

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

University of Georgia – Spring 2024  
Caldwell 102, Tu/Th 11:10am-12:25pm

Dr. Maryann E. Gallagher

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Office Hour: TBD,  
TBD



### **Course Overview:**

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

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

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

### **Student Learning Objectives:**

By the end of the semester, students will be able to:

- Discuss and evaluate key actors and concepts in International Relations (e.g. states, NGOs, IGOs, war, terrorism, human rights)

- Explain the need for collective action in international relations and challenges of global governance
- Understand and evaluate the ways that scholars develop and test theories of international relations
- Critically assess the ways that different dimensions of power operate in the international system
- Apply insights from concepts and theories discussed in this course to current events

#### Requirements:

- **Readings:** It is expected that you will complete the readings listed on the syllabus *prior* to coming to class. Should you fail to do the readings it will be evident in your lack of participation during class discussions.
- **\*\*All readings will be posted on the class ELC page unless otherwise noted. You are also required to keep up with current events – see below**
  - There is **NO TEXTBOOK**, however students are **required to purchase a subscription to Statecraft Simulation** (details below).
- On occasion an article relevant to the topic we are covering will be published and will be assigned on short notice. In that case I will post the article to the “ANNOUNCEMENTS” section of the class ELC page.
  - If there are problems with the links on the syllabus please:
    - 1. check the “Readings” folder on ELC; 2. Google the title; 3. When steps 1 and 2 fail, email me or the GTA.
- **\*\*PLEASE REGISTER FOR ANNOUNCEMENT NOTIFICATIONS!**
  - Click on your name in the top right corner on the class ELC page > Notifications > Instant Notifications > Announcements
- **Grading**  
Your final course grade will be determined by the following assessments:
  - Syllabus Quiz (completed by 11pm 1/16) – 2.5%
  - Midterm Exam – 25%
  - Final Exam – 25%
  - Class Participation – 10% (5% first-half of semester + 5% second-half of semester)
  - 5 Application Assignments – 10%
  - Simulation – 27.5%
    - Participation –15% (3% quizzes + 10% memos + 2% peer evaluations)
    - Performance – 5% (based on QOL) ***\*\*Possible +3% EC***
    - Final Essay – 7.5%

Letter grades correspond to the following 0-100 scale:

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

- Lectures and class discussion are intended to supplement, not duplicate, the readings. Exams will draw upon readings and class notes. Please note the dates of your midterm and finals exams and do not make plans to travel during these times.
- **Simulation:** An integral part of this course will be your participation in an online international politics simulation called Statecraft. All students are required to obtain a subscription to Statecraft. To register go to [www.statecraftsim.com](http://www.statecraftsim.com), create a student account. You will need to enter the course code **INTL3200\_Spring2024** along with your username and password. You will then need to pay the semester subscription fee of \$35 using a credit card or PayPal through the website. **\*You must register by 11pm Sat 2/3.** Additional details on the simulation and related assignments will be distributed separately.
  - **Simulation Memos:** Each student must submit a memo of *at least* 300 words each week BEFORE the turn ends (i.e. Saturday at 11pm) to the appropriate memo discussion board on ELC. In general these memos should reflect on your activity that week, the dynamics of the statecraft world that relate to the theories we've read about and discussed in class, and the connections between your statecraft world and current events, however some weeks you will be given a specific prompt. These memos are intended to ensure that you are actively participating and thinking about the simulation each week, and will hopefully provide some foundation for your final simulation essay. Your grade will be based on completion (not content), however memos that indicate a lack of seriousness on your part will not be counted. **Late memos** (i.e. memos submitted at 11:01pm and later) **and memos shorter than 300 words will not be counted.**
- **Participation, Application Assignments, & Active Learning Pedagogy:**
  - Students' learning outcomes are centered in the design of this course; all class activities and assignments are designed to facilitate your skills building and to give you the opportunity to reflect upon what you are learning. This is the essence of active learning. Research shows that active learning increases students' long-term retention of information, improves conceptional understanding, and leads to better writing and critical thinking skills.
  - A key aspect of this active learning class is the inclusion of **Peer Learning Assistants (PLAs)**. The four PLAs this semester will be engaged in your class activities, including Statecraft, and are there to help encourage you and push you to consider a deeper application and understanding of IR.
  - *Simply showing up to class does not constitute participation.* You are expected to play an active role in class and group discussions. That said, simply speaking in class will not earn you a "good" participation grade. Those with the highest participation grades will ask insightful questions and present arguments grounded in the class *readings* and research. You will often submit a reading reflection at the start of class or exit ticket drawing on the readings at the end of class. Coming prepared for class each day is essential to your ability to participate.
  - Given the size of this class, you may also **supplement your participation grade by using the class discussion board** on ELC to engage with your peers about topics related to the course. Students who earn the highest participation grades usually have 1 post per week (i.e. a new thread or response to others). The posts may address any aspects of IR current events or topics/readings from class. **Spamming the discussion board during the week that it closes will undermine your participation grade.**

