate!

I do have a few rules for email communication:

1. Please use proper email etiquette. Start your email "Dr. Barber," "Dear Dr. Barber," or "Dear Professor Barber" for initial contact. I will not answer emails that use an improper salutation.
2. If an email was sent to me *during* class by a student present, I will not respond, as this is an inappropriate use of class time and a prohibited use of electronic devices (see below). Instead, please talk with me in person before or after class, or email outside of class time.
3. For questions about grades, always email *both* me and the course teaching assistant. If it is a groupwork assignment, CC all group members.
4. I would prefer corresponding via @uga.edu email rather than eLC email.
5. **Always ensure your question is not already addressed in this syllabus before emailing me.**

Office Hours

No appointment is needed if you come to my office during my office hours. If you would like to meet at another time, contact me and I will work with you to arrange that.

eLC

*****Please register for Announcement Notifications!*****

I will keep you updated about the course and any changes to the syllabus through the "ANNOUNCEMENTS" board on the class eLC page. To sign up for Announcement Notifications: your name on the class eLC page > Notifications > Instant Notifications > Announcements.

Prohibition of Electronic Devices

This course requires you to occasionally use your laptop or tablet during class time. Research suggests that the human brain is not as excellent at multitasking as we think it is. Please be respectful of your classmates and restrict your use of electronic devices to course content only. If I see that you or your neighbors are distracted by what is seen on (or heard from) your electronic device, I will ask you to leave the class and you will forfeit your ability to earn attendance or participation credit for that day. There will be times when you have completed your work, but your peers have not. I ask that you assist your peers when appropriate, or use the time to review your notes while you wait. You will learn more if you put away your electronic device and concentrate on the course while you are here, and your classmates will thank you for not impeding their ability to learn.

One thing I consider highly disrespectful is someone wearing earbuds or earphones (wired or wireless) during this class. If you use earbuds or earphones during class, then you will definitely be asked to leave, and you will forfeit your ability to earn attendance or participation credit for that day.

Assessment

Policy Briefs (30%)

There are four simulations throughout the course whereby you prepare policy briefs for the actor you are roleplaying in the simulation. You must: (1) draft a Policy Proposal; (2) participate in the simulation in class; then, finally, (3) write your Policy Brief with the purpose of crafting sound recommendations for real-world actors concerning the issues these actors are facing. Take into consideration what worked and did not work from your Policy Proposal's stated objectives. Also, take into consideration the reaction from others to your ideas, and the tenor of the simulation when crafting your Policy Brief. The content of these briefs should take into account all that was planned and negotiated (i.e., in lectures, in preparation for the simulation, during the simulation, and whatever was produced from the simulation). The format for these briefs will be discussed before the first one is due (see schedule below for more details).

Policy Briefs are due by 11:59PM two days after the simulation has concluded (usually Sundays). You are strongly recommended to reconfirm that you submitted the correct document prior to the deadline. Submitting the wrong document, or an incomplete version, without doublechecking does not give you permission to submit your assignment late. Late submissions are not accepted unless approved documentation outlined below (under "Attendance") indicates you could not complete and upload your work for a period spanning from when the submission dropbox was made available, until the deadline (typically one week). Without said documentation, please do not contact me with requests for late submissions. As a result, it is advised that you work well ahead of these deadlines.

Unassigned Chapter Literature Review (20%)

Your textbook has excellent chapters on salient subfields and issues in IR which we, unfortunately, are not able to cover due to the extensive nature of the discipline. Select one unassigned chapter from the course textbook parts four and five, and expand on the topic with a brief literature review. One purpose of this exercise is to hone your skill in writing literature reviews, as this is an important professional skill and research shows it is not adequately practiced. A second purpose of this assignment, however, is to give you the opportunity to explore an area of your personal interest, and relate the material of this course to your practical and intellectual concerns.

Reading Assessments (20%)

As a way to equip you with the necessary information to engage in class with the content, Reading Assessments are completed for each unit of each module (ordinarily, weekly). For each, write: (1) a 50-100 word summary of the assigned reading; (2) a 50-100 word reflection; and (3) finish with one critical question for discussion in class. I want to see evidence you have thought deeply about the author's arguments. Reading Assessments are due by Tuesday 11:59PM (aside from the final one, due on Monday).