- You will complete 5 application assignments this semester to foster the development of skills related to the student learning objectives of this course. These assignments may ask you to practice using IR datasets, make persuasive arguments using evidence, or consider policy options to resolving an issue. The assignments are often due before the start of class and will be part of our active learning that day. **Late assignments will not be accepted.**
- We will often discuss contentious political issues and I expect that you will be respectful of each other's perspectives. Interruptions, slurs, or making fun of students or their views will not be tolerated.
- **Attendance:** I'll take attendance each day and expect you to come to class unless you are unable to do so (i.e. you're sick, been exposed to someone who is unwell, etc.). **If you are going to be absent, please send me and/or your GTA an email.** Excessive absences will lead to a **deduction in your participation grade.**
  - **Special Note on SC Thursdays:** You must also contact **your group** in advance if you are going to be absent on a Statecraft Thursdays. **\*More than 3 absences on a Statecraft Thursday will lead to a deduction in your participation grade\*.**
  - **IF YOU DO NOT FEEL WELL, DO NOT COME TO CLASS!** Per UGA guidelines, faculty are to accommodate students who miss class due to COVID just as they normally would have accommodated ill students before the pandemic. **We will have a collaborative notes G-doc available on ELC so you can keep up with what you missed when absent.** Once you're feeling better, please reach out to the GTA during their office hours to answer any remaining questions.
  - If you are out for a prolonged period, please stay in contact with your professors. I also encourage you to reach out to Student Care and Outreach ([sco@uga.edu](mailto:sco@uga.edu)) for assistance. They can contact all your professors on your behalf.

#### Other important information:

- **Current Events:** Students are **REQUIRED** to stay up to date on world politics for class discussions. I suggest that you skim the "international politics" headlines of a major newspaper, such as the *New York Times*, *Wall Street Journal*, *Washington Post*, or news website such as *BBC* on a **daily basis**.
  - **Life Hacks:**
    - \*I strongly suggest making your web browser home page an (international) news source.
    - \*You can also have the headlines of the day automatically emailed to you from the **Council of Foreign Relations** ([www.cfr.org](http://www.cfr.org)). There are also several useful IR blogs, including: [Duck of Minerva](#), [War on the Rocks](#), and [Political Violence at a Glance](#).
- **Technology:**
  - **Laptops** are **not** welcome in class unless I instruct you to bring one (e.g. Statecraft days). Should you need to use a laptop please provide proper documentation from UGA's Disability Resource Center (DRC).
  - All **phones** should be **shut off** or set to **silent** before arriving to class. The use or interruption of these devices during regular class time will result in a **reduction of your participation grade**, and during test periods will be treated as **cheating**.
- **Communication and Email:** I will keep you updated about the course and any changes to the syllabus through the "ANNOUNCEMENTS" board on the class ELC page.  
**\*\*PLEASE REGISTER FOR ANNOUNCEMENT NOTIFICATIONS!**