Late submissions are not accepted without the approved documentation outlined below (under "Attendance"). Without said documentation, please do not contact me with a request for a late submission. It is advised that you work well ahead of these deadlines.

Module I Exam (10%)

The exam covers material in both lectures and readings for the first 4 weeks of class, and include multiple choice and short essay questions. The exam is taken in class, without access to course materials. Early and make-up exams will not be considered, except with appropriate documentation (it must clearly indicate you will be/were unable to sit the exam specifically at the scheduled time). Please see below under "Absences" for details on what qualified and does not qualify for excusals.

Class Contribution (20%)

Contribution = attendance ($\frac{1}{2}$) + participation ($\frac{1}{2}$).

Participation (10%)

Being an active-learning course, active participation from all students is essential. The participation grade is assessed weekly based on the quantity and quality of verbal contributions during lectures, debates, discussions, and simulations which will take place in class. In the case of pair or groupwork, I will require student evaluations to assist with my participation assessments.

Attendance (10%)

Attendance is taken at each class meeting, and assessed in a binary: absent = 0, present = 1. In order to be counted present, students must:

1. join the class on time, and remain in class until dismissed;
2. avoid all use of electronic devices throughout the entirety of the class, except in the case of notetaking.

Note that if a student is recorded present for less than 60 percent of class meetings throughout the semester, the attendance grade is an automatic zero.

Out of respect to students who are habitually punctual, and to prepare everyone for the "real world," **I make every effort to start class precisely on time.** For this course, budget extra preparation time to be present by the start time.

Absences can be excused **only** under the following circumstances, and with official documentation:

1. A university-sanctioned event (proper UGA letterhead will be needed as documentation);
2. Personal illness, when attendance in class would endanger your health or the health of others (you must provide medical documentation [a doctor's note] specifically indicating you could not attend classes on said date);
3. There is a serious illness in your *immediate family* (defined as parents, siblings, spouse, or children) which would reasonably necessitate absence from class (you must provide medical documentation [a doctor's note] specifically indicating you could not attend classes on said date);
4. A mandated court order by a governmental agency (with legal documentation clearly indicating your summon on the date conflicting with class);
5. Special and recognized holidays of your religion (in which case, approval in advance is required);
6. The wedding or funeral of a *close relative* (defined as abovementioned *immediate family*, plus grandparents, aunts, uncles, siblings-in-law, half-siblings, and first cousins) (requires documentation clearly indicating you cannot attend on said date).

Excusal requests for absences will not be accepted any later than one week (seven days) from when the absence took place. When possible, I greatly appreciate receiving excusal requests prior to the date in question.

Do not ask about having an absence excused without any of the aforementioned documentation which must include your full name and the absence date(s). If you need support with the certification of the legitimacy of an absence, the Office of the Vice President for Student Affairs can produce a letter on your behalf if the reason is determined legitimate. Note that the documentation, itself, does not excuse an absence; only the instructor has

the authority to excuse you from class. In the case of an excused absence, you are not marked present for the missed class session; rather, the attendance grade for the missed class session is cancelled out of the total attendance average.

Student Care and Outreach (SCO) verifies when students are experiencing extenuating circumstances that may impact their abilities to engage with classes, and notifies instructors about these circumstances, but SCO is clear that their notification to faculty does not excuse absences. Official documentation, as outlined above, is still necessary for excusal.

The following are some circumstances (not exhaustive) which happen in life, some misfortunate, but are not grounds for an excused absence:

- Having a flat tire or any other transport complications on the way to class;
- Missing your bus, or your bus not arriving on time, on the way to class;
- Needing to work during class time;
- Volunteering for a charity organization;
- Personal illness, but without visiting a physician and obtaining medical documentation;
- Taking care of a sick relative not in your *immediate family* (defined above), or a sick pet;
- Going to vote or registering to vote (if not registered in Athens, vote absentee!);
- Adverse weather conditions, such as snow or ice (absent of a university-wide cancellation of classes);
- Early travels for holidays (**including the Monday before Thanksgiving Break, and the final class meetings before Winter Break**).

Assessment	Graded Points	Percent of Final Grade
Policy Briefs (4)	100, ea.	30%
Unassigned Chapter Literature Review (1)	100	20%
Reading Assessments (15)	10, ea.	20%
Class Contribution (attendance and participation)	1, ea. / 10, ea.	20%
Module I Exam (1)	100	10%
Total		100%

Grading Scale		
Grades	Percentage	Performance
Grade = A	100 - 93.0%	Excellent
Grade = A-	92.9 - 90.0%	Excellent
Grade = B+	89.9 - 87.0%	Good
Grade = B	86.9 - 83.0%	Good
Grade = B-	82.9 - 80.0%	Good

Grading Scale (cont.)		
Grades	Percentage	Performance
Grade = C+	79.9 - 77.0%	Satisfactory
Grade = C	76.9 - 73.0%	Satisfactory
Grade = C-	72.9 - 70.0%	Satisfactory
Grade = D	69.9 - 60.0%	Poor
Grade = F	59.9 - 0%	Fail

There is no rounding of grades beyond the **basis point** (1/100th of 1%, or 0.01%).

The above grading scheme is available so that you can keep track of your own standing in the course. If ever you want to find out, "What is my current grade in the course?" or "How much do I need to score on x in order to earn y in the course?" refer to these tables and the grades you receive in the eLC gradebook in to calculate an answer for yourself.

Grade Appeals

Bottom line: faculty are human, too, and if I made a mistake in my grading, I want to make it right. If you believe you have received an inaccurate grade, please prepare a formally appeal. The appeal should consist of a typed

email that identifies the problem and presents concrete reasoning to substantiate why the assignment should be re-evaluated. If the grade was for a group assignment, all group members must be CCed to the email, and individually indicate in writing their approval of the grade appeal. Note that a request for re-evaluation means that I examines your entire work for a second time and *may* lower your grade upon closer review. **Grade appeals are not be accepted any later than one week (seven days) from when the grade was returned to you.**

Extra Credit

I will not offer extra credit at any point in this course, including the end of the course after grades have been averaged. Requests for extra credit opportunities will be denied. Do your best on each assigned task.

Note on Final Grades

It is both highly unprofessional and unacceptable to negotiate grades with your professors. In the past, after submitting final grades at the end of the semester, I have experienced emails from students wanting their final grades changed to reflect what the student “thinks” it should be, or what is “needed” for one objective or another, and not what was actually earned. This practice of “grade-grubbing” is unfortunately increasing across university nationwide. Know that I do not negotiate grades. I spend a great deal of time grading student work, and find it extremely disrespectful when students approach me with such an unethical proposition.

Again, your final grade is **NOT** subject to negotiation, and I will not respond kindly to grade grubbing appeals. If you have an issue with a specific grade earned, please see “Grade Appeals” above for how to address this. But, simply “needing” a better final grade in no way entitles you to one. If you plan to graduate this soon, or if you need an exceptionally good grade from this course for whatever reason, the only possible way of receiving this is to work hard. The grade you *earn* is the grade you will receive. **The sole factor that matters in determining your grade is your performance in the course.** Awarding a student a better grade than the student deserves based on his or her official course performance is a violation of my professional ethics. Moreover, it is a crime deceiving your government and tax-paying fellow citizens.

Academic Honesty

Students must commit to the UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi.

The minimum penalty for any type of plagiarism or cheating will be an “F” on the assignment. As commonly defined, plagiarism consists of passing off one’s own ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for plagiarism destroys the trust among colleagues without which research cannot be safely communicated. Please review what the UGA Academic Honesty Policy says about plagiarism below:

Plagiarism is using another’s work as your own without correct citations. Examples include, but are not limited to:

- i. Directly quoting another’s written or spoken words without quotation marks.*
- ii. Paraphrasing without attribution.*
- iii. Presenting someone else’s original idea or theory as your own original work without attribution.*
- iv. Using statistics, images, or data without recognizing who compiled them.*
- v. Turning in work that another wrote as your own work.*
- vi. Self-Plagiarism: Submitting an assignment for credit that has already been submitted, unless the current instructor authorizes its use prior to submission.*

The bottom line:

- *If it's not your writing, thought, creation, or composition, cite it.*
- *If it is your previous work, make sure you are allowed to use it.*
- *If you had someone create or do this work on your behalf (paid or not), then it's contract cheating.*

Additionally, while generative artificial intelligence-based technologies, such as ChatGPT, have recently made huge strides in producing written work replicable of students' efforts, overall the quality remains subpar, and is stuffed with "filler" content. Nevertheless, discussions about these technologies are crucial, yet have not sufficiently take place among technologists, liberal arts scholars, and university administrators, not just at UGA, but universities the world over. For the time being, any use of artificial intelligence software or word mixing software to write any course assignments or disguise plagiarized work is also strictly categorized as a form of plagiarism in this course.