- Again, to sign up for Announcement Notifications: your name on the class ELC page > Notifications > Instant Notifications > Announcements
- When emailing me please only use your UGA email account and include your course number in the subject line. In most cases I will respond to emails within 24 hours. Importantly, before emailing, **please check the syllabus** and the **Announcements** posted on ELC to be sure that your question has not been previously addressed.
- *A note on etiquette*: please use **appropriate salutations** including **my name** in the opening (**NOT** Miss/Ms./Mrs. Gallagher!) and your name in the closing. (Hint: you can't go wrong with "Dear Professor Gallagher").
- For further guidance see: <http://www.wikihow.com/Email-a-Professor>.
- **Office Hours** – Office hours are **STUDENT HOURS!** This is the time to ask questions about class assignments, the major, my 2 cents on what you should do with your life, get recommendations for good food in Athens, etc. **The link to schedule an office hours meeting is on the class ELC page.**
- **Academic Honesty** – As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: <http://www.uga.edu/honesty>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Any student caught cheating or plagiarizing will be referred to Judicial Affairs, as required by university policy. The most common issue of academic dishonesty I have come across is plagiarism. To be clear, plagiarism is copying from any source material (direct or paraphrasing of ideas), published or unpublished (this includes Wikipedia!), without giving proper credit. I will post a link to the Chicago Manual of Style citation format on ELC.
  - ***\*\*Prohibition on using AI Language tools.*** The use of AI tools (for example, ChatGPT, Bing AI, and other similar generative language models) to for Statecraft memos, essay, or Applied Assignments is prohibited in this course. Suspected unauthorized assistance, or other violations of UGA's "A Culture of Honesty," will be directly reported to the Office of Academic Honesty.
- **Contested Grades:** Students are **always** welcome to come discuss assignments and their overall class performance during my office hours. If you find a mathematical error on a graded assignment please let me know immediately. Students wishing to contest a grade must wait *24 hours* after their assignment/exam has been returned to make an appointment to see me. During that appointment students should come prepared with (1) their assignment/exam, (2) a typed explanation of what the *best possible* response to the prompt would look like, (3) a typed explanation of how their work compares to that best answer, and (4) their class and reading notes. All requests for such meetings must be made *within two weeks* of the date the assignment/exam was returned.
- **Students with Disabilities:** UGA is committed to providing equal access to academic programs and university-administered activities and reasonable modifications to students with disabilities. Students in need of academic accommodations need to request such services from the Disability Resource Center located at 114 Clark Howell Hall (for more information visit [www.drc.uga.edu](http://www.drc.uga.edu) ) and should make an appointment to see me with their appropriate paperwork from the DRC within the **first two weeks** of classes.
- **Prohibition on Recording Lectures/Discussions.** In the absence of written authorization from the UGA Disability Resource Center, students may not make a

visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- UGA has a vast array of resources to support students facing a variety of challenges. Please don't hesitate to come speak with me or contact these resources directly. *Please be aware that UGA faculty and staff are obligated to report any knowledge of sexual assault/relationship violence to UGA's Equal Opportunity Office.* UGA's Relationship and Sexual Violence Prevention (info below) can speak to students confidentially.
  - **Office of Student Care & Outreach** (coordinate assistance for students experiencing hardship/unforeseen circumstances) – 706-542-7774 or by email [sco@uga.edu](mailto:sco@uga.edu)
  - **Counseling and Psychiatric Services (CAPS)** - 706-542-2273 (during regular business hours) *After Hour Mental Health Crisis:* 706-542-2200 (UGA Police—ask to speak to the CAPS on-call clinician)
  - **Relationship and Sexual Violence Prevention (RSVP)** – 706-542-SAFE (The advocates at RSVP can provide students confidentiality).
- **This syllabus is subject to change throughout the semester**

### **IR Class and Reading Schedule**

#### **CLASS SCHEDULE AND READINGS**

##### **WEEKS 1-4: Introduction to Studying IR - Actors & Theories in IR**

###### **Tues., Jan. 9 (class 1) – Introduction**

- TURN NOTIFICATIONS ON FOR COURSE!
- Read the Syllabus

###### **Thurs., Jan. 11 (class 2) - Who are the Actors in IR? Levels of Analysis**

- Stephen McGlinchey. 2022. “Ch. 1: Introduction to International Relations” in *Foundations of International Relations*. Bloomsbury.
- Carmen Gebhard. 2022. “Chapter 5: Levels of Analysis” in *Foundations of International Relations*. Bloomsbury.