As an instructor dedicated to academic integrity, I pledge that I always pursue the maximum penalty within the bounds of the university's code of disciplinary measures regarding students who engage in academic dishonesty with no exceptions.

Copyright on Course Materials

All handouts used in this course, inclusive of digital materials, are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, PowerPoint slides, and in-class materials. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

Prohibition on Recording Lectures

In the absence of written authorization from the UGA Disability Resource Center, you may not make a visual or audio recording of any aspect of this course. If you have a recording accommodation, you agree in writing that you:

- 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, and also that you 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 you to discipline under the Student Code of Conduct or subject you to liability under copyright laws.

Respectful Participation

We will all work to be great citizens in this course. Here are just a few ways in which this is achieved (and more may be added as we evolve in our expectations of each other):

- We will be respectful in our language and active engagement with each other and the ideas presented by others. Both personally and professionally, I value open discourses across the political spectrum. If at any time, you feel that myself or others are not encouraging you to express your political opinions, please feel free to approach me so we can make sure to allow for this.
- We will all work to ensure that our contributions to the class discussion work to improve (rather than detract from) the quality of the course. Active engagement is prized, but we will not tolerate discourse that means to quiet, rather than encourage, others to contribute as well.
- You are encouraged to use technology in the classroom for the explicit purpose of engaging more fully with the course materials.

There may be uncomfortable moments in this course as we face mistakes and hold each other and ourselves accountable. I encourage you to “call in” when mistakes (intentional or not) occur, rather than “call out” or “cancel” so that we may learn from each other.

Commitment to Diversity

This course welcomes individuals from any racial, ethnic, religious, age, gender, sexual orientation, class, disability, and nationality, and those who hold unpopular political views. In the spirit of this vital commitment, in this course each voice in the classroom has something of value to contribute to all discussions. Everyone is expected to respect the different experiences, beliefs and values expressed by fellow students, and will engage in reasoned discussion that refrains from derogatory comments about other people, culture, groups, or viewpoints.

Preferred Address

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to me with your legal names. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Accessibility Note

If you plan to request accommodations for a disability, please register with the Disability Resource Center by the first week of class. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>.

Letters of Recommendation Policy

It is very important to me that students who work hard and develop in my classes succeed in future pursuits. Therefore, I am happy to write letters of recommendation for students who:

- Address me properly and interact respectfully;
- Earned good grades (B or higher) in at least one of my courses;
- Make initial request for the letter at least two weeks prior to the deadline.

If I accept your request for a letter, please tell me precisely for what you need the letter (e.g., an internship, a graduate program, a job application, etc.). The more information I have, the better I can tailor the letter to your needs. Give me a list of due dates, websites of programs or schools, etc. Supply a statement of purpose, your résumé or vita, and a copy of any of your best papers that you may have written. Lastly, if I am writing a letter of recommendation for you, let me know the outcome of your application(s). If you do not inform me, I will not continue to write letters for you.

CLASS SCHEDULE	
Module I: Introduction	
Week 1	
Aug 16 (W)	Introduction to the Course <input type="checkbox"/> carefully read through your syllabus <input type="checkbox"/> turn eLC notifications on for course
Aug 18 (F)	Introduction to the Course <input type="checkbox"/> Ch. 1 <input type="checkbox"/> “COVID 2025: Changing the Rules of IR – Paul Poast” video