###### **Tues., Jan. 16 (class 3) – Actors in IR: When is a state a state?**

- Stephen McGlinchey. 2022. “Ch. 2 International Relations and The Global System” in *Foundations of International Relations*. Bloomsbury.



- “Palestinians Gaining Momentum in Quest for Statehood” *NYT*
- “ISIS Transforming into Functioning State that Uses Terror as a Tool” *NYT*

*Just for Fun (definitely not required!):*

- Watch the video on this page (takes place in GA!)  
[https://www.vice.com/en\\_ca/article/eva8nj/27-micronations-gathered-in-georgia-for-a-summit-of-sovereign-states](https://www.vice.com/en_ca/article/eva8nj/27-micronations-gathered-in-georgia-for-a-summit-of-sovereign-states)
- <https://www.npr.org/2015/04/10/398824579/microcon-2015-leaders-of-self-proclaimed-nations-meet-in-southern-california>

**\*\*Complete Syllabus Quiz & Introduction on ELC by 11pm 1/16**

Thurs., Jan. 18 (class 4) – Actors in IR: Collective Action & Institutions

- “Reimagining Sovereignty in a Global Era” Council on Foreign Relations: World 101.  
<https://world101.cfr.org/understanding-international-system/building-blocks/reimagining-sovereignty-global-era>
- “What does the World Health Organization Do?” June 1, 2020. *CFR Backgrounder*.  
<https://www.cfr.org/backgrounder/what-does-world-health-organization-do>

Tues., Jan. 23 (class 5) – Theories of IR: Liberalism vs. Realism and a Rising China

- Stephen McGlinchey and Dana Gold. 2022. “Ch. 6: Traditional and Middle Ground Theories” in *Foundations of International Relations*. Bloomsbury.
- John Mearsheimer. Dec/Nov 2021. “The Inevitable Rivalry: America, China, and the Tragedy of Great Power Politics.” *Foreign Affairs*.
- G. John Ikenberry. 2008. “The Rise of China and the Future of the West.” *Foreign Affairs*

**\*\*Application Assignment #1 due on ELC discussion board before the start of class, 1/25**

Thurs., Jan. 25 (class 6) – Power & Strategic Behavior

- Watch “Strategic Behavior” Video on ELC
- Kenneth Waltz. 2012. “Why Iran Should Get the Bomb.” *Foreign Affairs*.
- Jenna Gibson. 2020. “How South Korean Pop Culture Can be a Source of Soft Power”  
<https://carnegieendowment.org/2020/12/15/how-south-korean-pop-culture-can-be-source-of-soft-power-pub-83411>

Tues., Jan 30 (class 7) – Constructivism

- Margaret E. Keck & Kathryn Sikkink. “Transnational Advocacy Networks in International Politics” and “Human Rights Advocacy Networks in Latin America” in Mingst & Snyder. *Essential Readings in World Politics*.
- Nicolo Naourafchan. 2008. “A Bloodless War: An Analysis of the Weapons Used by the International Campaign to Ban Landmines.” E-IR available at: <http://www.e-ir.info/2008/05/22/a-bloodless-war-an-analysis-of-the-weapons-used-by-the-international-campaign-to-ban-landmines/>

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

*Suggested:*

- *Scene on Radio* Podcast, Season 2 (*Seeing White*) Episode 2: "How Race Was Made" <https://www.sceneonradio.org/episode-32-how-race-was-made-seeing-white-part-2/>
- "How Taiwanese Identity has Evolved on the Island in Recenter Generations." Jan. 8, 2024. NPR: *All Things Considered*. <https://www.npr.org/2024/01/08/1223567757/how-taiwanese-identity-has-evolved-on-the-island-in-recent-generations>

Thurs., Feb. 1 (class 8) – Catching up + Introduction to Statecraft Simulation

- READ: Statecraft Manual (on Statecraft)
- READ: Statecraft Grading Doc (ELC)

*\*\*Register and Complete the TWO Statecraft Manual Quizzes for Statecraft by 11pm Saturday, Feb 3*

### **Week 5 – Sex, Gender, & IR**

Tues., Feb. 6 (class 9) - Feminist theory(ies) and IR

- Sarah Smith. 2018. Introducing Feminism in International Relations Theory. <https://www.e-ir.info/2018/01/04/feminism-in-international-relations-theory/>
- Valerie Hudson. 2012. "What Sex Means for World Peace." *Foreign Policy*.
- Laura Sjoberg "'Mansplaining' International Relations" Available at: <http://relationsinternational.com/mansplaining-international-relations-walt/>

*\*\*Application Assignment #2 due on ELC discussion board before the start of class, 2/8*

Thurs., Feb. 8 (class 10) – Using a Gender Lens in IR & Policy

- Carol Cohn. 2013. "Women and Wars: Toward A Conceptual Framework" from *Women & Wars*.
  - \*Read only pgs. 1-20 (for now!)
- Joan Johnson-Freese. "Women, Peace, and Security: Moving Implementation Forward." *War on the Rocks* (blog). <https://warontherocks.com/2021/07/women-peace-and-security-moving-implementation-forward>
- Statecraft Turn 0 – NO MEMO DUE!

### **Week 6 – Foreign Policy Analysis**

Tues., Feb. 13 (class 12) - Models of Decision Making

- Graham Allison. 1969. "Conceptual Models and the Cuban Missile Crisis." *American Political Science Review*.
  - Note: if individually you know what each word means but collectively you have no idea what he is saying, it's okay to skim. Just be sure you understand the application of each model, or what Allison calls a "cut."



Thurs., Feb. 15 (class 12) – Foreign Policy Decision Making

- Susan H. Allen and Maryann E. Gallagher. 2022. “Is He Speaking Our Language? Donald Trump’s Leadership Traits in Comparison with Previous Presidents.” *Political Science Quarterly*.
- Statecraft Turn 1 – Don’t forget: memo due by 11pm Sat!

**Week 7 – Conflict**

Tues., Feb. 20 (class 13) – What is War and Why Do Wars Happen?

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

Thurs., Feb. 22 (class 14) – The Challenges of Ending Intra-state Conflicts

- Barbara F. Walter. 1997. The Critical Barrier to Civil War Settlement. *International Organization*. Pp. 335-64.
  - \*\*Focus on the theory & conclusion (pp. 335-343 and 360-363) – skim the rest.
- Statecraft Turn 2

**Week 8 – Security**

Tues., Feb 27 (class 15) – State Security and Nonproliferation

- “Nuclear Proliferation” Module. Council on Foreign Relations: World 101
  - <https://world101.cfr.org/global-era-issues/nuclear-proliferation>
  - (Note: this entire module includes 7 lessons and a module assessment)
- Jonathan Masters. “What is NATO?” Council on Foreign Relations: Background. <https://www.cfr.org/backgrounder/what-nato>
- Carol Cohn. 2018. “The Perils of Mixing Masculinity and Missiles” *NYT* (op-ed). <https://www.nytimes.com/2018/01/05/opinion/security-masculinity-nuclear-weapons.html>

Thurs., Feb 29 (class 16) – Whose Security Matters? Human Security & National Security

- Lloyd Axworthy. 2001. Human Security and Global Governance: Putting People First. *Global Governance*.
- “Why Hasn’t US national security community prioritized public health – until now.” PBS. <https://www.pbs.org/newshour/show/why-u-s-national-security-community-has-never-prioritized-public-health-until-now>
- “Russia Threatens to Pull Out of Ukraine Grain Deal” PBS. <https://www.pbs.org/newshour/world/russia-threatens-to-pull-out-of-ukraine-grain-deal-raising-fears-about-global-food-security>
- Statecraft Turn 3

*Suggested:*

- “Race & National Security” War on the Rocks: *Horns of a Dilemma* (podcast) <https://warontherocks.com/2020/07/race-and-national-security/>

March 3-9: SPRING BREAK

**\*\*Statecraft Simulation Turn 4** - *We will not meet in class but the simulation continues & the turn still ends on Sat., March 11 – be sure to keep in touch with your group outside of class*