	https://www.youtube.com/watch?v=B9UI-ZBXvtc&t=6s
Week 2	
Aug 21 (M)	Globalization <input type="checkbox"/> Ch. 2 <input type="checkbox"/> “Zombies, G20 and International Relations” lecture by Daniel Drezner https://www.youtube.com/watch?v=iALDdTICSAU&t=600s <input type="checkbox"/> “Metaphor of the Living Dead: Daniel Drezner at TEDxBinghamton University” https://www.youtube.com/watch?v=Vjke3VTp5ks&t=14s
Aug 22 (T)	W2 Reading Assessment (Chs. 1-3) due by 11:59PM
Aug 23 (W)	International Order <input type="checkbox"/> Ch. 3
Aug 25 (F)	Discussion
Week 3	
Aug 28 (M)	International History: “End of History” <input type="checkbox"/> Ch. 4 <input type="checkbox"/> “Guns, Germs, and Steel” documentary Part I: https://www.youtube.com/watch?v=i885hopsw6E&t=1s Part II: https://www.youtube.com/watch?v=dCBod2jFFyQ Part III: https://www.youtube.com/watch?v=aJ9espgY-Po
Aug 29 (T)	W3 Reading Assessment (Chs. 4 & 11) due by 11:59PM
Aug 30 (W)	International History: “End of History” (cont.) <input type="checkbox"/> Ch. 11 <input type="checkbox"/> “What is a Non-Western IR Theory?” TEDtalk https://www.youtube.com/watch?v=q6uwExc7eu8
Sep 1 (F)	International History: The Post-Cold War Era <input type="checkbox"/> Ch. 5
Week 4	
Sep 4 (M)	***Labor Day – No Class***
Sep 5 (T)	W4 Reading Assessment (Chs. 5-6) due by 11:59PM
Sep 6 (W)	International History: The Post-Cold War Era (cont.) <input type="checkbox"/> Ch. 6 <input type="checkbox"/> “The Post-Post Cold War” interview with Bruce Mehlman https://www.youtube.com/watch?v=lbJ4oHgSYA8
Sep 8 (F)	***MODULE I EXAM***

Module II: Conflict	
Week 5: Theory	
Sep 11 (M)	Realist Theory □ Ch. 9
Sep 12 (T)	W5 Reading Assessment (Ch. 9 & Waltz article) due by 11:59PM
Sep 13 (W)	Realist Theory (cont.) □ Waltz 1990, "Realist Thought and Neorealist Theory" □ "Realism and the Rise of China" lecture by John Mearsheimer https://www.youtube.com/watch?v=D2e4OyNV8L8
Sep 15 (F)	Debate on Realism
Week 6: Structures & Processes	
Sep 18 (M)	War and World Politics □ Ch. 14
Sep 19 (T)	W6 Reading Assessment (Chs. 14-15) due by 11:59PM
Sep 20 (W)	International & Global Security □ Ch. 15
Sep 22 (F)	Discussion
Week 7: Issues	
Sep 25 (M)	Proliferation of WMDs □ Ch. 30 □ Waltz 2012, "Why Iran Should Get the Bomb"
Sep 26 (T)	W7 Reading Assessment (Ch. 30 & Waltz article) due by 11:59PM
Sep 27 (W)	Simulation
Sep 29 (F)	Simulation (cont.)
Oct 1 (X)	Module II Policy Brief due by 11:59PM
Module III: Rules	
Week 8: Theory	
Oct 2 (M)	Constructivist Theory □ Ch. 13
Oct 3 (T)	W8 Reading Assessment (Ch. 13 & Wendt article) due by 11:59PM
Oct 4 (W)	Constructivist Theory (cont.) □ Wendt 1995, "Constructing International Politics"
Oct 6 (F)	Debate on Constructivism
Week 9: Structures & Processes	
Oct 9 (M)	International Law