### Week 9 – Global Divides

Tues., March 12 (class 17) – \*\*MIDTERM EXAM

Thurs., March 14 (class 18) – “Global North” / “Global South”

- Nair, Sheila. “Post-Colonialism” International Relations Theory. S. McGlinchey, R. Walters, & C. Scheinflug <https://www.e-ir.info/2017/12/08/postcolonialism-in-international-relations-theory/>
- Olla, A. “[Welcome to the new colonialism: Rich countries sitting on surplus vaccines.](#)” The Guardian, 14 April 2021
- Statecraft Turn 5

### Week 10 – Asymmetric Conflict: Terrorism

Tues., March 19 (class 19) – Terrorists as Strategic Actors

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

*\*\*Application Assignment #3 due on ELC discussion board before the start of class, 3/21*

Thurs., March 21 (class 20) – Female Suicide Terrorism

- Lindsey O’Rourke. 2009. What’s Special About Female Suicide Terrorism? *Security Studies*. 681-718.
  - *\*\*Read only pages 681-700*
- Statecraft Turn 6

*\*March 21, Withdrawal deadline for UGA*

### Week 11 – International Political Economy – Trade

Tues., March 26 (class 21) – Trade

- Saglam, Gulcan and Charles Hankla. 2021. Chapter 10 “Politics, Economics, and Trade” in *Introducing Global Issues* (ed) by Snarr & Snarr
- WTO Says Canada, Mexico Can Slap \$1Billion in Tariffs on US Over Meat Labels” 12/7/15. *Wall Street Journal*. (listed as WTOCOOL on ELC)
- Alexandria Guisinger. 2017. “Americans Views on Trade Aren’t Just About Economics. They’re Also About Race.” *WaPo* (Monkey Cage Blog).
- “How Trump Trade Policy Could Complicate Your Ice Cream Sundae” 7/18/17. *WaPo*. <https://www.washingtonpost.com/news/wonk/wp/2017/07/18/trumps-trade-policy-explained-with-whipped-cream/>
- PBS News Hour. September 28, 2019. “Impact of U.S.-China trade war felt in both countries” <https://www.youtube.com/watch?v=dt2W2uOyLGw>

- What is the Transpacific Partnership? *CFR Background*.  
<https://www.cfr.org/background/what-trans-pacific-partnership-tpp>

**\*\*Application Assignment #4 due on ELC discussion board before the start of class, 3/28**

Thurs., March 28 (class 22) – International Development & Foreign Aid

- James Arvanitakis and David Hornsby. 2017. “Global Poverty and Wealth”  
<https://www.e-ir.info/2017/01/15/global-poverty-and-wealth/>
- Haley Swedlund. 2017. There’s Another Big Reason U.S. Foreign Aid is Important. It Helps the US Get What it Wants.” WaPo (Monkey Cage Blog). *On ELC*
- “Why there’s a storm brewing about global food aid from the US.” January 9, 2024. *NPR*. <https://www.npr.org/sections/goatsandsoda/2024/01/09/1222952895/why-theres-a-storm-brewing-about-global-food-aid-from-the-u-s>
- “Development” Module. Council on Foreign Relations: World 101  
<https://world101.cfr.org/global-era-issues/development>
  - (Note: this entire module includes 12 lessons and a module assessment)
- Dilip Ratha. 2014. TED Talk “The Hidden Force in Global Economics: Sending Money Home.” (Video)  
[https://www.ted.com/talks/dilip\\_ratha\\_the\\_hidden\\_force\\_in\\_global\\_economics\\_sending\\_money\\_home?language=ry](https://www.ted.com/talks/dilip_ratha_the_hidden_force_in_global_economics_sending_money_home?language=ry)
  - **\*\*Watch mins 1-8**
- Statecraft Turn 7?

**Week 12 – Global Governance: International Organizations and International Law**

Tues., April 2 (class 23) – The UN & International Law

- Somini Sengupta. “What is the United Nations? Its History, its goals and relevance” *New York Times*. Sept. 24, 2019.
- Shashi Tharoor. 2011. “Security Council Reform: Past, Present and Future.” *Ethics and International Affairs*.
- “What is the UN Security Council?” Council on Foreign Relations: World 101.  
<https://world101.cfr.org/understanding-international-system/global-governance/what-un-security-council>

Thurs., April 4 (class 24) – International Law

- “What is International Law?” Council on Foreign Relations: World 101.  
<https://world101.cfr.org/understanding-international-system/global-governance/what-international-law>
  - Be sure to read through the “10 International Agreements You Need to Know” Infographic
- Statecraft Turn 8?

**Week 13 – Global Governance**

Tues., April 9 (class 25) – International Law & Norms of War

- Kenneth Roth. 2004. The Law of War in the War on Terror. *Foreign Affairs*.
- Amanda Taub. Oct. 12, 2023. “Israel, Gaza and the Laws of War.” *NYT*.

- Scott Sagan & Benjamin Valentino. 2017. Revisiting Hiroshima in Iran: What Americans Really Think about Using Nuclear Weapons and Killing Noncombatants.” *International Security*. Available online:  
[http://www.mitpressjournals.org/doi/full/10.1162/ISEC\\_a\\_00284](http://www.mitpressjournals.org/doi/full/10.1162/ISEC_a_00284)

#### Thurs., April 11 (class 26) – Laws of War & the ICC

- Kelebogile Zvobgo. Oct 19, 2023. “It’s Time for American to Join the International Criminal Court.” *Foreign Affairs*.
- International Criminal Court Allows Investigation of US Actions in Afghanistan. NPR. <https://www.npr.org/2020/03/05/812547513/international-criminal-court-allows-investigation-of-u-s-actions-in-afghanistan>
- Alex Bellamy. 2014. “The Responsibility to Protect and the 2014 Conflict in Gaza.” <http://www.e-ir.info/2014/07/22/the-responsibility-to-protect-and-the-2014-conflict-in-gaza/>
- 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>
- Statecraft Turn 9?

*\*\*Simulation papers due on ELC by 11pm Saturday 4/13*

### **Weeks 14 & 15: Current Issues in IR**

*\*\*Application Assignment #5 due on ELC discussion board before the start of class, 4/16*

#### Tues., April 16 (class 27) – Human Rights

- Kelebogile Zvobgo and Chad Clay. Dec. 18, 2023. “Human Rights in the US and around the World in 2023.” *Good Authority* (blog): <https://goodauthority.org/news/human-rights-around-the-world-in-2023/>
- Dr. Chad Clay. 2023. TED Talk: You’re a Human Rights Person, You Just Don’t Know it Yet. <https://www.youtube.com/watch?v=oG2M05Bd2PU>
- NYT Debate “Have Human Rights Treaties Failed?” Available: <http://www.nytimes.com/roomfordebate/2014/12/28/have-human-rights-treaties-failed?hp&action=click&pgtype=Homepage&module=c-column-top-span-region&region=c-column-top-span-region&WT.nav=c-column-top-span-region>

#### Thurs., April 18 (class 28) – Targeted Killings & Drones

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

#### Tues., April 23 (class 29) – Global Climate Change

- Podesta and Ogden. 2007. The Security Implications of Climate Change. *The Washington Quarterly*.
- Kelly M. McFarland and Vanessa Lide. July 30, 2010. “The Arctic is Melting. Here’s Why Cooperation and Diplomacy Get so Complicated.” *WaPo* (Monkey Cage Blog).

- Wendle. “The Ominous Story of Syria’s Climate Refugees.” 12/17/15. *Scientific American*. Available at: [http://www.scientificamerican.com/article/ominous-story-of-syria-climate-refugees/?wt.mc=SA\\_Twitter-Share](http://www.scientificamerican.com/article/ominous-story-of-syria-climate-refugees/?wt.mc=SA_Twitter-Share)

Thurs., April 25 (class 30) – Climate Change (continued)

- McCarthy, J. 2021. “[Why is climate change a racial justice issue?](#)” *Global Citizen*
- “As Miners Chase Clean-Energy Minerals, Tribes Fear a Repeat of the Past” 12/27/21. *NYT*. (link on ELC)

**\*\*Final Exam – Tues. May 7, Noon**