	<input type="checkbox"/> Ch. 19 <input type="checkbox"/> “International Law” video https://www.youtube.com/watch?v=0ViSYjt-wGw&t=22s
Oct 10 (T)	W9 Reading Assessment (Chs. 19-20) due by 11:59PM
Oct 11 (W)	International Organizations <input type="checkbox"/> Ch. 20 <input type="checkbox"/> “The UN’s Top 6 Epic Moments” video https://www.youtube.com/watch?v=Z-aOn8TQAdk
Oct 13 (F)	Discussion
Week 10: Issues	
Oct 16 (M)	Human Rights <input type="checkbox"/> Ch. 32 <input type="checkbox"/> Juergensmeyer 2015, “The Annoying Certainty of Global Views” <input type="checkbox"/> “Human Rights in the 21 st Century” interview with Kathryn Sikkink https://www.youtube.com/watch?v=ohkybf5Cv-E&t=1s
Oct 17 (T)	W10 Reading Assessment (Ch. 32 & Juergensmeyer chapter) due by 11:59PM
Oct 18 (W)	Simulation
Oct 20 (F)	Simulation (cont.)
Oct 22 (X)	Module III Policy Brief due by 11:59PM
Module IV: Cooperation	
Week 11: Theory	
Oct 23 (M)	Neoliberal Theory <input type="checkbox"/> Ch. 7
Oct 24 (T)	W11 Reading Assessment (Ch. 7 & Reiter article) due by 11:59PM
Oct 25 (W)	Neoliberal Theory (cont.) <input type="checkbox"/> Dan Reiter 2012, “Democratic Peace Theory” <input type="checkbox"/> “Democratic Peace Theory – A Short Introduction” https://www.youtube.com/watch?v=Q_75neOIW9I
Oct 27 (F)	***Fall Break – No Class***
Week 12: Structures & Processes	
Oct 30 (M)	Regionalism <input type="checkbox"/> Ch. 23
Oct 31 (T)	W12 Reading Assessment (Ch. 23 & Söderbaum chapter) due by 11:59PM
Nov 1 (W)	Regionalism (cont.) <input type="checkbox"/> Söderbaum 2016, “Regions in Global Governance”
Nov 3 (F)	Discussion

Week 13: Issues	
Nov 6 (M)	Nationalism <input type="checkbox"/> Ch. 31 <input type="checkbox"/> Gerbaudo 2017, "From the Global to the National"
Nov 7 (T)	W13 Reading Assessment (Ch. 31 & Gerbaudo chapter) due by 11:59PM
Nov 8 (W)	Simulation
Nov 9 (R)	Literature Review Draft Due by 11:59PM
Nov 10 (F)	Simulation (cont.)
Nov 12 (X)	Module IV Policy Brief due by 11:59PM
Module V: Justice	
Week 14: Theory	
Nov 13 (M)	Marxism <input type="checkbox"/> Ch. 8
Nov 14 (T)	W14 Reading Assessment (Chs. 8, 10, & 12) due by 11:59PM
Nov 15 (W)	Feminism <input type="checkbox"/> Ch. 10
Nov 17 (F)	Literature Review Peer Assessments
Week 15: Theory (cont.)	
Nov 20 (M)	Poststructuralism <input type="checkbox"/> Ch. 12
Nov 21 (T)	Literature Reviews Final Submission Due by 11:59PM
Nov 22-25	***Thanksgiving Break – No Class***
Week 16: Structures & Processes (& Issues)	
Nov 27 (M)	International Political Economy <input type="checkbox"/> Ch. 16 <input type="checkbox"/> "Commanding Heights" documentary: https://www.youtube.com/watch?v=gfRTpoYpHfw
Nov 28 (T)	W16 Reading Assessment (Ch. 16 & Cohn chapter) due by 11:59PM
Nov 29 (W)	International Political Economy (cont.) <input type="checkbox"/> Cohn 2021, "Managing the Global Economy Since World War II" <input type="checkbox"/> "Age of Easy Money" documentary: https://www.pbs.org/wgbh/frontline/documentary/age-of-easy-money/
Dec 1 (F)	Discussion

Week 17: Issues (cont.)	
Dec 5 (M)	Global Trade & Finance <input type="checkbox"/> Ch. 28 W17 Reading Assessment (Ch. 28 & Ortiz-Ospina, et al. website) due by 11:59PM
Dec 6 (T)	Global Trade & Finance (cont.) <input type="checkbox"/> “Trade and Globalization” website, by Ortiz-Ospina, Beltekian, and Roser https://ourworldindata.org/trade-and-globalization <input type="checkbox"/> “International Trade and Supply Chains” by IMF https://www.youtube.com/watch?v=Bblo8_B32Co&t=1s
Final Exam Time	
Dec 11 (M) 8:00 – 11:00	Simulation
Dec 13 (W)	Module V Policy Brief due by 11:59PM

All dates and times in this syllabus and class schedule reflect the current time in Athens, Georgia (EDT until 5 November, EST thereafter, pending the outcome of the Sunshine Protection Act). **Time-related misunderstandings are not valid justifications for absences or late submissions.**

NOTE: This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.